

NCDA

*Project Report*

# NCDA

NSSU Coach Developer Academy

*Project commissioned by Japan Sports Agency*

*"Support for Formation of International Sport Academies"*

*2014-2020 Project Report*



## Table of Contents

<b>Introduction</b>	1
---------------------	---

<b>What is NCDA?</b>	2
----------------------	---

### **NCDA Program**

2014-15 NSSU-ICCE Coach Developer Programme.....	10
2015-16 NCDA-ICCE Coach Developer Programme.....	24
2016-17 NSSU-ICCE Coach Developer Programme.....	40
2017-18 NSSU-ICCE Coach Developer Programme.....	56
2018-19 NSSU-ICCE Coach Developer Programme.....	72
2018 NCDA Coach Developer Programme.....	88
2019-20 NSSU-ICCE Coach Developer Programme.....	96
2018 NCDA Coach Developer Programme.....	117
2020-21 NCDA Coach Development System Building Programme.....	125

### **NCDA Learning Material**

Online learning tool (1) NCDA e-module.....	140
Online learning tool (2) NCDA “MyCDA”.....	141
Online learning tool (3) NCDA Talking Session.....	142
Handbook (1) Welcome book.....	143
Handbook (2) Assessing Skills.....	144
Handbook (3) Facilitation.....	145
Handbook (4) Supporting Coaches in Practice.....	146

### **NCDA International Symposium**

1st: Future of Coach Developers and Sports.....	147
2nd: Coaching Pedagogies: Approaches to growing athletes, coaches and coach developers.....	150
3rd: Recent Developments and Good Practice in Coach Education.....	153
4th: Searching for the Excellence in Coaching.....	158
5th: Let’s Talk about Coach Development for Tomorrow.....	166
6th: Women in Coach Development.....	171
7th: NCDA Next Chapter -Challenges of Coach Developers-.....	177
8th: NCDA Get Together in 2021.....	182

### **NCDA Webinar**

1st: Supporting Coaches during COVID-19.....	184
2nd: Towards Building A Coach Developer System Across Asia/Oceania.....	188
3rd: Supporting coaches where few IT resources are available.....	192
4th: Innovative Ways to Support Coaches' Practice.....	196
5th: Assessment in Coach Education.....	204
6th: SFT Tri-University International Sport Academy and beyond.....	212
7th: Women in coaching -Creating a supportive environment.....	220

<b>Messages from the Participants</b>	228
---------------------------------------	-----

## **Activities of Alumni**

Coach Developer Training Program in Singapore.....	235
Coach Developer Training Program in Zambia.....	237
Coach Developer Program in Jordan.....	238
Coach Developer Program in Zambia.....	238
Coaching System Workshop in Paraguay.....	239
Coach Developer Training Program in Malaysia.....	241
Coach Developer Workshop in Australia.....	243
Coach Developer Workshop in Brazil.....	244
Coach Training Program in Zambia.....	247
Practice and Theory as a Coach Developer.....	248
Cultural-Political Challenges of Coach Development in Southern Africa.....	249
Coach Developer Session "NCDA get together" by NCDA Alumni.....	250
Collaboration between Alumni of NCDA.....	251

## **Report on the Number of Beneficiaries from NCDA**

First Beneficiaries (1) The number of participants in NCDA Programs.....	254
First Beneficiaries (2) The number of participants in NCDA Webinars.....	255
Report on the Number of Indirect Beneficiaries from Practices of Program Participants.....	256

## **Observation of Coaching Development in Overseas, Public Relations, Research Reports, and Workshops**

Observation of Australian Institute of Sport (AIS) and others.....	259
10th ICCE Global Coach Conference 2015.....	261
Visit Sport New Zealand and others.....	262
Research report and publicity at the 2nd Asia Pacific Conference on Coaching Science.....	264
Visit to the National Institute of Fitness and Sports in Kanoya (NIFISA) Sports Academy.....	264
Participation in the ICCE Global Coaches Conference 2017.....	265
Workshop at the Polish Coaches International Conference.....	266
Workshops at Korea National University of Fitness and Sports and other institutions.....	266
Workshops at Ohio University and West Virginia University.....	267
Publicity at ICCE Global Coaches House 2018.....	269
Observation at the USCCE Coach Developer Academy and others.....	270
Research Presentation and Publicity at 2018 Asia-Pacific Conference on Coaching Science.....	271
Lecture at 12th International Sports Science Conference and others.....	272
Community of Practice Workshop for Coach Developers.....	273
ICCE Research Fair 2019 and 12 <sup>th</sup> ICCE Global Coach Conference.....	274
Visit to the South Australian Sports Institute (SASI).....	275
Publication of NCDA Family Book "Learning to be a Coach Developer".....	277

## **SFT Tri-University International Sports Academies**

1st Tri-university Joint Seminar.....	278
2nd Tri-university Joint Seminar.....	280
3rd Tri-university Joint Seminar.....	282
Dispatch of Lecturers to NIFISA.....	283
1st Tri-University Showcase Conference.....	284
2nd Tri-University Showcase Conference.....	285
3rd Tri-University Showcase Conference.....	286

**Article Published on the Website and Journal**

ICCE Commemorative Journal.....287  
Website of ICCE (1) .....288  
Website of ICCE (2).....289  
Ohio News of Ohio Unievristy (USA).....290  
Japan Times.....291

**Academic Article on Coach Developer published by NCDA Alumni**

International Journal of Sport Communication.....292  
International Sport Coaching Journal.....292

**Terminology** 293

**Afterword** 295



# Introduction

---

The Nippon Sport Science University (NSSU) Coach Developer Academy (NCDA) was established in 2014 with the aim of fostering international “coach developers” and building an international network of coach developers. Since then, we have been working closely with the “International Council for Coaching Excellence (ICCE) “ to provide learning opportunities for future coach developers. Thanks to your support, NCDA is now in its seventh and final year of project. Through the project, NCDA has aimed to create a positive experience for everyone through sports. NCDA has been operated as a “Sports Academy Formation Support Project” commissioned by Japan Sports Agency. In addition to NCDA, the Tsukuba International Academy for Sport Studies (TIAS) and the National Institute of Fitness and Sports in Kanoya International Sport Academy (NIFISA) are also part of the “Sports Academy Formation Support Project” commissioned by Japan Sports Agency. The sports academies of the three universities have been collaborating in a variety of ways, but in recent years we have become particularly active, with participants studying in other academy programs and working together beyond the boundaries of the academies after completing the programs and returning to their home countries. I am very much looking forward to the continuation of these collaborative activities in the future.

Since its founding in 1891, NSSU has consistently pursued the common desire of all human beings for “physical and mental health” by fostering and releasing a large number of human resources in the fields of education, health, and welfare based on sports. Since the 1964 Tokyo Olympics, we have also devoted ourselves to the development of outstanding athletes, and have contributed greatly to the improvement of the international competitiveness of the Japanese sports. The results of these efforts are evident in the fact that 133 gold, silver, and bronze medals, or about one-fourth of the medals won by Japan in the Olympic and Paralympic Games, were won by people involved with NSSU. This history and tradition continues to shine brilliantly on NSSU as an achievement to be proud of in the world. In 2021, the Summer Olympic and Paralympic Games will once again come to Tokyo. Of course, this is an extremely important event in the sport that we are always striving for, but we also need to be involved in sport from a long-term perspective to improve the state of sport and coaching after 2021.

In this context, our NCDA is a unique organization in the world. Compared to the role of a “coach,” the existence of a “coach developer” has not yet fully penetrated the sports world. This can be said both internationally and domestically. Nevertheless, coach developers are expected to play an important role in the 21st century sports world. This is because we need “better coach developers” to develop “better coaches” as much as we need “better coaches” to develop “better athletes”. If that is the case, then we will have to put as much effort into developing “coach developers” as we do into developing coaches. In such a situation, it is very important that NCDA can invite coach developers from all over the world and provide them with an opportunity to learn together. This is because we believe that if coach developers take what they have learned from NCDA back to their own countries and organizations and put it into practice, a better coaching culture will be fostered worldwide. NSSU has a mission to “expand and deepen its academic scope with the keywords of ‘sport,’ ‘body,’ and ‘life,’ while fully demonstrating its appeal as a ‘comprehensive university of culture and science related to the body,’ and to engage in education, research, practical activities, and social contribution activities in order to make a great leap forward toward the world. It is a matter of great pride if we can play a role in fostering not only the domestic coaching culture but also the global coaching culture through this NCDA program.

Over the past seven years, NCDA has been fortunate to contribute to learning of more than 100 coach developers. I have heard that many of them are playing a major role in coach development and coach developer training in different parts of the world. In the midst of the global pandemic of Covid-19, I am sure that our alumni are having a hard time in their respective activities, but I hope that they will make use of the flexible thinking and creative ideas that they have developed in this program to improve coaching around the world during this tough time.

Finally, I would like to express my sincere gratitude to everyone who has supported NCDA over the past seven years, and all of you for your generous support and efforts.



NCDADirector &  
NSSU President  
**Koji Gushiken**



## What is NCDA?

For more than 125 years, the Nippon Sport Science University (NSSU) has made a significant contribution to the production of sports coaches in Japan. By organically integrating the scientific and practical knowledge of coaching that the university has accumulated so far, and the information on coaching practices around the world obtained from overseas research, the university has established the Master's Course in Physical Education and Coaching Studies, and has accelerated the training of coaches who can practice coaching backed by scientific evidence. In 2014, the Ministry of Education, Culture, Sports, Science and Technology (now transferred to the Japan Sports Agency) commissioned the "Sport Academy Formation Project," and NSSU established the "NSSU Coach Developer Academy (NCDA)" as part of the international sports contribution project "Sport for Tomorrow." Furthermore, based on the achievement of the NCDA, NSSU established the Master's Program in Coaching Studies, Graduate School of Physical Education in April 2018.

### "Sport Academy Formation Project"

Sports Academy Formation Project is a project commissioned by the Japan Sports Agency. In order to promote the spread of Olympism and sports medicine research, this project aims to establish an international core center for inviting international sports officials such as those from the International Olympic Committee (IOC), and for accepting and fostering human resources who will become the core of the next generation of international sports. The project aims to establish an international core center to promote the invitation of international sports professionals, such as those from Japan and other countries, and the acceptance and training of human resources who will become the core of the next generation of international sports. There are two types in this commissioned project as follows.

#### <Type A: Tsukuba University>

Tsukuba University has established an international sports academy with a Master's program for training international sports personnel to understand and spread the value of sport and significance of the Olympic movement. They have also developed and provide their own educational program.

#### <Type B: Nippon Sport Science University, National Institute of Fitness and Sports in Kagoya>

These schools have implemented short-term programs utilizing their own strengths and also collaborate in networks of universities contracted for Type A projects to develop and provide an educational program.



### "Sport for Tomorrow"

Sport for Tomorrow is a programme which the Government of Japan to contribute to the international community through sport. The programme was announced by Prime Minister Shinzo Abe at the IOC Session on the occasion of Tokyo making a bid for 2020 Summer Olympic and Paralympic Games. The programme aims at sharing the values of sport with more than 10 million people of all generations in over 100 countries, including developing countries, in the course of seven years between 2014 and 2020.

Three core initiatives of Sport for Tomorrow

1. International Cooperation and Exchange through Sport
2. Academy for Tomorrow's Leaders in Sport
3. "PLAY TRUE 2020" – Develop sport integrity through strengthening the global anti-doping activities



What is NCDA?

## **NCDA Overview**

### **Vision:**

To build a coaching culture for providing positive sport experiences to people in Japan, Asia, and the world.

### **Aims:**

- To train international coach developers
- To build an international network of coach developers
- To conduct related research and improving its quality

### **Why do we need a Coach Developer?:**

In sports activities, coaches are the ones who can make the experience of sports practitioners either better or worse. Hence, there is a worldwide need to develop good coaches. Countries, athletic organizations, and educational institutions are constantly working on improving their coach development systems with the aim of developing good coaches. In this context, the International Council for Coaching Excellence (ICCE) presented “International Sports Coaching Framework (ISCF)” at the ICCE Global Coaches Conference held in Durban, South Africa in September 2013. In addition, in July 2014, the ICCE also presented “International Coach Developer Framework (ICDF)” at the ICCE Global Coach House in Glasgow, UK. In the framework p. 8, the ICCE defines a coach developer as “Coach developers are not simply experienced coaches or transmitters of coaching knowledge. They are trained to develop, support and challenge coaches to go on honing and improving their knowledge and skills to provide positive and effective sport experiences for all participants.” Furthermore, through their framework, the ICCE emphasizes the need for better coach developers to develop better coaches. In the past, coach development training or course often ended up only transferring scientific knowledge to coaches by researchers, and their effectiveness in the field of sport practice has been questioned. Therefore, the existence of coach developers as professionals who support coaches in their various learning activities will play an important role in improving the quality of sports coaching in the future. Coach developers are expected to play a very important role in the future, both globally and in Japan.

In this context, NCDA has developed an program specializing in the development of coach developers based on the idea that better coaches are needed to develop better athletes and better coach developer are needed to develop better coaches.

### **Coach Developers the program aims to develop:**

The NCDA aims to develop individuals who have the ability to lead the future of sports internationally, especially in the field of coach development. In order to achieve this, it is necessary to develop not only coach developers who have specialized knowledge in one discipline, but also coach developers as “generalists” with a high level of knowledge in a variety of disciplines. In addition, in order to develop good coaches who can play an active role in today’s rapidly changing sports, it is necessary to develop good coach developers who have a self-growth mindset, capable of communicating the process of continuous knowledge seeking, rather than coach developers who only communicate static knowledge. The program also targets national and regional coach developers, coach developers in IF and NF, and coach developers in universities and other educational institutions. By bringing together coach developers from such a wide range of sports-related organizations, it is expected that their learning will be much broader.

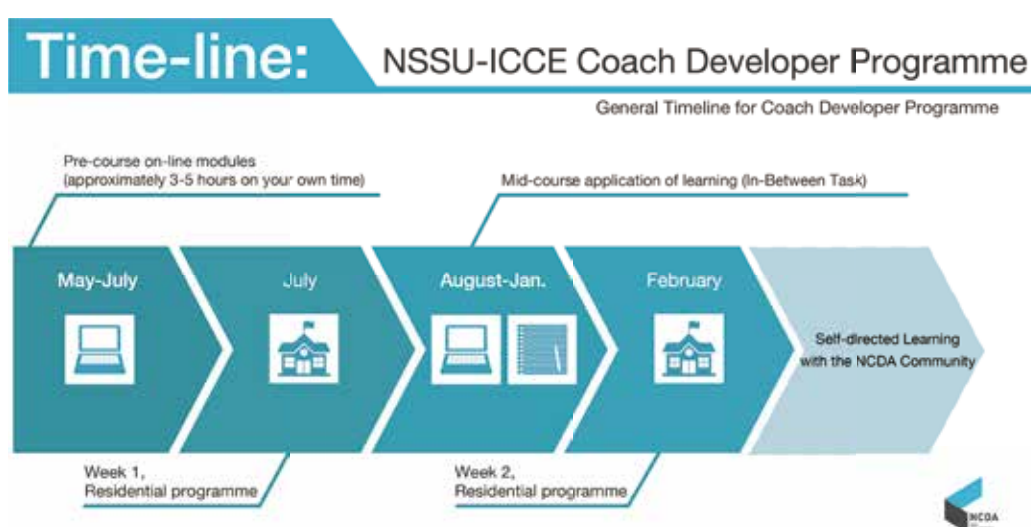
### **Partner:**

NCDA is operated in close collaboration with the International Council for Coaching Excellence (ICCE), an international organization promoting improved quality in sport coaching and coach profession. The NCDA curriculum combines ICCE’s coaching developer training program with the NSSU’s existing coach development knowledge and expertise, promoting study to meet the participants’ inherent needs, study based on the participants’ experiences, and study by reflecting on the participants’ own experiences.

### Program Overview:

The NCDA program adopts a blended learning approach, combining a face-to-face “residential program” held mainly at the Tokyo Setagaya campus of NSSU, and a “pre-course task” that utilizes online e-modules to enhance the learning at the campus, and “in-between task” where participants apply what they learned to the practice (for a typical schedule of the training program, please refer to the figure below).

The pre-course task provides E-modules for home study to learn the basics of coach development. In the residential program, participants learn the skills necessary to be a coach developer (skills related to facilitation, observation, mentoring, etc.) in both practical and theoretical ways, while respecting their own experiences and challenges in coach development. At the same time, NCDA also provide opportunities for learning, such as experiencing Japanese culture. In addition, the program provides opportunities to actively learn about today’s issues in sports coaching and Olympism through discussions with world-renowned experts. In the in-between task, after completing the 1st week of the residential program, participants will apply what they have learned during the residential program to their own activities. The learning from the in-between task will be reported during the 2nd week of the residential program and discussed with the other participants.



### About the Programs:

The NCDA has offered three coach developer programs to students from around the world: NSSU-ICCE Coach Developer Programme, the Advanced Programme, and the Essential Program.

“NSSU-ICCE Coach Developer Programme” is the basic program that has been offered since the inception of NCDA and focuses on the acquisition of standard knowledge and skills as a coach developer. The program consists of a “pre-learning program” followed by a “residential program” at the Setagaya campus of NCDA. In the first year of the program, the residential program was held for two weeks, but from cohort 2 of the program (2015-16), it was divided into the first week (summer) and the second week (winter), as well as an “in-between task” (local practice for coach developers) to apply what they have learned in the first week to practice. 2020-21 CD Program for cohort 7 was held online for the entire period due to the world wide spread of the Covid-19.

In “the Advanced Programme” participants (senior coach developers) were selected mainly from those who had already completed the NSSU-ICCE Coach Developer Programme, and they worked with the trainers in the Programme to support the learning of its participants and further develop their skills and knowledge as coach developers. This development program ran concurrently from the cohort 2 of the CD Programme in 2015-16 to the cohort 6 of the CD Programme in 2019-20. The mentor system was then newly introduced for the cohort 7 of the CD Programme in 2020-21.

The “Essential Program (also known as NCDA Coach Developer Program)” was designed for those who were new or inexperienced as coach developers, but who wanted to become coach developers. In the program, participants focused on acquiring basic skills and knowledge for coach developers and deepened their learning. The Essential Program was held twice, in 2018 and 2019.



What is NCDA?

First, after online pre-study, the “residential program” was held in September 2018 and September 2019, respectively. In this program, four of the past graduates of the NSSU-ICCE CD Programme participated as trainers. Four students from TIAS and three students from NIFISA have completed the Essential Program in 2018 and 2019.

**Participants:**

NCDA has had 110 participants from 42 countries who participated in the three programs so far. Please refer to the following map for the distribution of the participants. The country affiliation is based on the place of activity at the time of the program. Please see pages 254-255 for more details.

**Trainers:**

Penny Crisfield (2014-17) (ICCE)  
Andy Rogers (2017-19) (Sports New Zealand)  
Hayley Harrison (2018) (Sport Ireland Coaching)  
John Alder (2019) (English Institute of Sport)  
Andrea Woodburn (2019-20) (Université Laval, Canada)

**Invited Experts:**

Jean Côté (Queen’s University, Canada)  
Gordon Bloom (McGill University, Canada)  
Wade Gilbert (California State University, Fresno, USA)  
Andrew Eade (Sports New Zealand)  
Lynn Kidman (Auckland University of Technology, New Zealand)  
Ian Renshaw (Queensland University of Technology, Australia)  
Criff Mallett (University of Queensland, Australia)  
Matheson Miki (The Nippon Foundation Paralympic Support Center)  
Paul Shempp (University of Georgia, USA)  
Ralph Pim (United States Military Academy, USA)  
Glenn Cundari (PGA of Canada)  
Maiju Kokkonen (The Sport Institute of Finland - Vierumäki)  
Ramon Ortega-Montes (International Table Tennis Federation)  
Lynnette Chng (CoachSG)  
Azhar Yusof (CoachSG)

**Future Plan of NCDA:**

After March 2021, when its term as a commissioned project ends, NCDA plans to continue with the following items as its main project activities.

- (1) Training of international coach developers (implementation of short-term programs)
- (2) Building and expanding an international network of coach developers
- (3) Providing a place for coach developers in Japan to learn knowledge and develop skills.
- (4) Developing teaching materials and conduct research necessary for the training of coach developers
- (5) Accepting cooperative personnel to promote practice and research on coach developer training and coach development

**Application requirements & Candidate shortlisting Criteria:**

Participants were invited to join the NCDA program over a seven-year period from 2014 to 2020. Each year, the program was conducted in the following manner: application guidelines were presented around March, acceptance or rejection announcements were made around May, and the program began around June. The following is the application guidelines for the fiscal year 2016.



# CALL FOR APPLICATIONS

In partnership with the International Council for Coaching Excellence (ICCE),  
Nippon Sport Science University (NSSU) is pleased to invite applications for the

## 2016-2017 NSSU-ICCE Coach Developer Programme

10-16 July 2016 and 10-17 February 2017 in Tokyo, Japan

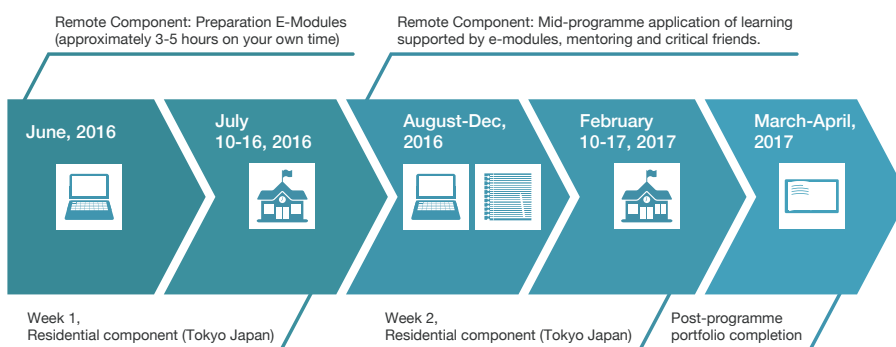
*“COACH DEVELOPERS develop, support and challenge coaches to improve their knowledge and skills to provide positive and effective sport experiences for all participants.”*  
(International Coach Developer Framework, ICCE, 2014)

We invite practitioners working across the sporting contexts (national systems, coaching organizations, national and international sporting federations, and universities) to join our 2016–2017 programme and:

- Become part of a global network of coach developers striving to enhance the quality of coaching at all levels
- Develop your skills in facilitation, coach assessment, programme design and mentoring
- Improve your coach education programmes, your coaches, and your coaching system

Run by the NSSU Coach Developer Academy (NCDA), the Coach Developer Programme offers a blended learning experience that is divided into two broad parts; the on-campus residential component and the remote component. The on-campus residential component consists of two one-week residential at NSSU in Tokyo (both are compulsory) and include a mixture of workshops, seminars, discussion groups and practical work. The remote component consists of packages of E-modules and online support aimed at helping coach developers utilise and implement skills gained on and through the programme when working with real coaches back in their organizations.

**Programme timeline**



**Voices from the 2015-16 cohort**

**Fatima Tembo:** NOWSPAR, Zambia

*“The NCDA experience has been an eye opener for me and has given me an opportunity to develop myself. The program helped me have a deeper understanding of the integrity of sport and coaching. I am able to contribute to coach development in my country, so glad I was part of this program.”*



**Michel Milistetd:** Federal University of Santa Catarina, Brazil

*“The NSSU Coach Developer Academy experience was amazing. The need to change the perspectives in coach education, as we worked here, should be the first step to improve all levels of coaching in Brazil.”*

What is NCDA?

### Subsidy and costs

The programme fee is ¥30,000 (approx. \$260USD). This includes all materials, resources and e-learning for the programme. Thanks to the support of the Japanese government's Sport for Tomorrow programme ([www.sport4tomorrow.jp](http://www.sport4tomorrow.jp)) the programme is heavily subsidised, and economy airfare, transfers and accommodation at NSSU for both residential are funded by the NCDA.

### Application process

1. Applications can be made electronically on the NCDA website(<http://cda.nittai.ac.jp/program>) through our secure application system.
2. The call for applications will close at 5pm GMT on 15th March 2016.
3. Applications will be submitted to the committee for shortlisting. Interviews over skype may be conducted if clarifications are required.
4. Notification to candidates (both successful and unsuccessful) will be made via email by 12th April 2016.

### Applicant requirements

- You have experience in the education of coaches and are highly motivated to be a leader in this field now and in the future
- You have a written recommendation from your federation, coaching organization or university
- You have completed a Bachelor degree (in any field) or equivalent
- You have sufficient command of English to participate in classes and lead small group discussions and activities
- You can commit to attend both one week residentials and the home-study elements of the programme
- You are in agreement with the aims and vision of the academy

**APPLY TODAY! For further information email us at**  
**[cdacademy@nittai.ac.jp](mailto:cdacademy@nittai.ac.jp)**

### More information

For more information on the programme itself and how to apply, please visit our website at <http://cda.nittai.ac.jp>



### About us

The Nippon Sport Science University Coach Developer Academy (NCDA) was established in 2014 as part of the Japanese government project, 'Sport for Tomorrow'. Having been selected as the host country for the 2020 Olympic and Paralympic Games, Japan is given the opportunity to create world peace and equal society through sports. 'Sport for Tomorrow' is one Japanese government project that aims to contribute to this by making an international contribution through sports. Proudly partnered with the International Council for Coaching Excellence (ICCE) and driven by a shared vision of creating coaching cultures that lead to positive experiences for everyone, the mission of NCDA is to foster future international coach development talent and a community of coach developers across the world.

**SPORT  
FOR  
TOMORROW**

The government of Japan is committed to creating our future through the power of sport by reaching more than 10 million people in over 100 countries until 2020. With the Sport for Tomorrow Programme, Japan aims to be involved in the promotion of sport and the Olympic and Paralympic Movement, including assistance to developing countries; training future sport leaders at the new international sport academies; and further protect and promote the values of sport by extending anti-doping initiatives globally.

#### NSSU Coach Developer Academy

7-1-1 Fukasawa, Setagaya, Tokyo, 158-8508, Japan Tel.: +81-3-5706-0804

Website: <http://cda.nittai.ac.jp> E-mail: [cdacademy@nittai.ac.jp](mailto:cdacademy@nittai.ac.jp)

Facebook: NSSU Coach Developer Academy Twitter: NSSU Coach Developer @NSSUCDA

Candidate shortlisting criteria is grounded in the ICCE International Coach Developer Framework and the underlying philosophies of the Japanese government "Sport for Tomorrow" program (including sampling from each continent). Candidates were assessed against the pre-requisites (as listed in the application pack) and a series of criteria focusing upon activity as a coach developer, applicant's ability to influence coach development, mindset and attitude, experience and coaching skills, professional knowledge, and quality of application.

## **NCDA Staff:**

### **Director**

#### **Ryosho Tanigama, Ph. D.**

Dr. Ryosho Tanigama is the 11th president of NSSU (Nippon Sport Science University) and director of NCDA (2014-17).



#### **Koji Gushiken**

Mr. Koji Gushiken is the 12th president of NSSU and director of NCDA(2017-21). He has been working for NSSU since 1985. As an artistic gymnastic player, he won two gold medals at all-around and rings, one silver medal at equestrian vaulting, and two bronze medals at horizontal bar and teams in the 1984 Summer Olympics in Los Angeles.



### **Deputy Directors**

#### **John Bales**

Mr. John Bales has been the volunteer President of the International Council for Coaching Excellence (ICCE) since 2005, where he has worked to create an extensive and influential foundation for coaching development around the world. He was CEO of the Coaching Association of Canada for 17 years, the founding director of the National Coaching Institute Calgary and a former Canadian national and Olympic coach in sprint canoeing. He is a founding member and deputydirector of NCDA since 2014.



#### **Masamitsu Ito, Ph. D.**

Dr. Masamitsu Ito is a professor in sports coaching at NSSU in Japan. He is also the director of NSSU Centre for Coaching Excellence and the deputy director of NCDA. He is a member of the research committee of the ICCE and the first Vice President of the Asian Association of Coaching Science. He completed his Ph.D. work in Biomechanics at University of Tokyo, then moved to NSSU, where he devoted himself to creating Master's and Ph.D. programs in sports coaching. One of his contributions to the world of coaching practice is the creation of NCDA which offers unique professional development opportunities for supporting coaches to learn from around the world.



### **Research Fellow**

#### **Jun Sekiguchi**

Mr. Jun Sekiguchi was an NCDA research fellow from 2014 to 2017. Now, he is an Assistant Professor in the Department of Physical Education at NSSU, where he teaches sports coaching classes for undergraduate and college-level elite athletes. As a founding member of NCDA, he contributed significantly to the development of NCDA for three years starting in 2014.



What is NCDA?

**John Alder, Ph. D.**

Based in the UK, John Alder, Ph. D. is the Head of Performance Pathways at UK Sport / English Institute of Sport (EIS), leading a team of talented practitioners tasked with supporting the development of people, pathways, and systems to enhance the transition of athletes from talented juniors to world class international performers. He has been involved with NCDA since its inception in 2014, supporting prof. Ito and the NCDA team in the delivery of the academy.



**Osamu Morishima**

Osamu Morishima was an NCDA research fellow from 2015 to 2017. At NCDA, he was in charge of content proofreading for e-modules, videography and video editing during the program, and editorial design and proofreading of the annual activity report. As of 2021, he is an Assistant Professor at Heisei International University, School of Sport and Health. As of 2021, he teaches undergraduate students as an assistant professor in the Faculty of Sports and Health Sciences at Heisei International University.



**Fumihiko Iwahara, Ph. D.**

Dr. Fumihiko Iwahara was an NCDA Research Fellow from 2017 to 2018. He received his Ph.D. from NSSU. He has experience working with the Japanese national swimming team as scientific support staff.



**Shigeki Sarodo, Ph. D.**

Dr. Shigeki Sarodo is a research fellow at NSSU. He has been working for NCDA since 2016. He also serves as coach trainer for Japan Sport Association (JSPO), a member of the working group for coach development in Japan Basketball Association (JBA), and a coach developer in NSSU basketball team Lions. He completed his Ph.D. work in philosophy at Sophia University, Tokyo, Japan. He translated the books of prominent basketball coaches, such as Mike Krzyzewski, Phil Jackson, and the others, into Japanese. He focuses on the research on the coaching philosophy, happiness of coaches, and the practical wisdom (phronesis) of coaches.



**Saori Nakayama, Ph. D.**

Dr. Saori Nakayama is a research fellow at NSSU. She has been working for NCDA since 2020. She also serves as a member of the U-12 player development committee and physical education committee in Japan Handball Association (JHA). She completed her Ph.D. work in coaching science at Tsukuba University, Ibaraki, Japan. She focuses on the research on player development of ball games.





# 2014-15 NSSU-ICCE Coach Developer Programme

## Participants & Experts

### Cohort 1

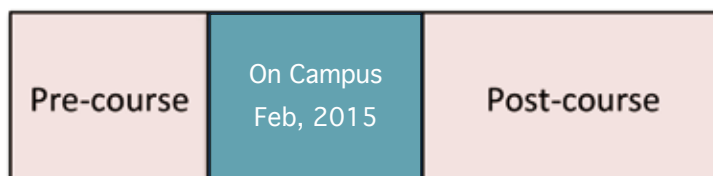
	Name	Gender	Residence	Organization	Job Title
	Andréa João	F	Brazil	Rio de Janeiro FIG / Universidade Federal do Rio de Janeiro	President / Professor
	Gene Schenmbri	M	Australia	FIG / Kaiwa Consulting	Consultant
	Troy Engle	M	Singapore	Singapore Sports Institute	Director, Coach Development
	Ahmad Munir Che Muhamed	M	Malaysia	University Sains Malaysia	Senior Lecturer
	Masamitsu Ito	M	Japan	NSSU	Associate Professor
	John Alder	M	Japan	NSSU	Research Fellow

**Experts**

	Name	Organization	Subjects
	Atsuyuki Asano	Ministry of Education, Culture, Sports, Science and Technology	Symposium Guest Speaker
	Ryosho Tanigama	NSSU	Symposium Speaker
	Penny Crisfield	Apollinaire / ICCE	ICCE Main Facilitator / Trainer
	John Bales	ICCE	Assistant, Current issues in Sport Coaching Studies, Symposium Keynote Speaker
	Andrew Eade	Sports New Zealand	ICCE Assistant
	Wade Gilbert	California State University, Fresno	Current issues in Sport Coaching Studies Guest Lecturer
	Gordon Bloom	McGill University	Current issues in Sport Coaching Studies Guest Lecturer
	Cliff Mallett	Queensland University	Current issues in Sport Coaching Studies Guest Lecturer
	Masami Sekine	NSSU	Olympism
	Masamitsu Ito	NSSU	Introduction, Current issues in Sport Coaching Studies, Symposium Lecturer
	John Alder	NSSU	Issues in Developing Coaches, Current issues in Sport Coaching Studies, Symposium Facilitator

## Structure of the Program

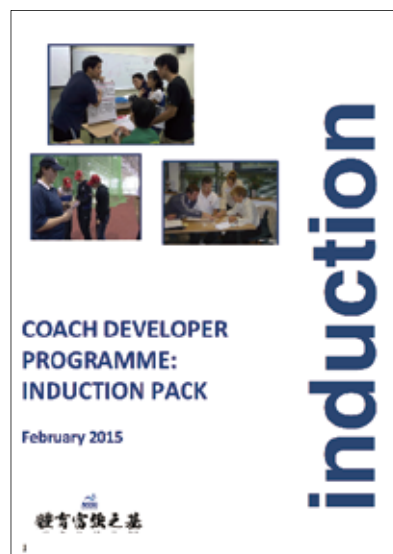
A residential program was held at NSSU Tokyo Setagaya Campus, from February 9-20. To make this 2 weeks face-to-face learning program more effective, participants were provided with pre-course materials 3 weeks before. After the program, they are then required to conduct coach training in their home country and receive mentoring from a ICCE certified Master Trainer.



## Outline of the Program

### Pre-course program

3 weeks prior to the on-campus residential program, participants were provided with pre-course materials. This was provided not only for the participants to prepare in advance but also for them to participate in the program with some questions and opinions. Materials included the “induction” booklet with some basic background of NCD A along with 3 e-modules on coaching skills using micro-coaching, assessment, and children coaching.





**2015 Residential Program Schedule**

Date	Time	Session	Venue
Feb 9, Mon	09:00-09:30	Introduction	Memorial Hall
	09:30-10:30	Olympism	
	11:00-13:00	Issues in developing coaches	Library
	14:00-16:00	Coach developer principles	
	17:00-19:00	Presentation skills	
Feb 10, Tue	08:30-11:00	Learning models and principles	Room 3206
	11:30-12:30	Learning principles in practical coaching and teaching I	
	13:30-15:00	Learning principles in practical coaching and teaching II	
	15:30-17:30	Individual differences	
Feb 11, Wed	08:30-10:00	Climate setting	Room 3206
	10:30-12:30	Delivery styles and methods	
	14:30-16:00	Planning and evaluation	
Feb 12, Thu	08:30-10:00	Review	Room 3206
	10:30-12:30	Learning principles in practical coaching and teaching III	
	13:30-16:30	Facilitation skills	
Feb 13, Fri	08:30-12:30	Introduction to learning program design	Room 3206
	13:00-17:00	Current issues in sport coaching	Main Conference Room
Feb 14, Sat		International Symposium	Memorial Hall
	10:00-13:00	Part 1: Understanding coaching context	
	14:00-17:00	Part 2: Creating positive coaching culture	
Feb 16, Mon	08:30-17:00	Experience of facilitated coach education (introduction to coaching children module)	Memorial Hall
Feb 17, Tue	08:30-09:00	Introduction to the internal facilitation assessment day	Memorial Hall
	09:00-16:00	Delivering part of coaching children module to actual coaches	
	17:00-18:00	Review of the day	
Feb 18, Wed	08:30-13:00	Principles of competence assessment	Room 2206
	13:30-16:00	Assessment process and skills	
Feb 19, Thu	08:30-13:00	Internal assessment of assessor skills ideally with real coaches	Memorial Hall
	14:00-17:00	Review and action planning what's next, including individual debrief sessions	
Feb 20, Fri	08:30-13:00	Introduction to mentoring skills	Room 2206
	14:00-17:00	Reviewing and action plan	

## NSSU Module

### Introduction

Introduction presented by Masamitsu Ito, associate professor at NSSU, who covered the history of NSSU, relations with the Olympics, educational studies especially relating to coaching, the “Sport for Tomorrow” project, and the outline of NCDA. NCDA aims to create a coaching culture where everyone can gain a positive experience through sports. In order to achieve the goal, NCDA provides coach developing programs and creates an international network for coach developers. Whilst introducing Ryosho Tanigama as director, John Bales as deputy director and other key staff members, it was emphasized that participants participating in NCDA were the most important members.

It was also noted that the short program held once for over two weeks will be divided into two with the first week held in September and the second week in February from next year onward.



### Olympism

Masami Sekine, professor of NSSU gave a lecture on Olympism covering the following topics; 1) characteristics of the Olympics, 2) Olympism, 3) the fundamental philosophy of Olympism, 4) coaching and Olympism, 5) Olympic games from the perception of Olympism, 6) summary.

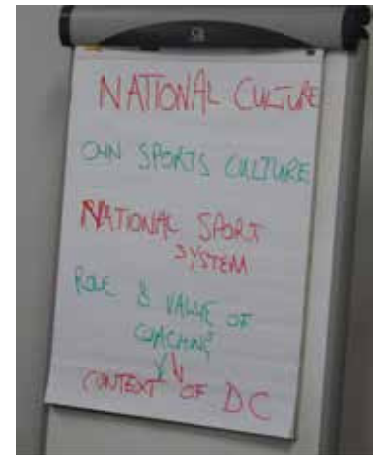
By asking the audience about the differences of the Olympic Games compared to other competing sporting events such as world cups and world championships, it engaged not only the participants but also the students and staff from NSSU. He noted that whilst world cup and world championships are held to compete, the Olympics also holds educational values and thus needs to perceive Olympism from human philosophy. The ideal images of Olympic athletes, coaches supporting the athletes and coach developers should be as they were addressed in the lecture and consolidating the knowledge and efforts behind each athlete should be addressed to the next generation, rather than athletes being pressured and competing to be the strongest, the fastest or the highest.

“The most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well.” The lecture given by Sekine was a great start for the participants to begin their learning as coach developers.



### Issues in developing coaches

“Issues in developing coaches” was part of the session for the program participants to share their views and thoughts. The academy was operated using a realistic approach by sharing and discussing issues from national, organization, group or individual levels. Each participant and lecturer shared their experiences; Japan’s cultural background’s impact on coaching, Malaysia’s coaching accreditation system based on theoretical knowledge, Brazil’s law for acquiring a degree in PE for coaching, Canada’s situation as a leading coaching educational country, America’s coaching history, and New Zealand’s transition from a coaching accreditation system to the coaching developer program model.



### Current Issues in Sports Coaching

In “current issues in sports coaching”, three world famous lecturers in the field of coaching studies (California State University, prof. Wade Gilbert, McGill University, ass. prof. Gordon Bloom, Queensland University, ass. prof. Cliff Mallet) were invited to the academy to discuss the issues with prof. Ito. The session was open to the public, welcoming students and staff from NSSU. Presentations were held with a discussion and Q&A at the end.

#### Prof. Gordon Bloom (McGill University, Canada)

Coaching systems within Canada were introduced. Prof. Bloom noted that Canada makes a use of the good coaching framework to improve the performances and satisfaction of the athletes and also introduced his own coaching experiences gained through the years from youths to universities and Paralympics.



#### Prof. Wade Gilbert (California State University, Fresno, USA)

Covering the 3 topics; changes in coaching research over the past 10-15 years, current projects and preliminary findings, and a vision for sports coaching research, prof. Gilbert noted that research in the United States has been focusing on how to engage teenagers with sport to raise participation in Youth Sport. Sports programming is a key to putting coaching science into practice.



**Associate Prof. Masamitsu Ito (NSSU, Japan)**

Introduced research on coaching in Japanese academic conferences. Ass. prof. also shared his own experiences and how he transferred from a biomechanics background to coaching studies since his arrival to NSSU. He locates his studies in the relationship between coaches and athletes along with the relationship between coaches and coach developers, and he previously played a significant part in introducing and founding the Master’s degree coaching course.



**Prof. Cliff Mallett (Queensland University, Australia)**

Prof. Mallett notes that coaching studies in Australia is a new field with a limited number of researchers. Despite its short history, research was initiated by some of the well-known coaches. In recent trends, Australian researchers are applying their paradigms to self-determination theory. Along with his members, he looks at well-known coaches, coaching societies and organizations, and coaches’ learnings to raise the quality of coaching.



**Discussion**

Based on the presentations given, 4 lecturers and ICCE president, John Bales discussed the common issues and the possibilities of coach developers.



Left from John Alder, John Bales, Gordon Bloom, Wade Gilbert, Cliff Mallett, Masamitsu Ito

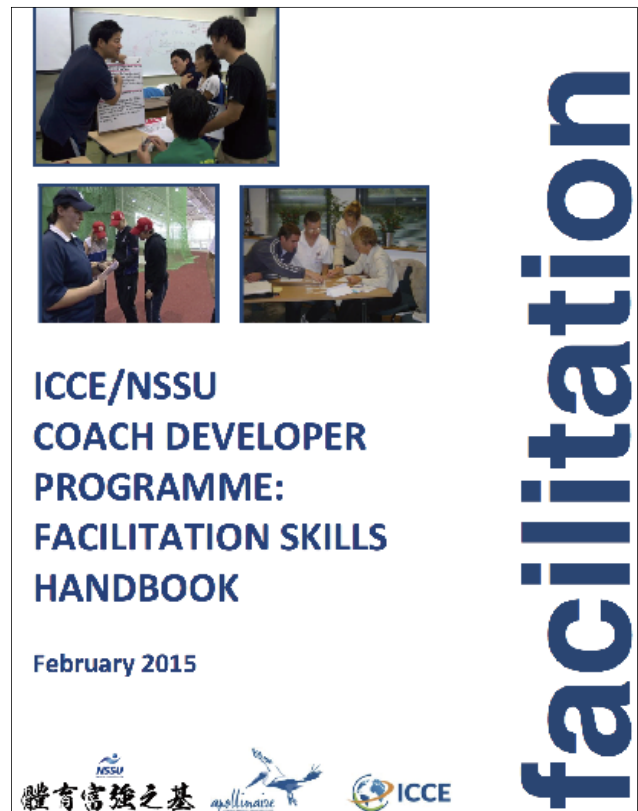
## ICCE Module

The ICCE module is based on basic skills needed as a coach developer, designed especially to acquire facilitation and assessment skills. The ICCE module included both theoretical lectures and practical learnings.

### Facilitation

Facilitation focused mainly on adult learning and by perceiving the coaches as learners, program participants gained skills such as how to elicit answers and to convey knowledge to learners which were some of the basic skills needed as a coach developer. Topics including principles of coach developers, presentation skills, learning model and principles, practical coaching and teaching based on learning principles, individual differences in learning, delivery style and methods, planning and evaluating, facilitation skills, coaching children, facilitation and assessment, and reviews were covered during the sessions.

Throughout the program, participants were continuously required to “actively” get involved based on the pre-course materials and their own experiences. How to realize learning for coaches was discussed and practiced through micro-coaching. Each participant were given a role either as a coach developer (blue cap in the picture), coach (red cap), athlete (without any



The image shows the cover of the 'ICCE/NSSU COACH DEVELOPER PROGRAMME: FACILITATION SKILLS HANDBOOK'. The cover features three small photographs at the top: a man presenting to a group, a man in a blue cap interacting with a group, and a group of people at a table. The title is in large blue letters, and the date 'February 2015' is below it. At the bottom, there are logos for NSSU (體育富強之基), a stylized bird logo, and ICCE. On the right side, the word 'facilitation' is written vertically in large blue letters.



caps), or an observer to simulate how to operate a coach developer seminar. Participants needed to understand and perform the roles in each position which changed drastically and linked in the end to a further understanding of theories and knowledge for the participants.



Demonstration by trainers in micro-coaching



Micro-coaching by participants



Problem solving for coaches



Incentive for learning



Being creative, even using the wall is important



Building up the team for learning



Circle of coaching



Practicing, practicing, and practicing

## Assessment

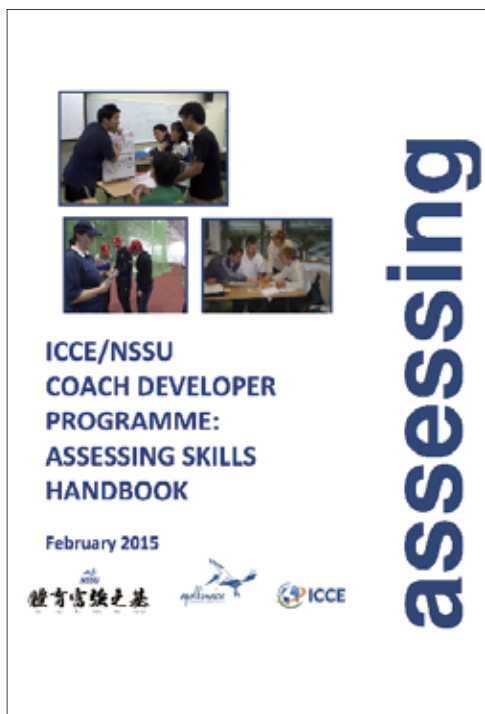
Philosophy of assessment based on competency, process and skills, mutual coaching assessment, and assessment reviews were covered in assessment sessions. How to set competency based on each athlete and their goals was explained. The process of assessment including planning, coach briefing, evidence, questioning, decision making, feedback and action planning, creating reports were taught and participants were actually asked to test the assessment based on their learnings gained through the facilitation sessions.



Providing feedback to coaches in professional discussions



Collecting evidence



With coaches who helped out



Reviewing assessment

## Advance skills

Advance skills included mentoring, study program design, and overall review and action planning. Coach developers support coaches in the long term, and therefore need to acquire not only facilitation and assessment skills but also mentoring and program designing that include coach developer seminars. To conclude the academy, on the last day, participants assessed themselves over their two weeks and developed an activity plan with the trainer for their plan after they return to their home country.



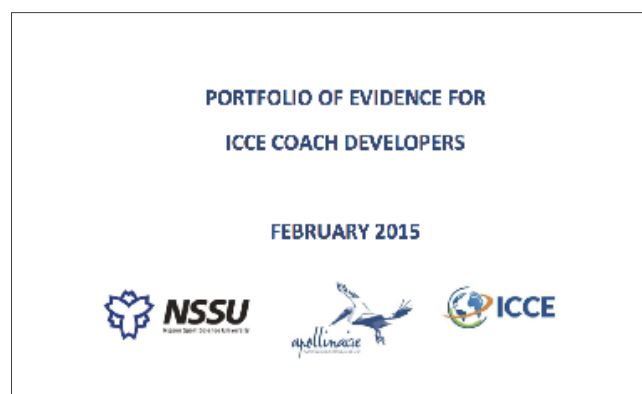
Advance skill session

## Portfolio

After the residential program, each participant is subjected to apply their learning in actual settings, back at their home country. To be accredited as an ICCE certified coach developer, they are required to make records of their activities and shoot video of some of their coaching sessions, and receive mentoring from an ICCE trainer to collate all their records into a portfolio. With the submission of a portfolio and with a high level of competence, participants will receive their certifications. This whole process will be run and supported through an online learning support system.



Mentoring



## Certification of participation

On the final day of the residential program, participants were awarded with their certificate of participation by NSSU and ICCE.



Receiving the certificates at the President's Office



## Activities outside of the Program

Traditional Japanese performing arts on February 8, Budo (Sumo and Kendo) tour on February 11, and a “chanko” hot pot on February 12 were held outside of the academy. In addition, sporting club tours were given on request from the participants.



Learning took place outside of the classroom, even extending from breakfast. Coaching researchers also joined the group and discussed coach education and coach developers informally at the guesthouse with the participants and NSSU staff.

## Voices from Cohort 1

Following the conclusion of the NSSU Coach Developer Academy Program, all participants were interviewed as part of a research project.

Following a rudimentary analysis, a summary of participant perceptions and impressions of the program are presented here. All candidates offered generally glowing interpretations of their experience in the academy from both professional and personal perspectives. From an outcome perspective, there was varying degrees of learning; however, all participants commented on a mind-set shift or awareness that prioritizes learning and the learning process when working as a coach developer.

- The coach developer doesn't need to know the content, what exactly the coach needs to know. He only needs to know the process for learning in his teaching.
- I'm going to focus on how people learn, the facilitation aspect.
- The whole learning process made an impact on me.
- At the moment, my mental image of a coach developer is an excellent teacher.
- As a coach developer, for example, what I'm experiencing now, I'm actually going to have to go back and read stuff that might be found in the education books, you know, and then I've got to go back to sports and apply that to sports delivery and coaching. So those are two tasks that make up a good coach developer.
- I'm thinking, this is like a teacher's role applied to the sports context. Participants also expressed an enthusiasm for implementing what they had learnt in practice upon returning to their home countries,
- I can't wait to do this personally when I get home.
- I want to convince my fellow academics who are involved in coaching and people in coaching science that we are missing that link, how much learning is happening.

Participant interpretations of the program itself focused on five areas of strength: Cultural diversity and extending professional networks, The culture of the group, Interactive and engaging activities and Nittaidai.

### Cultural Diversity and Extending Professional Networks

- To bring in varied backgrounds and experiences sets up a cultural perspective, so I am not really concerned about the sports perspective, but the cultural differences and perspectives were the most interesting to me
- Because of the differences. You have to think not about your culture, or your experiences but wow, this is interesting, and you open your mind up to other ways.
- It was a huge, huge plus for the academy. I mean I think if this had been you and me, [person], [person] and [person] [All westerners], I don't think it would have even been near to the kind of experience that we had.
- As often happens with these things, learning goes beyond the classrooms. Or with the relationships that develop within the classrooms and with the kind of dynamics that we had and again having the cultures and perspectives I think added a lot to this, to the program"

### The Culture of the Group

- We were supporting one another and contributing to each other's learning; it was an exceptionally supportive group.
- I think just the kind of the ease with which we all shared the information mattered. I don't think there was any unease in sharing something or with that person but we would share things and could have lively, vibrant discussions about different cultures and the way things happen in one country versus another.

### Interactive and engaging activities

- I learn more during the class breakout sessions than anywhere else.
- The ability for me to participate, and when you participate, you're observing and you start to learn.

- I really do attend the practical aspects of conducting the training sessions on Monday and Tuesday, and then conducting the assessment. To me those really stand out as the prime learning activities.

#### **Nittaidai**

- The host themselves here. I mean you saw them. It was the smoothest operation I have ever seen in my life. We were always taken care of and if there was anything we needed, Nittaidai was always there to take care of it, so it really was the best. The support staff at the conference was something I have never seen anything like before.
- Nittaidai staff and facilities were perfect. More than perfect.

Despite the generally positive experiences, participants did suggest some areas for improvement. The recommendations for improvements focused on 5 key areas; Program and curriculum clarity, More practice opportunities with coaches, Speed and volume of content, E-module technical difficulties and Language concerns.

#### **Program and Curriculum Clarity**

- Are you aware of what it means to be a coach developer and a senior coach developer – the difference between them? Because I'm not.
- The process was initially not clear to me because we were given everything at once; this component, this component, next component but I think after the third day I started to realize what we're doing, because I think it will be, that's why I said, if it was emphasized in the early part this is what the concept is, this is what the process is.

#### **More Practical Opportunities**

- At the end of the day, we're learning to be coach developers but when you look at the delivery part, we have not been given the chance to actually look into that. I learn all this information, so you need to give me space to ask what the end game is; the key is that the coach developer needs to deliver – and we didn't really deliver enough.
- I would have liked to have maybe had the chance to work with coaches practically first, for the experience and then come back from that, so I've got some experience to base it on.

#### **Speed and Volume of Content**

- Because of me being a slow learner when it comes to something new, I need time to fully comprehend it and that became a negative due to the pace and the volume of content.
- It was almost a need to respect our need to learn, and almost a case of here's some things, rather than content, content, and content. Deliver practically and get assessed. Give us a moment to learn, digest, and practice.
- The mental fatigue, you're nearly there but not there. But the intentions are right - it's just the balancing of time.

#### **E-module Issues**

- I thought there were some obviously big things that had to work to make them flow better. Several of us, myself included, really struggled to watch them and you know, it was a giant pain. This wasn't anywhere near smooth learning. We tried to minimize the PowerPoint, maximize the sound, listen to the sound, minimize that and click on the clip and go back and, you know, go one slide further while finding which one slide was and link that up with the second. It was a clunky process.
- I received them, but there were no instructions. There was nothing to do - only to take a look at the videos so I did so, but I didn't learn anything.

#### **Language Concerns**

- I think they should do a better job frankly of screening candidates for their mastery of the English language. I mean it was a case of being as diplomatic and as polite as you can be, but it certainly took time in a way to explain things at a very low level solely because of language. I wouldn't have minded if there was a common denominator because of the differences in discussion, but frankly it affected my learning environment as we just had to review constantly for one person out of six which slowed down everything.



## 2015-16 NCDA-ICCE Coach Developer Programme



### Participants & Experts

#### Cohort 2

	Name	Gender	Residence	Organization	Job Title
	Jose Curado	M	Portugal	European Coaching Council	Chairman
	Jan Ilar	M	Slovenia	Rowing Federation of Slovenia	Coach
	Sebastian Ripoll	M	Philippines	Magna Anima Education System Inc	Problem Head - Sports
	Jun Sekiguchi	M	Japan	NSSU	Research Fellow
	Fatima Tembo	F	Zambia	National Organization for Women in Sport, Physical Activity and Recreation	Project Advocacy officer
	Hayley Harrison	F	Ireland	Coaching Ireland	Coach Education Development Officer
	Masato Ishida	M	Japan	Atsugi Fusion Sports Club	Coach
	Michel Milistetd	M	Brazil	State University of Midwest	Ass. Professor
	Chester Morgan	M	St. Vincent and the Grenadines	St. Vincent and the Grenadines Athletics Federation	Technical Director








## Advanced Coach Developer Program Participants

	Name	Gender	Residence	Organization	Job Title
	Troy Engle (Cohort 1)	M	Singapore	Singapore Sports Institute	Director, Coach Development
	Masamitsu Ito (Cohort 1)	M	Japan	NSSU	Associate Professor
	John Alder (Cohort 1)	M	Japan	NSSU	Research Fellow

## Experts

1st week of the Residential Program

	Name	Organization	Name of Sessions
	Penny Crisfield	Apollinaire / ICCE	ICCE Master Trainer
	Masamitsu Ito	NSSU	Introduction, Current Issues in Sport Coaching Studies, Symposium Lecturer
	John Alder	NSSU	Issues in Developing Coaches, Current issues in Sport, Coaching Studies, Symposium Facilitator
	Lynn Kidman	Auckland University of Technology	Invited Lecture, Coach Development Pedagogy Workshop
	Ian Renshaw	Queensland University of Technology	Invited Lecture, Constraints-Led Pedagogy Practical Workshop

2nd week of the Residential Program

	Name	Organization	Name of Sessions
	Fumie Ito	MEXT	Symposium Guest Speaker
	Penny Crisfield	ICCE	ICCE Master Trainer
	John Bales	ICCE	Symposium Facilitator
	Andy Rogers	Sport New Zealand	Symposium Guest Speaker
	Masamitsu Ito	NSSU	Introduction, Symposium Lecturer
	John Alder	NSSU	Introduction, Symposium Lecturer

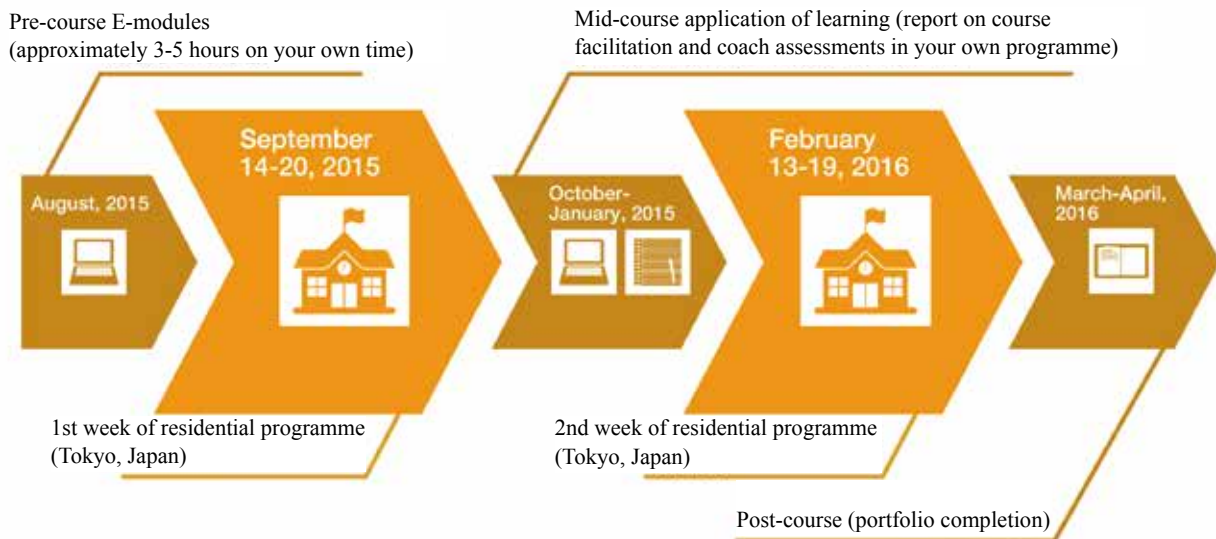


## Structure of the Program

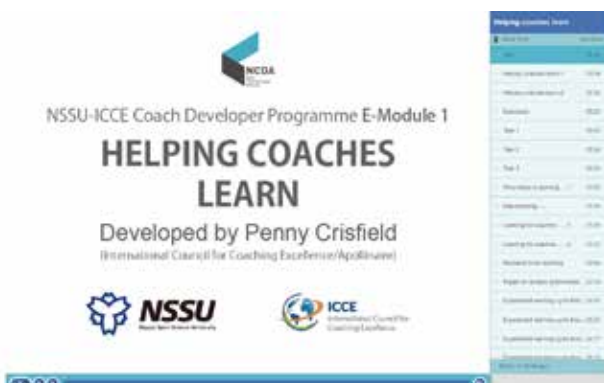
In this year, the Academy Residential Program took place on September 14-20, 2015 and February 13-19, 2016. The residential program from last year was held for two consecutive weeks, but we changed the plan this year because we had learned that the academy residential program could be more effective when the participants had time to practice the skills they had learned in the program in their organization or workplace. As shown in the figure below, the program has a pre-residential online study, which program participants would learn before participating in the residential program. Then participants take a week-long residential program in Tokyo, Japan. After finishing the 1st week of residential programs, between the 1st and 2nd week of the residential program, participants put the learned materials, that is coach facilitation and assessment, into practice in their organizations. In this period, Academy staff are willing to give them online support. In the 2nd week of the residential program in Feb, we had the sessions build upon the results learned from their practice and learning in their organization. After creating an action plan for their future learning and finishing all the programs, participants received their certificate on the last day of the program. Having completed the program, certified participants share information through our network and refine their practical skills as a coach developer in their own context.

### Timeline: 2015-2016 NSSU-ICCE Coach Developer Programme

June 2015 and March 2016



A Screenshot of an e-module



A Scene from Residential Program





## Contents of Program

### 1st week of the Residential Program

The table below is the program held in the 1st week of the residential program. The Coach Developer program was held from Sept. 14-19 and the Advanced Coach Developer program, which is for the senior coach developers who have a lot of experience from their background, was also held on Sept. 11-13 and 21. The senior coach developers, while receiving guidance from the trainer during developer program, practiced some of the sessions or supported coach developers in order to learn to be better.

### 2015-16 1st week of the Residential Program Schedule

(Advanced Coach Developer Program in blue letters)

Date	Time	Session	Room
9/11 Fri	09:00-11:00	Advanced Learning & Best Practice Facilitation	3206
	11:00-12:00	Co-Delivery Principles Overview of SCD Program & Role Assignment	
	14:00-15:00	Program Planning & Evaluation	3206
	15:00-17:00	Background Reading on Own Delivery, Method & Key Learning Points	
9/12 Sat	09:00-11:00	Share Delivery & Key Learning Points	3206
	11:00-12:00	Fleshing out Sessions	
	14:00-15:00	Practice Delivery	
	15:00-17:00	Own Preparation	
9/13 Sun	09:00-11:00	Mentoring Reviewing & Support	3206
	11:00-12:00	Practice Delivery	
	14:00-15:00	Own Preparation & Mental Support	
	15:00-17:00	Own Preparation	
9/14 Mon	09:00-10:00	Opening and introduction to the program	3201, 3205, 3206
	10:00-11:00	Issues in developing coaches	
	11:00-16:00	Facilitation skills training: Learning and adult learning principles	
	Evening	Tutorial groups	
9/15 Tue	09:00-11:00	Climate setting and rapport building	3201
	11:00-13:00	Learner-centered delivery strategies	Gym (5B03)
	14:00-16:00	Micro-coaching (PRACTICAL)	
	16:00-17:00	Problem-based learning I	3201,
	Evening	Tutorial groups and reading papers. Groups then come willing to facilitate peer learning based around delivery strategies	3205, 3206
9/16 Wed	09:00-11:00	Delivery strategies and methods (3 PARALLEL SESSIONS)	3201, 3205, 3206
	11:00-12:00	Co-delivery skills	
	12:00-13:00	Problem-based learning II	Gym (5B03)
	15:00-17:00	Micro-coaching (PRACTICAL)	
	17:00-18:00	Reviewing and reflection I	3201, 3205,
	Evening	Tutorial groups	3206

Date	Time	Session	Room
9/17 Thu	09:00-11:00	Reviewing and reflection II	3201, 3205, 3206
	11:00-12:30	Questions	
	14:00-15:30	Listening	
	15:30-16:30	Review process	
	16:30-17:30	Session planning	
	Evening	Tutorial groups	
9/18 Fri	09:00-15:00	Delivery of own sessions (3 PARALLEL SESSIONS)	Memorial Hall
	15:00-16:00	Debriefing, action planning for week 2, portfolio and tutorial groups The 2nd NCDA International Symposium	
	17:00-20:00	"Coaching Pedagogies: Approaches to growing athletes, coaches and coach developers"	
9/19 Sat	10:00-13:00	NCDA International Symposium workshops (Current issues in sport coaching)	2206
9/21 Mon	10:00-12:00	Action planning for week 2, portfolio and tutorial groups	Guest House
	13:00-14:00	Reviewing	
	14:00-16:00	One to one session and action planning	

In the newly constructed Advanced Coach Development Program, the senior coach developers took some of the training time for fostering more facilitating-based skills as per the skills learned the previous year, and designing the coach development program, while assessing, mentoring and supporting their coaches. The senior coach developers played the role of leader in each of the three groups consisting of six out of eighteen coach developers, who are coach developer program participants. They also observed the behavior and conduct of coach developer program participants as a coach developer and assessed their competence during the coach developer program.

Coach developer program participants had various levels of experience. Some had years of experience and others had just started to practice coach development. Therefore, we made groups according to information about their experience written on their resume, and we encouraged them to help each other within the groups. This program started their learning from the principles of adult learning which is necessary for effective facilitation.

On day 2, they had a session for setting the climate and building rapport, learned learner-centered delivery strategies, and practiced micro-coaching in the gym by switching the roles of coach and coach developer. They also experienced Problem-based Learning (PBL), newly introduced this year. PBL is the method often used in programs for training practitioners. Also, the Canadian coach training system used it in their coach education. Processes addressed in the study consisted of the following eight stages. 1) A problem or situation is presented to or elicited from the coaches, 2) the group explores the

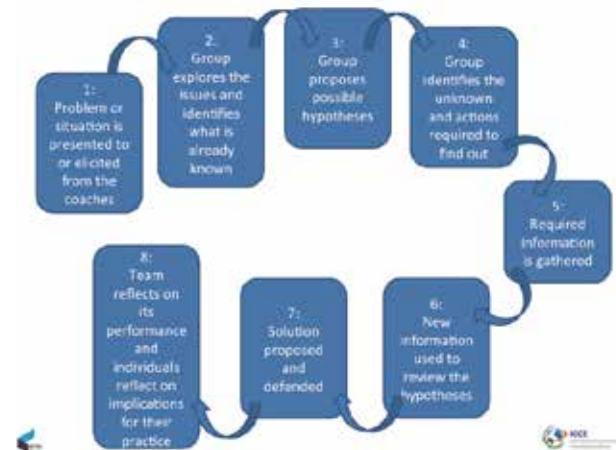


issues and identifies what is already known, 3) the group proposes possible hypotheses, 4) the group identifies the unknown and actions required to find out, 5) required information is gathered, 6) new information is used to review the hypotheses, 7) a solution is proposed and defended, 8) each team reflects on its performance and individuals reflect on implications for their practice.

On day 3, they had activities for developing further what they learned from days 1 and 2, and learned reviewing and how to reflect the coach's conduct as well as co-delivery skills.

On day 4, they learned how to practice questioning, listening, and session planning. In session planning, we focused on how to determine an outcome. The outcome is important for deciding whether the goal was achieved or not, and participants were expected to carefully choose the "verb" available for the evaluation.

On day 5, they had the activity of simulating a coaching development session using the skills they had learned from the previous days. Meanwhile, the senior coach developers assessed them. Together they learned how to manage a coach development session.



The Process of Problem-based Learning



Coach Developer Session Plan Template			
<b>Focus of Session:</b> Coach Involvement <b>Number of Coaches:</b> 4 <b>Date:</b> 18/9/15 <b>Time:</b> Afternoon <b>Location:</b> NSSU main classroom <b>Coaches Target Age:</b> 12 to adult <b>Duration:</b> 15 mins <b>CDs name:</b> H <b>Health &amp; Safety factors:</b> Ensure room/area of room is clear of clutter, cables, bags, chairs etc. Note where the nearest emergency exits are			
<b>Outcome</b> <b>By the end of the session, coaches will have:</b> - Demonstrated the 'push pass' method of sprint relay changeover - Devised one or more practices to progress the skill of the push-pass		<b>Success Criteria: (what does it look like?)</b> - Coaches accurately demonstrate the push pass with the left, right or both hands - Coaches plan at least one progression of the push-pass practice & show it if there's time	
<b>Equipment:</b> 2 relay batons Instruction sheet with picture Blank sheets for devising the progressions Pens			
Time:	Activities:	Diagram/layout (organisation)	Key Coaching Points (questions)
2 mins	<b>START</b> – STCO (check for experience) Context – traditionally up & down sweep, more recently – push pass as the research shows that the percentage of success is much higher (ie baton is passed successfully from one runner to the next)	Keep the group relatively close to H for intro	
10 mins	<b>HEART</b> – Demo with C Explain the key points for both incoming & outgoing runners Get coaches to practice both incoming & outgoing runner stances without the baton Check for understanding Working in pairs (A & B; C & D) – practice accurate demonstration. Once H happy that demo is accurate, having talked to both pairs, set the task of devising a progression drill. If one is complete, practice it, if still have time – devise another, practice it, continue the cycle until the time is up. IF either or both pair cannot think of one, give them the instructional sheet, ask them to read it, reconstruct it and practice it.	B & H to demo, ask coaches to look from a few angles.  Make sure there's enough room to personally practice  Bring pairs into space & allow to practice	<b>Outgoing runner:</b> Face forwards (feet & hips) One arm back (coach can choose), shoulder height, no leaning forward, thumb down, fingers away from palm  <b>Incoming runner:</b> Baton held in opposite hand to the outgoing runner (ie outgoing runner has right hand back, incoming runner has baton in left hand). Baton held towards the bottom At full stretch, baton should touch the outgoing runners hand Push baton towards outgoing runners hand  <b>General:</b> Outstretched arm of outgoing runner & incoming runner's baton hand should be in alignment Take the baton & continue normal running arm action
3 mins	<b>CLOSE</b> – Bring the whole group back in, ask about the practices that were devised, how easy/hard they were to do & what they would do next. Double check for key points of the push pass, thank & close	Bring group back in close	



Facilitation Sessions



Facilitation Sessions



Reflection Activity with a Group using cards



Reviewing and Reflection

## NCCA Program

After the residential program in September, the senior coach developers complete the coach developer transcript and give it the developer program participants. Here is the area and its evaluation target.

### Plan

- 1: Session is outcome-based, structured, planned and part of an overall program
- 2: Resources selected to promote learning and suit a range of learning preferences

### Learning Environment

- 3: Create and maintain a learning environment
- 4: Check experience, skill, maturity, motivation and ability and adapt delivery accordingly

### Delivery Skills

- 5: Use and adapt audio and visual aids to optimize learning
- 6: Uses range of different delivery strategies to meet the needs of group/individuals and
- 7: Set up, run and review delivery with a peer
- 8: Optimize feedback
- 9: Use questions to promote thinking and learning
- 10: Demonstrate active and focused listening skills

### Promote reflection

- 11: Check the learning outcome has been achieved
- 12: Encourage learners to self-reflect, actively seek feedback on their performance and apply their learning to their own context
- 13: Self-reflect, review and evaluate own practice

### Practice

- 14: Role model best practice

Based on this feedback, the development program participants had a practical training in their own organization or field for a 5-month period from September to February. During the period, the Academy supports the project participants through the on-line study support system MyCDA and other SNS tools.

NSSU-ICCE Senior Coach Developer September 2015		Reviews: Masaharu Ito	
Trainee: Senoie Coach Dev. Dev. ●●●●		DATE OF COHORT: September 2015	
COMPETENCE		C.	EVIDENCE
Facilitators must show they are able to:			
PLAN	1: Session is outcome-based, structured, planned and part of an overall programme	C (ML, Sept 15)	-Your plan had clear Start, Heart, and Close Sections. The outcome was clearly stated in your session plan and progressions in each part were also well planned towards desired outcomes. All the activities were set well in advance including key questioning phrases. In the closure, how to check for learning, how to promote reflection, and making action plan were also planned. Outcome level was appropriate to the participants, who were supposed to be taking part in coaching sessions to learn "How to Coach" topics in that week. However I would say that checking whether the outcome had achieved was difficult because you should see actual coaching practice in order for you to be sure that coaches could APPLY elements of SOT to coaching practice. It might be only an issue of wording, I probably write like "State an example of implementing elements of SOT in their coaching." You might have been able to set time schedule in your plan so that we could see where you put a greatest emphasis of your session. (ML, Sept 15) -Your contents were backed up by a sound and up-to-date scientific rationale, SOT. (ML, Sept 15) -It would be good if you also prepare for contingencies. (ML, Sept 15)
	2: Resources selected to promote learning and suit range of learning preferences		-You used Flip chart, Post-it notes, and most interestingly Stop/Go cards. (ML, Sept 15) -In the very first session we had during the week, you presented your task professionally with powerpoint. (ML, Sept 7)
LEARNING ENVIRONMENT	3: Create and maintain a learning environment	C (ML, Sept 15)	-Using Stop/Go cards was a good idea. The participants could have a feeling of support because they could know that you care about them. However, Stop/Go cards may hinder the flow of the delivery if there is somebody who uses them every now and then. You may need to consider such a contingency in advance. (ML, Sept 15) -Your passionate, positive and energetic delivery style treated a positive momentum lasting throughout the session. You asked mainly "what" and "tell me" types of questions and you often stretched learners by probing further thoughts using "tell me a little bit more about..." type of follow-up questions. (ML, Sept 15) -Your attitude to care somebody (i.e., soo in this case) who was not feeling well was great. You went and got a cup of water for him. (ML, Sept 15)
	4: Check experience, skill, maturity, motivation and ability and adapt delivery accordingly		-You checked previous knowledge about SOT (how familiar with SOT) using 1-10 scale with fingers. You then seemed to be surprised to know their scales (try to adapt your delivery accordingly. ML, Sept 15) -You started the main learning activity by pulling participants' experiences out using post-it notes. Since you build your session on the participants' experiences, they were able to jump readily in the whole group discussions and actively engaged to the activities throughout the session. (ML, Sept 15)
DELIVERY SKILLS	5: Use and adapt Audio and visual aids to optimise learning		-When you wrote the three basic needs on the flip chart with answers from the coaches which were jotted down in black, you could have highlighted those key words by using different colour (eg. Red). (ML, Sept 15) -You used powerpoint on the first day of the program. It would be good if we see you using AWA's to assist group or individuals in February. (ML, Sept 15)
	6: Uses range of different delivery strategies to meet needs of group/individuals and appropriate to context	C (ML, Sept 15)	-You processed your session based on the existing knowledge or experiences of learners, which means that you used a lot of pulls throughout the session. You invited everybody to actively engage in the whole group discussion and other activities (small groups). I could see a lot of dialog between you and the participants. You also tried to spare time for the coaches to think about how they could implement what they learn during the session to their own coaching practice. (ML, Sept 15)
	7: Set up, run and review delivery with a peer		-Not enough chance to see this. (ML, Sept 15)
	8: Optimize feedback	C (ML)	-You constructed your session based on the experiences of the participants. You also organised your activities of the heart part such

**An Evaluation Sheet from an Advanced Coach Developer Program Participant**

**2015-16 2nd week of the Residential Program Schedule**

Date	Time	Session	Room
2/12 Fri	18:00-19:00	Introduction to the second week of the residential program	Guest House
2/13 Sat	10:00-17:30	The 3rd International Symposium Day 1 "Recent Developments and Good Practice in Coach Education"	Memorial Hall
2/14 Sun	09:00-13:00	The 3rd International Symposium Day 2	Memorial Hall
2/15 Mon	09:00-17:00	Delivery of own sessions	2201, 2203, 2204
2/16 Tue	09:00-12:00	Assessor training	Memorial Hall, 2201, 2203, 2204
	13:00-15:00	Introduction to moderation and standardization	
	15:00-17:00	Preparation for managing and running an assessment day Report of own practice	
2/17 Wed	09:00-12:00	Manage and run an assessment day	Memorial Hall, 2201, 2203, 2204
	13:00-17:00	Assessor training practice Report of own practice	
	18:00-	Cultural program (Sumo dinner)	
2/18 Thu	09:00-12:00	Leadership and change management	2201, 2203, 2204
	13:00-17:00	Introduction to learning program design Report of own practice	
2/19 Fri	09:00-12:00	Mentoring	2201, 2203, 2204
	13:00-17:00	Action planning Report of own practice	
	18:00-	Farewell Party	

The 2nd week of the residential program started from the evening of 12th in the guest house, which was their accommodation. We took time for an informal meeting for sharing information about their activities and experience in their local area or organization.

An international symposium was held on 13th and 14th, and some of the program participants gave a presentation showing their own practice in their organizations. They explained the on-going process of on-the-job training to consolidate skills learned in September and at the same time reported the difficulty of the gaining these skills. However, for the most part, we could realize that the skills learned in our Academy are highly useful and helpful in their coaching scene.



## NCDA Program

In the International Symposium, not only the program participants but also the Japanese audiences sat together at the tables. Therefore, it's thought that they could get a wider perspective.

Sessions in the February coach development program started from 15th. Divided into three groups, program participants took the facilitation session each had prepared for beforehand and assessed the improvement of their own skill. The number of coach development sessions they experience between September and February should vary from one participant to the next. Some participants implement coach development regularly and some engage in the education of coach candidates, but it is hard for them to exercise and develop the skills learned in the Academy without a proper coach developer system in their environment. It is required for our Academy to construct a way to support and help participants to learn the skills they desire and foster their competence. Broadly speaking, the facilitation skills of the participants improved dramatically.

NSSU graduate students, undergraduate students, teachers, and students from other schools joined the activity as they took on the coach's role. Even after the facilitation session, they gathered in the space for relaxation and passionately discussed the coaching.

It was a nice little twist that interacting with the leaders of coach development from the world, the students who participated in the program to help the program began to develop an interest in coaching and coach education.



Participants reported on their practices at the symposium



Participants who were not able to give a practical report at the symposium gave a presentation in between sessions



Facilitation Sessions



Facilitation Sessions



Participants whose passions are ignited

However, if we take into the consideration the aim of our Academy to create a positive coaching culture, it could be one of our most critical missions to conduct a public relations campaign in a positive manner, and let many graduate and undergraduate students participate even as observers, and gain greater numbers of people who have a keen interest in coaching practice.

On 16th, they learned the evaluation of coach learning in the coach education program and evaluation for facilitating the learning of a coach developer operating a coach development session.

On 17th, they completed an assessor training practice as an assessor of coaches and coach developers with undergraduate and graduate students in the role of an athlete or coach.

On 18th, they experienced a new session about leadership for innovating organization, which was run by John Alder, one of the program managers. On 19th, the last day of the program, they had a session for mentoring and action plan on their own.

Having received many applications this year, we accepted as many participants as possible. In a result, we faced a major challenge in that the time we can spend with each participant got shorter, and because of the number of the participants we had to concentrate more on running program itself. However, participants were saying that they are satisfied that they could learn so many things and gain access to the international network of coach developers. We could at least say that there is no other coach developer program like ours, but at the same time, that our program is still in its developmental stage. In order to develop the pro-



Discussion for the Assessment



Combining group work and entire group work



Activity of a coach evaluation by way of coaching "Kendama" (Japanese Ball Playing)





Coaching Session by a Grad Student Coach



Observation of Coaching



Debriefing of Coaching



Debriefing to a coach developer



Discussion on the Good Practices in the team



Leadership session



Face-to-Face Mentoring Session and its Observation

gram as learner-centered, it is required for us to make constant revisions to our curriculum, by completely using our international coach developer network that we built with the participants.

## Activities outside of sessions



With Miki Matheson, a three-time Paralympic gold medalist for Japan



With Kuniko Ohhinata, a Paralympic gold medalist



Participants trying to find themselves in the Photo Book of Nagano Paralympic



With Tsuji, a junior in the undergraduate course, and Coach Mizuno from the Track & Field Club



Performance and Experience of the Traditional Performing Arts Course



Performance and Experience of the Traditional Performing Arts Course



Program Participants and Course Students

**Chanko (a famous sumo cuisine) Party presented by the NSSU Sumo Club**







# 2016-17 NSSU-ICCE Coach Developer Programme

## Participants & Experts





### Cohort 3

	Name	Gender	Residence	Organization	Job Title
	Torsten Buhre	M	Sweden	Malmö University	Associate Professor
	Jonathan Casson	M	United States	United States Ski and Snowboard Association	Coach Development Manager
	Lynette Chng	F	Singapore	Sport Singapore	Senior Manager (Coach Development)
	Glenn Cundari	M	Canada	PGA of Canada	Technical Director
	Kristen Dieffenbach	F	United States	West Virginia University	Associate Professor
	Steven Dillon	M	New Zealand	New Zealand Football	National Coach Development Manager
	Larissa Galatti	F	Brazil	Campinas University	Professor Senior Coach
	Robert Holden	M	South Africa	World Sailing	Training and Development Advisor
	Maiju Kokkonen	F	Finland	Finnish Sports Institute Vierumaki Coach	Coach Developer
	Pelle Kvalsund	M	Norway/Zambia	Norwegian Olympic and Paralympic Committee and Confederation of Sport	International Sport Development Consultant

**Cohort 3**

	Name	Gender	Residence	Organization	Job Title
	Christine Nash	F	United Kingdom	University of Edinburgh	Deputy Head of Institute/ Program Director
	Shlomo Sabia	M	Israel	Ministry of Culture and Sport, Israel	Head of Coach Education Department






**Advanced Coach Developer Program Participants**

	Name	Gender	Residence	Organization	Job Title
	Sean Douglas (Cohort 2)	M	Australia	Football Federation Australia	National Coach Education Manager
	Jun Sekiguchi (Cohort 2)	M	Japan	NSSU	Research Fellow
	Hayley Harrison (Cohort 2)	F	Ireland	Coaching Ireland	Coach Education Development Officer
	Ashley Fallaize	F	United States	University of Georgia	Instructor









## Experts

### 1st week of the Residential Program

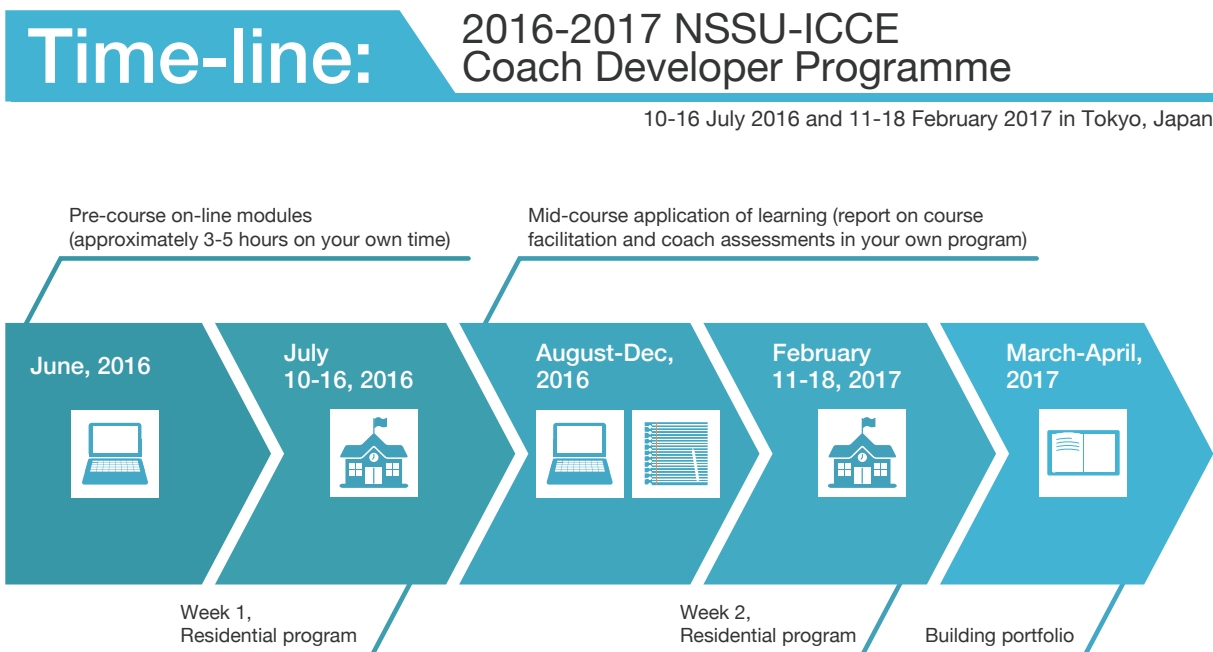
	Name	Organization	Name of Sessions
	Penny Crisfield	ICCE	ICCE Module Main Expert
	Miki Matheson	Nippon Foundation Paralympic Support Center	Problem-Based Learning Activity on Paraspport
	Cliff Mallett	University of Queensland	Action Learning, Reflection on Action Learning Process
	Masamitsu Ito	NSSU	Welcome and Introductions, Climate Setting, Participants Needs, Issues in Developing Coaches
	John Alder	Sport Coach UK	Teaching Assistant

### 2nd week of the Residential Program

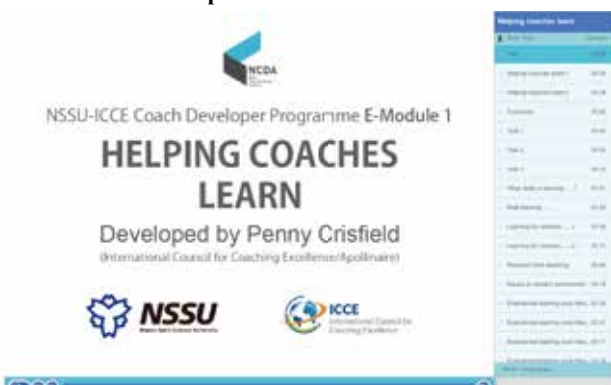
	Name	Organization	Name of Sessions
	Penny Crisfield	ICCE	ICCE Module Main Expert
	Paul Schempp	University of Georgia	Mentoring, Symposium Lecture
	Ralph Pim	Former professor in the United States Military Academy	Leadership Skill, Symposium Lecture
	John Bales	ICCE	Symposium Lecture
	Masamitsu Ito	NSSU	Coach Developer methods, Symposium Lecture
	John Alder	Sport Coach UK	Teaching Assistant

## Structure of the Program

2016-17 NSSU-ICCE Coach Developer Programme was held twice, from July 10-16, 2016 and Feb 11-18, 2017. As shown in the figure below, coach developer program participants studied materials in the e-module before the first week of the residential program in July. Between the first and second week of the program, in their organization, they deliver the sessions by using facilitation skills learned in the first week of program. During this time, the Academy support staff and advanced coach developer program participants provide online learning support. In the second week of the program, participants take the sessions based on the experience of learning in between and create an action plan based on the learning in our Academy. After completing the official program, they share information through the established network and develop practical skills as a coach developer in their related practice field.



A sample of an e-module



A Scene from Residential Program



# Contents of Program

## Residential Program

NCDA 2016-17 residential program was held July 10-16, 2016 and February 11-18, 2017. This year, we built the program, while considering the fact many of the participants have already have a lot of experience as a coach developer. The main theme of the Program was “Athlete-Centered Coaching and Learner-Centered Education.” Therefore we took an approach for participants to reflect their own experiences to discuss and enhance their learning, instead of simply giving them content to learn.

### 2016-17 1st week of the Residential Program Schedule

Date	Time	Session	Room
7/10 Sun	15:00-15:10	Welcome and Introductions	Guest House
	15:10-16:00	Climate setting	
	16:00-17:30	Participants’ needs	
7/11 Mon	09:00-09:40	Opening Ceremony	2201
	09:40-11:40	Issues in Developing Coaches: Athlete-centered Coaching and Learner-centered Education	
	13:30-15:15	Self-Awareness and Reflection	
	15:15-17:00	Coaching and Coach Developer System	
7/12 Tue	09:00-10:30	Problem-Based Learning Activity (on Para-sports)	2201
	10:45-12:30	Reflection on the PBL Activity; facilitation strategies and designing learning activities	
	13:30-14:30	Action Learning	
	14:45-16:15	Reflection on the Action Learning Process	
	15:00-17:00	Introduce the task for Friday	
7/13 Wed	09:00-10:30	Mid-summary and Reflection	2201
	10:45-12:00	Facilitation Skills	
	12:00-13:00	Preparation for the Micro-teaching Task	
7/14 Thu	09:00-12:00	Debrief, Feedback, Review	2201
	13:45-15:45	Questioning and Listening	
	16:00-17:00	Design a learner-centered session following the LEARNS final guidance for Friday (delivery of session and GRIP)	
7/15 Fri	09:00-13:15	Facilitations	2201, 2205,
	14:00-15:30	Individual Action planning, and group follow-up	2206
	15:30-18:00	Cultural Activity “Japanese Food Cooking Experience”	2306
7/16 Sat	09:00-12:00	Reflection, Individual discussions on portfolios for ICCE Coach Developer Awards, and Closing	Guest House



## 1st week of the Residential Program

The Residential Program in July was held on July 10-16, 2016. 12 people participated in the Coach Developer Program and 2 participated in the Advanced Coach Developer Program. The master trainer trained Senior Coach Developers during the Coach Developer Program and held sessions in the program while supporting the learning of Coach Developers.

On July 10th, the first day of the Program, under the leadership of associate prof. Masamitsu Ito, all the participants are welcomed and they received an overview of the program. The aim of this was to create a warm atmosphere for all the participants to comfortably become a part of the community. It was followed by introductory conversations within the community. Participants exchanged their prepared profiles with others and introduced themselves to create a deeper understanding of each other. In our Academy, since participants came from many countries and had a different background, they discussed their own job in their home as a Coach Developer and the necessary competence and ability to complete their tasks. They also provided and shared their own challenges from the perspective of sport organization, IN/NF, or university. Besides that, they discussed the differences between coach and coach developer and shared the needs that prompted participants to join the program, and what kind of hopes, fears, and pitfalls they encountered while participating in the program.

On July 11th, prof. Koji Gushiken, the vice president of NSSU and the deputy director of NCDA, gave a welcome speech at the opening ceremony. This was followed by the introduction of “Sport for Tomorrow,” NCDA, and NSSU by associate prof. Ito. Then, Mr. John Bales, the President of ICCE, introduced the ICCE coach developer framework and its future direction. In the session “Issues in Developing Coaches,” each participant presented their challenges and problems. They analyzed them in terms of “technical problems” and “adaptive problems” and exchanged opinions about the solution. In the session “Self-Awareness and Reflection,” Jun Sekiguchi, a Research Fellow of NCDA, held a session for gaining self-awareness as a coach developer, using the method of “Core Reflection” which is based on positive experience and personal competence. And in the session “Coaching and Coach Developer System,” participants shared their development system and reviewed them from different perspectives.



On 12th July, two invited experts mainly held their sessions on two topics. In the morning session, Ms. Miki Matheson, a project manager for the Nippon Foundation Paralympic Support Center, held the session “Problem-Based Learning Activity on Paraspport,” using the Problem-Based Learning (PBL) model. This was followed by the session “Reflection on PBL activity,” in which participants analyzed the PBL session. In the afternoon, dr. Cliff Mallett, a professor of the University of Queensland, and associate prof. Ito held the session “Reflection on the Action Learning Process.” In that session, participants were made to understand the structure of learning itself and studied some of the methods for providing effective learning.



On July 13th, as an opening activity, participants reviewed their learning over the past three days. Each participant came from a different country and reviewed their learning from the last three days from the perspective of “L-E-A-R-N-S,” in which each letter represents lessons for facilitation. From this day on, Ms. Penny Crisfield, a master trainer of ICCE, mainly hosted the sessions as “ICCE Module.” As an introduction to the next two days, she gave an explanation on the theoretical side of facilitation and micro-coaching in the form of a lecture. Her explanation, however, was not one-way teaching but “Learner-Centered Learning,” in which program participants discuss their ideas with each other.



On July 14th, we could see a clear characteristic in the schedule. A session for co-facilitation and a session to practice the skills related to facilitation were held alternately. At the beginning of the day an activity using cards was done. Participants made sure of the technical terms related to facilitation and learning, then proceeded to the co-facilitation. In that session, as co-facilitation part 1, participants closely looked at “Effective Demonstration” through micro-coaching. Then, they learned the importance of micro-coaching itself by practicing and reviewing it. Further, as co-facilitation part 2, one group gave a presentation on “Assessment for Reflections,” and other participants learned from it. Then, they looked back together and reviewed the presentation. And, as co-facilitation part 3, one group gave a presentation on “Role Playing,” and other participants practiced the “Role Play” along with the presentation. Then, they looked back together and reviewed the presentation. Participants then learned the “Listening” skill, by discussing their challenging situations and experiences. As co-facilitation part 4, they learned “How to Give Positive Feedback.” They also learned the skill of “Questioning” by



## NCDA Program

having a structured form of questioning in mind that encourages thinking. Finally, they made a map for how the content learned this day is connected. A lot of things are packed into a single day, but we could see that there were many tools and devices for keeping the participants focused, such as (1) changing the place of the activity, (2) playing a relaxation game, and (3) meditation.

On July 15th, each participant held a 15 min facilitation as a coach developer based on the topics they had prepared beforehand. In those facilitations, the chosen topics were “coaching philosophy,” “difference between a traditional drill and game-like drill,” “using SNS tool for coaching,” “differences between structured practice and un-structured practice and its applications,” “envisioning the ideal coach,” and so on. Each facilitator was paired with a “Reviewer,” who helped the facilitator to discover and understand “what was good” and “what could be better.” Other participants joined the facilitations as coaches. NUSS students and teachers also joined the facilitations. It seemed to be a fascinating experience for the NSSU students.

In the afternoon, we invited Ms. Kyoko Honda, an adjunct lecturer in NSSU, to demonstrate and teach how to cook Japanese dishes as a Japanese cultural experience session. Participants made “Temari-sushi,” “Okra and grape tomato with goma-ae,” and “Dorayaki.” Not only did they make and taste dishes, but the participants also learned the meaning of “Ichijyu-Sansai” (literally “One-Soup and Three Dishes”) in “Washoku” (literally “Japanese traditional dishes”), which was registered as an intangible cultural heritage of UNESCO in 2013.



**2016-17 2nd week Residential Program Schedule**

Date	Time	Session	Room
2/11 Sat	12:30-17:00	International Symposium	Memorial Hall
	17:30-20:00	Social Gathering	N Restaurant
2/12 Sun	09:00-10:00	Interim Report	
	10:00-12:30	Leadership Skills	2201
	13:30-17:00	Leadership Skills	
2/13 Mon	09:00-10:00	Interim Report	
	10:00-12:30	Mentoring	2201
	13:30-17:00	Mentoring	
2/14 Tue	09:00-09:10	Review of Day 3	2201
	09:10-12:10	Coach Development Method	
	12:15-13:35	Japanese Tea Ceremony	Ceremonial Room
2/15 Wed	09:00-09:10	Review of Day 4	
	09:10-12:10	Supporting Coaches in Practice	2201
	13:00-16:30	Review, Feedback, Professional Discussions	
2/16 Thu	09:00-17:00	Coach Observation: Review & Feedback (Practical)	Memorial Hall
	09:00-09:10	Review of Day 6	
2/17 Fri	09:10-11:30	Participants-led Session	2201
	12:30-13:50	Action Planning: What's Next?	
	14:00-15:30	Wrap-up & Closing	2201, Meeting Room
2/18 Sat	09:00-12:00	Follow-up (Optional)	Guest House

**2nd week of the Residential Program**

The 2nd week of the residential program was held February 11-18, 2017. Eleven Coach Development Program participants came back to Japan, and two of the Advanced Coach Development Program participants newly joined.

On Feb 11th, the first day of the second week, the 4th NSSU Coach Developer Academy International Symposium “Searching for Excellence in Coaching” was held. associate prof. Masamitsu Ito, Mr. John Bales, the president of ICCE, dr. Ralph Pim, a former professor of Physical Education and Director of Competitive Sports in United States Military Academy, and dr. Paul Schempp, a professor at the University of Georgia, gave lectures to the audience (for more details, see pp. 158-165).

On Feb 12th, participants reported their activities between the first week and second week, and dr.



Pim held sessions for leadership skills.

In an interim report, half of the participants reported on their own practice in their organizations (Zambia, South Africa, Israel, Finland, Singapore, and New Zealand), mainly on their activities by using the facilitation skills they had learned in the residential program in July.

In the case of Zambia, a participant Mr. Pelle Kvalsund introduced the case of working hard in the developmental stage of coach education. In the case of South Africa, a participant introduced how to organize sports in areas of poverty and other regions. In the case in Israel, a participant Mr. Shlomo Sabia introduced how they can build the coach education system where that kind of system has never existed before. In the case of Finland, a participant Ms. Maiju Kokkonen introduced how she could improve her questioning skill after participating in the program in July. In the case of Singapore, a participant Ms. Lynnette Chng introduced her case of using “L-E-A-R-N-S,” “Reflections,” and “Micro-Coaching” which she had learned in the program in July when she held the mentoring program in the Singapore Canoe Association. In the case of New Zealand, a participant Mr. Steven Dillon introduced a complete overview of the coach education program that their Football Association had recently adopted.

In the session on leadership skills, dr. Pim, an invited expert of NCDA, talked about his experience of team building and leadership training, and the power of the team whose members came from all over the world. Then he provided a method to fully realize the human potential through sports and expressed the importance of the aim for not only winning but also what lies beyond winning in order to provide a blueprint of the



team to the participants. He also presented the way to recognize what it is like to be in a team built on greatness from his experience in the United States Military Academy, and then he introduced the core value of the Golden State Warriors and showed the importance of this core value. The participants took part in an activity to choose their own core values for improving their organization. Based on what they learned this day, they discussed ways to improve self-awareness as either a coach developer or coach.

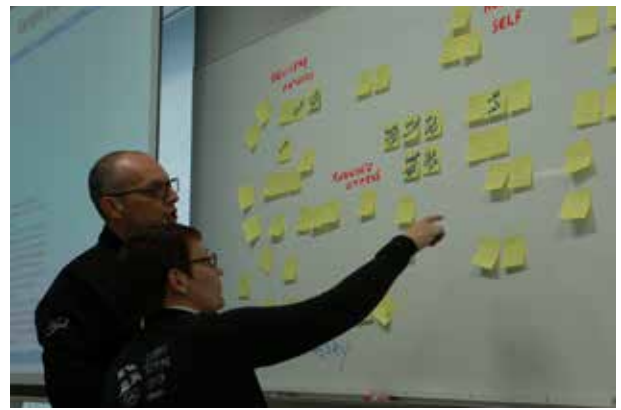


On Feb 13th, the day started with a review on the day before and was followed by the interim report from participants (USA, Canada, Brazil, and Sweden). In the case of USA, a participant dr. Kristen Dieffenbach introduced the improvement of coach education in her undergraduate program and graduate school and the supporting system in coach education. In the case of snowboarding in the USA, a participant Mr. Jonathan Casson presented its current situation and problems and introduced the importance of providing all the information to the coaches and not focusing too much on the technical aspect of coach education. In the case of Canada, a participant Mr. Glenn Cundari introduced coach education in golf from a broader perspective. In the case of Brazil, a participant dr. Larissa Galatti introduced the example of installing coach education into the college curriculum, then executing and improving it. In the case of Sweden, a participant dr. Torsten Buhre presented the hypothesis, theory, method, result and application of the practice from contents learned in the July program.



After that, dr. Schempp, an invited expert of NCCA, gave a lecture on "Mentoring." The session began with an explanation of the origin of "Mentor," which was named after famous Greek hero Mentor, who was a friend of Odysseus and mentored his son, Telemachus. He also spoke of the merit for both sport organization and the person mentored, a protégé or mentee, by adapting a mentorship program and explained the proper relationship between mentor and protégé. Then he gave a clear explanation of a mentoring program adopted for newly hired workers such as by Delta Airline as an example. He talked about the subcategory of mentor, which involves "sponsor", "coach", "exposer", "challenger" and "role model" as a career support and "protector", "friend", "counselor", "acceptor" as psychosocial support, and discussed its importance. The skills mentor should have, rules the mentor and protégé should follow and the key element for mentoring success were provided





to the participants.



On Feb 14th, the day started with a review of the previous day, and then prof. Ito held a session on “Coach Development Method.” The participants took up the methods used in the program and methods they had used in their coach development, and then categorized them and discussed the methods. Since the participants offered their cases actively, this session prompted them to consider their own methods and finding out what was missing. In the afternoon, prof. Koji Gushiken, the deputy director of NCDA and the vice president of NSSU, held a “Japanese Tea Ceremony” as a Japanese cultural experience in the ceremonial room. Since many of the participants had never attended a tea ceremony before, he demonstrated the practice of tea ceremony, and at the same time provided an English explanation of the ceremony. After that, a cup of tea was served and the participants experienced the ceremony.



On Feb 15th, Ms. Penny Crisfield, the master trainer of ICCE, John Alder, a teaching assistant of NCDA, and Ms. Hayley Harrison, a senior coach developer in NCDA program, headed a session on “Review and Assessment” and “Professional Discussion.” Since each participant had learned the outline of the topic in the E-module, this session could serve as the step to connect the outline knowledge with actual practice. “Review and Assessment” involves (a) a coach-led performance review, (b) a coach developer-led coach review, and (c) a formal assessment of coach competence. In this session, the nine processes of review and assessment were clearly explained one by one. Those steps were, (1) planning for assessment, (2) briefing coaches, (3) gathering evidence, (4) analyzing evidence, (5) questions to generate evidence, (6) decision-making and sharing, (7) providing feedback, (8) assisting action planning, and (9) report. Within these processes, the session proceeded in the style of “active learning” where the partici-



participants can provide their opinions and discuss them. Regarding (7) providing feedback, the practice of feedback as a coach developer was done in groups formed of a coach developer, a coach, and athletes. Each participant prepared for the practice of the next day.

On Feb 16th, the practice of review and assessment for coaches was done in the Memorial Hall. Each participant as a coach developer observed and reviewed the coaches giving instructions to athletes. Students and teachers in NSSU actively involved the session as a coach or an athlete. In the process of practice, a coach developer debriefs a coach, and coaches provide the athletes instruction in “how to swim freestyle,” “how to use their legs in a short-distance sprint,” “a game of tag using basketball,” “how to toss and spike in volleyball” and so on. The coach developer observed the instruction of coaches, and gave feedback about the practice to the coaches. After that, the other coach developers, who had overseen the process of observation, joined the coach developer to discuss the practice of review and feedback, to consider whether proper process had been followed, and to offer good points and bad points regarding the practice.

On Feb 17th, the participants looked back on the whole process of the program in February. As a participant-led session, they exchanged opinions on their learning from the day when they were scheduled to participate in this program to the present day and described an overall picture of their experience. Then other participants asked questions and tried to gain a broader understanding of the review. After that, looking beyond this program, the session “Action Plan” was held, in which each participant took a moment after the program to think about future direction. In the last session, they wrote a







letter to themselves to remind them what they learned and where they would go when they get home (the letters will be posted to their home 2 months later).

After the entire program finished, the closing ceremony was held and Dr. Ryosho Tanigama, the director of NCDA and president of NSSU, presented a program certificate to each participant.

On Feb 18th, an individual follow-up meeting was held for those who were interested in clearly setting their future direction.



## Scenery of program



A circle of the coach developers



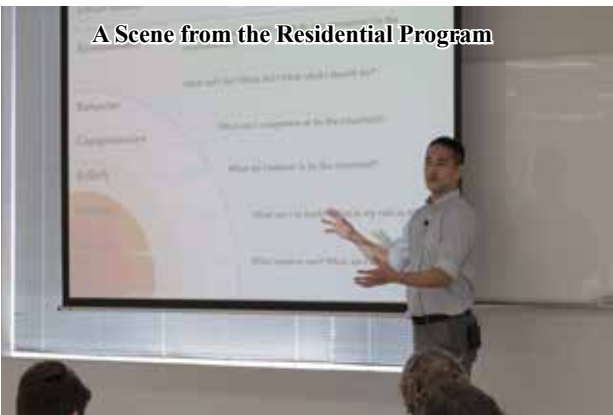
Facilitation by a participant



On-campus tour



On-campus tour



A Scene from the Residential Program



A Scene from the Residential Program



Session run by prof. Cliff Mallett





## 2017-18 NSSU-ICCE Coach Developer Programme

### Participants & Experts



#### Cohort 4

	Name	Gender	Residence	Organization	Job Title
	Jiaren Low	M	Singapore	Coach SG	Deputy Director
	Ashley Ross	M	United Arab Emirates	International Cricket Council Academy	Head of Education
	Narin HajTass	F	Jordan	Jordan Olympic Committee	Training and Education Manager
	Shigeki Sarodo	M	Japan	NSSU	Research Fellow
	Bob Crudington	M	Australia	University of Queensland	Associate Lecturer
	Aku Nieminen	M	Switzerland	International Ice Hockey Federation	Membership Development Manager
	Belinda Tarling	F	Switzerland	Union Cycliste Internationale	High Performance Manager
	Michal Starczewski	M	Poland	Polish Canoe Federation	Paracanoe Coordinator
	Andrea Woodburn	F	Canada	Université Laval	Assistant Professor
	Stephen Harvey	M	United States	Ohio University	Associate Professor

**Cohort 4**

	Name	Gender	Residence	Organization	Job Title
	Sibusiso Keketsi	M	Lesotho	Ministry of Gender, Youth, Sport and Recreation	Principal Sports and Recreation Officer
	Heitor Rodrigues	M	Brazil	Goiás Federal University	Professor
	Paula Korsakas	F	Brazil	Instituto Reação	Sports Consultant

**Advanced Coach Developer Program Participants**

	Name	Gender	Residence	Organization	Job Title
	Glenn Cundari (Cohort 3)	M	Canada	PGA of Canada	Technical Director
	Pelle Kvalsund (Cohort 3)	M	Norway/ Zambia	Norwegian Olympic and Paralympic Committee and Confederation of Sport	International Sport Development Consultant









## Experts

1st week of the Residential Program in September

	Name	Organization	Name of Sessions
	Andy Rogers	Sport New Zealand	Learning Theories & Facilitation Strategies, Project-Based Learning, Result-standing session planning, Facilitation practice and strategy, Reflection on action etc.
	Miki Matheson	The Nippon Foundation Paralympic Support Center	My journey in para-sports, Project-Based Learning, Co-facilitation for Project-Based Learning activities
	John Bales	ICCE	Welcome and introduction, opening ceremony, Determining and investigating the progress of coach development studies
	Masamitsu Ito	NSSU	Welcome and introduction, icebreaker, confirming participant needs, Determining and investigating the progress of coach development studies, Example of coach development at NSSU, etc.
	John Alder	English Institute of Sport / NSSU	Teaching assistant

2nd week of the Residential Program in February

	Name	Organization	Name of Sessions
	Wade Gilbert	California State University, Fresno	Identifying your vision, values, and philosophy as a coach developer, Assist coaches in discovering their coaching vision, values, and philosophy, values, Mentoring, Symposium, Keynote Speech
	Hayley Harrison	Coaching Ireland	Support coaches in the field, Review/Feedback, Professional Discussion, Coach observation, Review Practice, Symposium Lecture etc.
	John Bales	ICCE	Symposium Discussion Facilitator, Follow up
	Koji Gushiken	NSSU	Japanese cultural experience: Tea ceremony
	Masamitsu Ito	NSSU	Activity Report, Method about Coach Development, Symposium Lecture
	John Alder	English Institute of Sport / NSSU	Teaching assistant

## Structure of the Program

In 2017-18, the Residential Program was held twice, from September 10-16, 2017 and Feb 16-23, 2018. As shown in the figure below, coach developer program participants studied materials in the e-module before the first week of the residential program in September. Between the first and second week of the program, in their organization, they deliver the sessions by using facilitation skills learned in the first week of program. During this time, Academy support staff and advanced coach developer participants provide online learning support. In the second week of the program, participants take the sessions based on the experience of learning in between and create an action plan based on the learning in our Academy. After completing the official program, they share information through the established network and develop practical skills as a coach developer in their related practice field.



A sample of e-module



Task	Start	End
Task 1	09:00	10:00
Task 2	10:00	11:00
Task 3	11:00	12:00
Task 4	12:00	13:00
Task 5	13:00	14:00
Task 6	14:00	15:00
Task 7	15:00	16:00
Task 8	16:00	17:00
Task 9	17:00	18:00
Task 10	18:00	19:00
Task 11	19:00	20:00
Task 12	20:00	21:00
Task 13	21:00	22:00
Task 14	22:00	23:00
Task 15	23:00	00:00

A Scene from the Residential Program



## Residential Program

The residential program for the 2017-18 year was held over two sessions: September 10-16, 2017 and February 16-23, 2018. As with the 2016-17 year, this year's program was built accounting for the fact that many of the participants are well-experienced coach developers. With a main program theme of "Athlete-Centered Coaching and Learner-Centered Teaching," the approach taken was to provide some prepared content and then let participants reflect on their own experiences to discuss and focus their learning instead of just teaching them the material.

### 2017-18 1st week of the Residential Program Schedule

Date	Time	Session	Room
9/10	15:00-16:00	Welcome and introductions	Guest House
	16:10-18:00	Know your participant needs	
	18:30-20:00	Welcome party	
9/11	09:00-10:30	Opening	2201
	10:40-11:40	Example of coach development at NSSU	
	13:00-16:30	Challenges in coach development and the role of the coach developer	
	19:30-20:30	My journey in para-sports	
9/12	09:00-12:10	Learning theories and facilitation strategies	2201
	13:00-17:00	Project-Based Learning and Result-standing Session Planning Co-facilitation for Project-Based Learning Activity	
9/13	09:00-12:00	Japanese cultural experience: Zen meditation	Souji-ji
	13:30-14:30	Facilitation practice and strategy, Reflection on action	2201
	14:40-17:00	Questioning skills	
9/14	09:00-10:30	Confirmation and reflection on questioning skills, Listening	2201
	11:00-13:00	Review and Reflection	
	14:00-14:30	Check Review and Reflection	
	14:30-15:15	Review of Learning and Application	
	15:30-17:00	Facilitation Planning and Preparation	
9/15	09:00-15:30	Facilitation practice with a coach	2201, 2205
9/16	09:00-12:00	Closing	Guest House



## 1st week of the Residential Program

The 1st week of the residential program, held in September 2017, had 13 participants in the coach developer program and 1 participant in the advanced coach developer program. While the coach developer program was in session, the senior coach developer also received training themselves and helped administer lessons in the coach developer program sessions, with 4-5 coach developers to a study group.

On September 10, the first day of the program, associate prof. Masamitsu Ito led a welcome speech and an introductory explanation of the program outline at the guesthouse of the NSSU, with the aim of creating an atmosphere that would make it easy for the participants from various countries to participate. This was followed by a self-introduction activity for the participants to get to know each other. The group also discussed the differences between coaches and coach developers, and shared the needs of the participants and their expectations, concerns, and pitfalls in participating in the program.

On September 11, the second day of the program, NSSU president Koji Gushiken (concurrently director of NCDA) gave the opening address, and then associate prof. Ito introduced “Sport for Tomorrow,” NCDA, and NSSU. Next, Mr. John Bales, president of ICCE (concurrently deputy director of NCDA) introduced the International Coach Developer Framework published by ICCE and its future direction. Following this, he introduced an actual example of coach development in our university. This was followed by a time for the participants to share their own contexts and issues in coach development and share the challenges of global coach development. Mr. Andy Rogers, a leader in coach development in New Zealand, and Mr. Bales, who is well versed in coach development around the world, also participated in this session to share information. In addition, the role of the coach developer was discussed extensively, including its historical background and current trends, and each participant actively presented his or her own image of a coach developer, which deepened mutual understanding among the participants. In the evening, Ms. Miki Matheson shared her valuable experience with us at the guesthouse, titled "My Journey in Para-Sports." This gave the participants an opportunity to think about how to be a coach developer in para-sports.

On the morning of September 12, the third day, a session on



"Learning Theories and Facilitation Strategies" was held. Since many coach developers work with adult coaches, it is important to learn the theory of adult learning. The focus of this session was on what situations adult learning is most effective and how to facilitate those situations as a coach developer. The facilitation strategies were based on the principles of effective learning, such as "push and pull," which had been taught in the e-module. In this session, we had time to reflect through group work and discuss strategies to improve ourselves as coach developers. This was a chance to learn about the theoretical aspects before putting them into practice.

In the afternoon, there was a session on problem-based learning and results-based session planning and co-facilitation. Thirteen students from the NIFISA participated in this session as part of the collaboration among the Tri-University International Sport Academies. Until now, the relationship between the Tri-University International Sport Academies has not always been strong, but due to the participation in these sessions, the Tri-University International Sport Academies will be able to work closely together to build a stronger international network.

On the morning of September 13, the fourth day, the participants had the opportunity to experience Japanese culture through zazen meditation at Soto Zen Buddhism's Daihonzan Sojiji Temple (Tsurumi-ku, Yokohama City). NIFISA also participated in the Zen meditation session. The purpose of the zazen experience was to provide a practical method of reflection, which is important for a coach developer. There are some examples in the sports world, such as Phil Jackson (former head coach of the NBA's Chicago Bulls), who has used zazen to build up his team, so the participants listened intently to the explanation and practiced zazen themselves. In the afternoon, there was a session on "Facilitation Practice and Implementation Strategies," which is considered to be an essential skill for a coach developer, as well as a session on how to use different types of questions. In addition, there was a session on how to use questions. The Facilitation Handbook, a learning material of the Academy, shows the steps in detail, and the class largely followed this material, but supplementary explanations were given as necessary from the perspective of a learner-centered approach, since the participants were at different levels. In addition, coach developers must not only tell coaches what to do and what is right, but also help coaches discover what to do and what is right by asking questions, which is why the use of different questions is important. In order to improve their own questioning skills, the participants were divided into three groups: questioners, responders, and observers.

On the morning of September 14, the fifth day, sessions were held on reviewing the previous day's questioning skills, listening skills and "review and reflection." Reflection can be led by the facilitating coach developers themselves or by another coach devel-

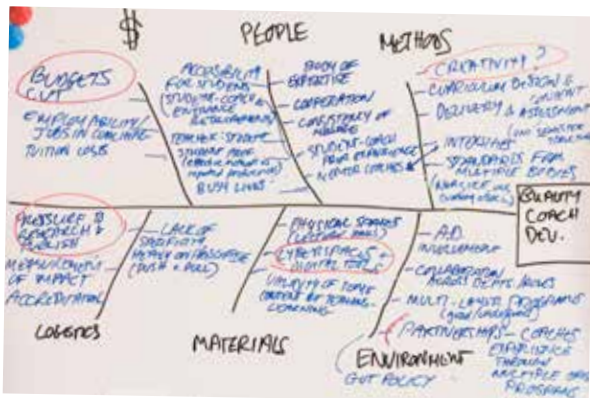


opment evaluator. By introducing the GRIP process, we were able to clarify the procedures for this reflection. GRIP refers to a series of processes in which the practitioner confirms the goals, the current status, the person facilitating the reflection gives advice, and finally a plan is developed to improve the practice. Being able to do these without delay is an important skill that is indispensable for a coach developer. This was followed by a session on how to plan and prepare for the actual facilitation. In order to conduct good facilitation and to be able to respond flexibly on the spot, it is necessary to plan and prepare well in advance. We also touched on LEARNS, a philosophical learning theory that promotes better facilitation. It was intended that such confirmation would be utilized in the facilitation practice on the following day.

On September 15, the sixth day, a coach development facilitation session was held with the participation of NSSU (faculty, coaches, and students) and students from a partner university, Tokyo University of Foreign Studies, who acted as coaches. This was an opportunity for the participants to demonstrate their skills as coach developers, which they had learned in the previous days of the program, and they practiced the facilitation that they had prepared for. In addition, other participants acted as "reviewers" for each participant's facilitation and encouraged them to reflect on what went well and what did not using the GRIP process. As an action plan, we highlighted issues for future skill improvement.

On September 16, the last day of the 1st week of the residential program, a review of the entire program was done and the "Mid-course learning" tasks were given to each participant to work on before they meet again in February. At the same time, the closing ceremony was held, and the instructors gave a general overview of the program, and then Mr. Bales presented a certificate to the advanced coach developer program participant.

In the 1st week of the residential program, we were able to run the program smoothly by building on the experience of implementing and running the program in the past, and we were able to provide the participants with a more sophisticated learning experience by introducing new content. In addition, the inclusion of Japanese cultural experiences seems to have promoted a broader understanding of "Japanese culture" among the participants.



**2017-18 2nd week of the Residential Program Schedule**

Date	Time	Session	Room
	09:00-09:30	Reconnecting	
2/16 Fri	09:30-14:10	Presentation of Adaptive Growth Challenges	2201
	14:20-17:00	Methodology for Coach Development	
2/17 Sat	13:00-17:30	NCDCA 5 <sup>th</sup> International Symposium: Women in Coach Development "Talking about coach development for tomorrow."	Memorial Hall
	18:00-20:00	Social Gathering	Cafeteria
2/18 Sun	09:00-12:00	Identifying your vision, values, and philosophy as a coach developer	2201
	13:00-17:00	Assist coaches in discovering their coaching vision, values, and philosophy	
2/19 Mon	09:00-12:00	Mentoring	2201
	13:00-17:00	Supporting coaches in practice	
2/20 Tue	09:00-10:30	Observation of sport club activity at NSSU	Campus
	11:00-12:30	Japanese cultural experience: Tea ceremony	Traditional Arts Practice Room
	13:30-17:00	Review, Feedback, Professional Discussion	2201
2/21 Wed	09:00-17:00	Coach observation and review practice	Memorial Hall
2/22 Thu	09:00-12:00	Reflecting on the journey	2201
	13:00-15:00	Action planning	
	15:00-16:00	Closing Ceremony	Main Conference Hall
2/23 Fri	09:00-12:00	Follow up	Guest House

**2nd week of the Residential Program**

In the 2nd week of the residential program held in February, 13 coach developers returned to Japan and one new senior coach developer joined the program.



On February 16, the first day of the program, prof. Ito first greeted the participants who had gathered again. Furthermore, on this day, all thirteen participants reported on their practices in response to the challenges they were given after attending the 1st week of the residential program as "Adaptive Growth Challenges." Among them were "Working in an International Sports Federation," "A Case Study on the Development of Female Coaches in an International Sports Federation," "Dealing with Role Changes Due to Departmental Transfers," "The Importance of Understanding Cultural Backgrounds in Coach Development at an International Sports Academy," "A Case Study on Coach Development Using Mentoring," and "A Case Study on Coach Development in Parasports," "Challenges and Learning as a Coach Developer in a University Basketball Team," "The State of Coach Development in National Olympic Committees," "A Case Study of Coach Development through Online Courses," "Time Management as a Coach Developer," "A Case Study of the Presentations Covered Topics such as "Coach Development in Government Sports Organizations and Its Practice." In total, the presentations ranged from reports on major projects in which they are working on national-level issues as coach developers in their current organizations, to reports on personal issues such as how to make the most of their time as coach developers. After that, Prof. Ito led a session on the methodology (including ICT) needed as a coach developer, from the perspective of "what, to whom, and how."



On February 17, the second day, the NCDA 5th International Symposium was held, featuring prof. Ito, Mr. Bales, Ms. Matheson, Professor Wade Gilbert of California State University, Fresno, Ms. Hayley Harrison, Coach Development Officer at Sport Ireland Coaching, Mr. Pelle Kvalsund of the Norwegian Olympic and Paralympic Committee, and Mr. Ashley Ross, Chief Coach Development Officer at the South Australian Institute of Sport. For more information, see the section on "International Symposium" (pp. 166-170).



On the third day, February 18, prof. Gilbert conducted an expert session in the morning to identify one's own vision, values and philosophy as a coach developer. The session began with a variety of coaching case studies, which the participants were encouraged to examine together, and each participant was asked to consider how they would handle such issues in their own context. Next, he discussed relationship building as an important foundation for coach developers. Reflection, an important part of



building such relationships, was also touched upon, not only as knowledge, but also through actual reflection activities to further enhance the learning. In addition, we discussed the vision and values of good coaching. In the afternoon, there was a session on how to help the coaches you work with identify their own visions, values, and philosophies. These sessions were based on concepts from Professor Gilbert's 2017 publication, "Coaching Better Every Season," and incorporated many of the latest coaching research findings.



On the morning of February 19, the fourth day, prof. Gilbert began with a mentoring session on the various factors that are considered important in supporting coaches in the field. He presented research findings on the importance and current status of coach support networks, and the characteristics of those who can substantially support coaches' emotional support networks. In addition, he showed how to build a community that facilitates coaches' learning with examples. In the next session, information on the latest coaching academic works on coach development and case studies on ICT were presented. In the afternoon, an introductory session on supporting coaches in the field was held with the Trainer, Ms. Harrison, and John Alder, teaching assistant of NCDA. As group work, they discussed how coach developers can support coaches in a variety of ways. This is because there are so many forms of support, from one-on-one mentoring to large group symposiums. This work showed that there is a wide range of ways in which coaches can provide support.



On the morning of February 20, the fifth day, we had a campus tour to observe the practice of our university's sport club activities. The tour included a demonstration and practice session of the Shorinji Kempo Club and a practice session of the Judo Club. After that, NSSU President, prof. Gushiken led a tea ceremony to experience Japanese culture. For many of the participants, this was their first experience of tea ceremony, and they seemed to have learned a lot by experiencing not only the traditional manners of Japanese culture but also the aesthetic sense.



In the afternoon, there was a session titled "Review, Feedback, and Professional Discussion. Review refers to the observation or video review of a coach leading a practice or conducting a game (a subcategory of which is observation for coaching license assessments or to improve coaching skills). Feedback means to make the coach aware of the observations,





and professional discussion means to discuss professional matters with the coach to help him or her coaching skills improve. For the review, we watched a video of a coach conducting a hurling practice, a traditional Irish sport, and then each of us thought about what we should focus on as coach developers. By sharing their thoughts with the other participants, they were able to realize things that they had not noticed before. For the feedback and professional discussion, we again used the GRIP process of "looking back" that we had learned in the first week of the program, and practiced asking the coaches questions that included professional content in order to promote awareness of the more professional aspects of the competition.



On the sixth day, February 21, the entire day was devoted to practicing and reflecting on the coaching observations, reviews, and assessments that we had learned so far. In the micro-coaching session, the coaches were people from our university (faculty members, coaches, and students) and students from our partner university, Tokyo University of Foreign Studies. In the actual coaching of the athletes, we first interviewed the coaches before the session, observed the actual coaching, and then had a professional discussion on coaching to reflect on the coaching itself. Through such a series of activities, we supported the coaches in improving their coaching skills. All participants practiced assessment, observation, and review, and reflected on these practices. The trainers took the lead in this review, but other participants also contributed their own ideas for improvement.



On February 22, the seventh day, a session was held to reflect on the entire program so far. First, a group discussion was held to share the learning so far. After that, the participants were asked to draw a "picture" of what they had learned in the program. They were asked to clarify the elements they had that could not be put into words by attempting to express them as "pictures." There was also a time for each participant to explain the "picture" they had drawn. Next, each participant drew up an "action plan" that clearly stated how they would work as a coach developer in the future based on the activities they had done. This will help the participants to remember what they have learned at the Academy even after they return to their organizations. Afterwards, there was a general discussion between the participants and the trainer. During the discussion, one participant expressed her honest feelings and





said, "I am really glad that I could learn here." This moment really showed that the entire program was meaningful. Finally, the "Closing Ceremony" was held in the main conference room of the university, where NSSU President Gushiken, the director of NCCA, handed each participant a certificate of attendance. Also, Mr. Bales, ICCE president handed over the certificate of "ICCE Trained Coach Developer." With this, the overall NSSU-ICCE Coach Developer Programme came to an end.





## NCDA Program

On February 23, the last day, a follow-up individual consultation session was held to clearly define the direction of future activities as a coach developer or to discuss concerns about specific activities.

As this is the fourth year of the program, the operational format has been further established, and it seems that we were able to run the program smoothly as a whole. Of course, in adopting a learner-centered approach, it goes without saying that there is a need for flexible changes in the learning environment, and it was necessary to respond flexibly to these changes. In addition, as with the previous year, the "activity reports" of the participants were included in the residential program in the second week, which was very meaningful for the participants in that they were able to recognize each other and gain knowledge about coach development in other sports and countries. In terms of content, the second week focused on assessment and observation, but with the introduction of "supporting coaches in the field" as a major theme, participants were able to think about coach development from a broader perspective. This is a major improvement for this year.



## Scenery of program







## 2018-19 NSSU-ICCE Coach Developer Programme

### Participants & Trainers




#### Cohort 5

	Name	Gender	Residence	Organization	Job Title
	Tammy Mehrtens	F	New Zealand	Netball New Zealand	National Training Manager
	Matt Wilkie	M	Ireland	Irish Rugby Football Union	Head of Coach Development
	Pekka Clewer	M	Finland	Football Association of Finland	Director of Coach Education and Development
	Cameron Kiosoglous	M	United States	US Rowing	Director of Athlete Development
	Rita Horvath	F	Hungary	Hungarian Coaching Association	Project Officer
	Jon Grydeland	M	Norway	Norwegian Olympic and Paralympic Committee and Confederation of Sports	Advisor for coach development
	Angelo Altieri	M	Italy	Italian National Olympic Committee	Coach Development Coordinator
	Jacob Gino	M	Israel	Wingate Institute	Deputy Director
	Bettina Callary	F	Canada	Cape Breton University	Associate Professor






**Cohort 5**

	Name	Gender	Residence	Organization	Job Title
	Abbe Brady	F	United Kingdom	St. Mary's University	Program Director Sport Coaching
	Catherine Lariosa	F	Philippines	University of Philippines Diliman	Lecturer/Coach
	Rui Resende	M	Brazil	Universidade Federal de Santa Catarina	Professor
	Sharly Natsu Yazaki	F	Japan	NSSU	Graduate student
	Joseph Gurgis	M	Canada	University of Toronto	Graduate student

**Advanced Coach Developer Program Participants**

	Name	Gender	Residence	Organization	Job Title
	Andrea Woodburn (Cohort 4)	F	Canada	Université Laval	Assistant Professor
	Ashley Ross (Cohort 4)	M	Australia	South Australian Sports Institute	Coach Developer
	Paula Korsakas (Cohort 4)	F	Brazil	State University of Campinas	Researcher

**Trainers**

	Name	Organization	Name of Sessions
	Andy Rogers	Sport New Zealand	Learning activity design and facilitation Coach development in practice: Coach observation
	John Alder	English Institute of Sport/ NSSU	Distance learning and home country practice support Supporting coaches in practice
	Koji Gushiken	NSSU	Japanese cultural experience: Tea ceremony
	John Bales	ICCE	Welcome and introduction, confirming participant needs, opening ceremony Determining and investigating progress of coach development studies
	Masamitsu Ito	NSSU	Welcome and introduction, icebreaker, welcome and group formation, adaptive challenges



## Structure of the program

In the NSSU-ICCE Coach Developer Program, program participants first completed distance learning using E-modules as shown in the figure below. Next, the residential program for the 2018-19 year was held over two sessions: July 8-14, 2018 and February 15-22, 2019. This year's residential program was also broken into two sessions, with participants given time between the first and second weeks of the residential program at their own organizations to put into practice the facilitation skills learned in the first week. During this distance self-study period, the participants were supported by academy support staff and through online learning by advanced coach developer program participants. In the second week of the February session, the sessions were expanded based on participant experiences studying and practicing what they learned in the interim week, and the participants created their own action plans for after the program based on what they learned before officially completing the short program. After completing the program, the participants continued to share information through an established network and develop their practical skills as a coach developer in their own fields.



Sample E-module

**Mentoring Relationship**

- Agreed relationship
- Often for a specific purpose or duration
- Comprise a number of scheduled meetings

**Using Mentoring Skills in Conversations**

- Unscheduled conversation
- Ask don't tell philosophy
- 'Corridor' coaching
- Promotes responsibility and decision-making

NCDA

A Scene from Residential Program



## Residential Programs

The residential program for the 2018-2019 year was held over two sessions: July 8-14, 2018 and February 15-22, 2019. As with 2017-2018, this year's program was built accounting for the fact that many of the participants are well-experienced coach developers. With a main program theme of "Athlete-Centered Coaching and Learner-Centered Teaching," the approach taken was to provide some prepared content and then let participants reflect on their own experiences to discuss and focus their learning instead of just teaching them the material.

### 2018-19 1st week of Residential Program Schedule

Date	Time	Session	Room
7/8 Sun.	15:00-16:00	Welcome and introductions	
	16:10-18:00	Know Your Participant Needs	Guest House
	18:30-20:00	Welcome party	
7/9 Mon.	09:00-10:30	Welcome and group formation activity Practical Coach Development Practice I	Memorial Hall
	10:40-11:40	Opening ceremony Adaptive challenges	2201
	13:00-16:30	Identify & Explore CD learning situations What learning means in practice	
	16:30-18:00	Reflection and action plans	
7/10 Tues.	09:00-09:15	Review and Reflection	
	09:15-12:30	Learning activity design and facilitation	2201
	13:30-15:45	Co-facilitation practice and strategy, Reflection and action	
	15:45-17:30	Listening and questioning skills, Individual reflection	
7/11 Wed.	09:00-09:15	Review and Reflection	
	09:15-12:00	Observation and Review	2201
	13:00-15:00	Review and preparation for learning activity design	
	16:00-18:00	Practical Observation	Gym, etc.
7/12 Thurs.	09:00-09:30	Check and Final Prep for Facilitation Practice	2201
	09:30-13:00	Individual Practice for Learning Facilitation	
	14:00-17:00	Japanese Cultural Experience (Zen meditation)	Traditional Arts Practice Room
7/13 Fri.	09:00-09:15	Review and Reflection	
	09:00-15:30	Coach development in practice: Coach observation	Memorial Hall
7/14 Sat.	09:00-12:00	Closing	Guest House



## 1st week of the Residential Program

The 1st week of the residential program, held in July, had 14 participants in the coach developer program and three participants in the advanced coach developer program. While the coach developer program was in session, the advanced coach developer program participants also received training themselves and helped administer lessons in the coach developer program sessions, with 4-5 coach developers to a study group.

The program started on Sunday July 8<sup>th</sup> with NSSU prof. Masamitsu Ito and ICCE President and NCDA deputy director, Mr. John Bales delivering the welcoming remarks and a program overview at the NSSU Guest House. Then, NSSU Research Fellow Shigeki Sarodo led the participants through self-introductions to get to know one another and create a setting where the diverse body of international participants felt comfortable participating. Next, the participants were divided into three groups for group discussions: University, international and national single-discipline associations, and multi-discipline associations. In groups, each participant shared their best experiences and challenges faced as a coach developer. After this, the groups debated on ideal coach development systems and the role of the coach developer within that system, after which they were asked to express their opinions in visual form and present their pictures and/or diagrams to the other group members. This series of activities allowed the participants to learn about each other's work and what knowledge they shared. This shared knowledge formed the basis for the sessions from the second day onward.

The second day, Monday July 9<sup>th</sup>, opened in the NSSU Memorial Hall with a welcome and group formation activity. This provided the participants with a great chance to learn about their cultural differences. The participants also reviewed the E-module content and learned the basics about NSSU using Kahoot!, an online quiz application. The quiz application was a useful tool for coach development as well, allowing the participants to enjoyably review the required items. Next, in Coach Development Practice I, the participants each performed coaching methods they had used to date. The senior coach developers were on hand to observe the performed methods at this point. The activity gave a good indication for where the participants were as coach developers.

In the afternoon, the official opening ceremony was held. Next, the participants used a fishbone diagram to determine the issues in developing good coaches. Then, they categorized the items into adaptive challenges and technical challenges, an



exercise which clarified each participant's opinions on how the challenges should be addressed. Subsequently, in the "coach learning" session, the participants were paired up to reflect on the other's path in the lead up to becoming a coach developer before delving deeper with a lecture on the circumstances under which coaches learn (mediated vs. unmediated learning and formal vs. informal learning). This session also involved listening skills training as each participant had to listen to another participant's story and describe it accurately.



The third day, Tuesday July 10<sup>th</sup>, kicked off with a review and reflections on the previous day. From there, the participants studied the learning situations of coach development. For a more practical lesson on the LEARNS (acronym for the elements to promote better learning: Learner-centered, Environment, Actively involved, Reflection, New learning, Stretch) principle, they applied the principle to what they learned the day before. This was followed by group discussions on learning situations in coach development and educational methods, after which the participants reached a deeper understanding by presenting their thoughts and holding a general debate. With the remainder of the morning, they each developed plans for co-facilitation and then implemented their plans with the other participants in the afternoon. The co-facilitations covered the following topics: The importance of effective communication in coaching, safety management, improved practice planning, how to increase athlete confidence and motivation, the coach developer's role in promoting learning, supporting coaches in stretching. After each presentation, the co-facilitation was reviewed by the trainer and senior coach developers, allowing each participant to reflect on their own practice both subjectively and objectively. Next, the participants reflected first upon the facilitations as implemented and then upon their own performance.



The fourth day, Wednesday July 11<sup>th</sup>, again started with a review of the previous day's material, followed by a session on conversation and questioning skills. In the session, participants were given the specific advice of asking one question at a time, using open questions, and not getting caught up in little details. Based on this advice, they were then each instructed to reflect on their own experiences and share the points they are mindful of when asking questions. Next up was a session on how to support coaches through reviewed observation. First, the participants considered the keys and pitfalls to coach observation as a tool



for coach support. The following session was then on the GRIP review process as a review tool. GRIP (acronym for Goals, Reflect, Input, Plan) makes for an effective process to urge coaches to reflect after being observed by the coach developer. The participants learned the GRIP process and the theory behind it here to use it for reviewing in sessions on Day 5.

In the afternoon, the participants were assigned to practice their coach observation in actual practice for the NSSU volleyball and trampoline teams. This year marks the first time such practice was used. After coach observations in each of the club practices, time was apportioned to ask the club coaches their intentions for the practice session and the coach's reasons for their actions. This process allowed the participants to see more clearly what kind of details can be gleaned from observation.

The fifth day, Thursday July 12<sup>th</sup>, focused on practicing the facilitation methods learned. The facilitation covered the topics of coaching for youth teams, the importance of modesty in coaching, ethical sporting dilemmas, stress management for coaches, thinking up new ways to meet athlete needs, coaching styles, converting knowledge into effective ability, and sitting volleyball coach development. After facilitation for each topic, the group practiced the GRIP process learned the previous day. For each topic, a participant was selected to apply the GRIP process in evaluating the facilitator so that the facilitator could reflect on their own session in more depth.

In the afternoon, the participants got a chance to experience some Japanese culture: Zen meditation. The session was led by Mr. Ui Otani, a Buddhist monk invited from Chotaiji Temple, to give the participants a more authentic Zen experience. More than offering just a Japanese cultural experience, the session came with an objective: Adding Zen meditation as another reflection method for their coach developer tool belts. Otani supplemented explanations of Zen meditation with background information on the history of Soto sect Buddhism and the life of Soto forefather Dogen, followed by practicing Zen meditation to illustrate how sitting in the full lotus position on tatami mats takes us out of our normal daily routines. This unique experience was of great value to the participants.

On the sixth day, Friday July 13<sup>th</sup>, the first session was a coach observation to review the lessons learned throughout the week. For this session, parasport coaches were observed coaching student-athletes from partner school Tokyo University of Foreign



Studies. Having outsiders participate in the observation provided the participants with circumstances closer to their own practices. The participants observed a variety of topics in this session, including circuit training, track footwork, short-distance track running, badminton steps, ball throws, wheelchair basketball, sitting volleyball, and dance.

The afternoon session was spent reflecting on these observation sessions. To make the reflections more practical, both the participant coach developers and the coaches were asked to participate. In the field, coach developers must be able to adapt to various practical situations on the fly. This session manufactured individual situations such as these, permitting the participants to apply what they had learned up to that point to the situation at hand.

On the morning of the seventh day, Saturday July 14<sup>th</sup>, the week was closed out with reflection and a summary with the participants sharing what they had learned over the week. The participants were also asked to suggest their issues to work on before the next gathering in February. Most of the issues centered upon applying the skills they had learned to their practices upon returning to their own organizations. The participants were tasked with reporting on these practical issues.



## 2nd week of the Residential Program

In the 2nd week of the residential program, held in February, 13 participants returned for the coach developer program and three participants returned for the advanced coach developer program.

The first day, Friday February 15<sup>th</sup>, opened with the participants reporting on their work and how they put into practice what they learned in the July program to coaching sessions upon returning



### 2018-19 2nd week of the Residential Program Schedule

Date	Time	Session	Room
2/15 Fri	09:00-10:00	Reconnecting, Resetting, & Sharing: Adaptive Growth Challenge	
	10:00-13:00	Presentation of Adaptive Growth Challenges	2201, 2205
	14:00-16:00	Facilitative Problem Setting and Solving	
	16:00-17:00	Symposium Preparations	Memorial Hall
2/16 Sat	13:00-17:30	NCDA 6 <sup>th</sup> International Symposium: Women in Coach Development	Memorial Hall
	18:00-20:00	Social Gathering	Cafeteria
2/17 Sun	09:00-16:30	Supporting Coaches in practice - Mentoring - Observation and Feedback - Skillful Conversations - Community of Practice	2201
2/18 Mon	09:00-12:00	Practical Applications I: Mentoring	2201
	13:00-16:30	Practical Applications II: Coach Observations	2201, etc.
2/19 Tues	09:00-12:00	Learning Program Design and Evaluation	2201
	13:00-16:30	Practical Applications III: Group-based Facilitation	
2/20 Wed	09:00-12:30	Self-directed Learning: Collaborative Learning and Setting Challenges	2201
	13:30-16:30	Practical Applications IV: Creating Personal Growth Plans for Coaches	
2/21 Thurs	09:00-13:00	Reflecting on the Journey and Looking to the Future Individual and Group Action Plans	2201
	14:00-15:00	Japanese Cultural Experience: Tea ceremony	Traditional Arts Practice Room
	15:00-16:00	Closing Ceremony	Main Conference Hall
2/22 Fri	09:00-12:00	Individual Consultation and Follow up	Guest House

to their home countries. As practices in their home countries exceed the bounds of simply technique, the session was labeled "Adaptive Growth Challenges." Given the class size, participants were again split into three groups to present their reports: University, international and national sporting associations, and multi-sport associations. To break out of the standard report and follow-up question formats, participants presented a report, reflections, proposals, and plans in a set format. Then, in the following session, each group summarized a report to present and fielded questions from the other two groups. The act of summarizing their reports offered the participants the opportunity to objectively view their own challenges.

The second day, Saturday February 16, was the NCCA 6<sup>th</sup> International Symposium: Women in Coach Development. The eight women participants were active in the symposium, with one chairing the committee and seven more presenting. Refer to pages 171-176 for more details.

The third day, Sunday February 17, started with a mentoring session led by dr. John Alder, English Institute of Sport. Given the essential nature of mentoring as a coach developer skill, the session consisted of a breakdown of the GROW model of mentoring and other fundamental theory, followed by the participants each reflecting on their experiences to convey their key points. Based on these points, the participants paired off to practice mentoring, and then broke into groups of three with two people following the mentoring process and the third observing.

The afternoon began with an observation and review session. Rather than present universally applicable observation methods, the main objective here was for the participants to construct observation methods to contextually fit the coaches with whom they work. The session included detailed explanations on the steps in the observation process: First a preparation phase to establish the observation method, then observing the coach, and finally guided reflection. Following this process sequence, each participant built an observation menu for their own environments. The next afternoon session was entitled Community of Practice. Taking the work at the NCCA itself as a sample of the community of practice on a larger scale, the session covered the theories and practices required for this community of practice to benefit each individual more.

On the fourth day, Monday February 18<sup>th</sup>, some time was





set aside in the morning to meet and build rapport with the parasports coaches for coach development in the subsequent days. This was also used as an opportunity to apply the mentoring skills and methods learned the day before with the coaches. After this, the coach developers formed groups of four and each shared how their mentoring went with the others. In addition to sharing their experiences with the others, this gave each participant the chance to objectively reflect on themselves. After this, the coach developers were grouped with the coaches to prepare session plans for 15-minute coach observation sessions to take place in the afternoon.



The afternoon was set aside for the coach observation sessions. First, a participant observed a parasports coach coaching for 15 minutes, followed by 10 minutes for review based on the coaching and then another 10 minutes for the other coach developers to review the overall process. In the end, the group as a whole reflected on the process sequence. In the coaching sessions, the parasports coaches coached sessions for track and field, sitting volleyball, badminton, swimming, and other parasports.



The fifth day, Tuesday February 19<sup>th</sup>, opened with reflecting on the practice of the day before. First, the participants watched video of their own observation session to judge it objectively and describe what they saw. They each shared their opinions with the group. The next session focused on how to create workshops for promoting learning experiences. Based on this knowledge, the participants then developed material for their co-facilitation in the afternoon.

In the afternoon, the participants paired off for co-facilitation to impart expert knowledge. The parasport coaches also participated to broaden the learning experience. Some of the topics covered in these co-facilitation sessions include the following: designing effective practices; coaching with confidence: growing your unique strengths; maximizing coach intervention training in constrained environments; your coach support network; the coach as a leader in multi-discipline teams; performance planning and cyclic planning; positive psychological skills.



The morning of the sixth day, Wednesday February 20<sup>th</sup>, started with a review of the previous day, then a session on self-directed learning based on the community of practice. Each of the participants picked a topic of interest to share with the rest of the class and solicit opinions for an effective learning experience.



The class was also asked to consider what elements it would take on to continue effectively learning those topics after the program completed.

The afternoon consisted of a methodology session on how to support coaches in action planning, after which the other coaches came in to devise actual action plans, supported by the participants. Next, in the last session with the coaches, the class reflected on the lessons learned over the past three days with coach developers and coaches, sharing their reflections with the whole class.



On the seventh day, Thursday February 21<sup>st</sup>, the participants and class as a whole rechecked the lessons covered, both in the pre-study lessons (including distance learning with e-modules) and between-session studies (including practice challenges at home between the summer and winter sessions). They reviewed what was learned throughout the course of the entire program. This review brought together the program as a whole, revealing how the self-study program and residential program intertwined. Then, the participants were each tasked with drawing out the connections and presenting their drawings. To conclude, the participants each drew up action plans for themselves upon their return home in a session on future action planning for coach developers. The participants will continue learning as coach developers after program completion, and having them prepare their own concrete plans will greatly contribute to their future success.



For a taste of Japanese culture, this day also saw a session on tea ceremony, led by prof. Koji Gushiken, NCCA director. The tea ceremony served the dual purposes of entertaining the participants as guests and letting them experience the sense of beauty and spirit of modesty inherent in tea ceremony so that they can use these elements in coach development.





## NCDA Program

At the conclusion of the tea ceremony, prof. Gushiken presented each participant with certificates, bringing the coach developer programs to a close.

The morning of the eighth day, Thursday February 22<sup>nd</sup>, was allotted for individual counseling on general coach development as follow-up for the program.



## Scenery of program








## 2018 NCDA Coach Developer Programme

### Participants & Trainers




#### Cohort 5.5

	Name	Gender	Residence	Organization	Job Title
	Valencia Nataly Sihera	F	Grenada	Government of Grenada	Senior Swimming Coach
	Michelle Alleyne-Pennie	F	Trinidad and Tobago	National Association of Athletics Administrations of Trinidad & Tobago	Program Coordinator
	Ivo Figueiredo	M	Portugal	European Paralympic Committee	Collaborator/ Researcher
	Mariana Tsukamoto	F	Brazil	University of São Paulo	Professor
	Taciana Pinto	F	Brazil	TIAS	Graduate student
	Uwambaza Jean Vianney	M	Rwanda	Rwanda Football Association	Assistant Director of Coach Education
	Shema-Maboko Didier	M	Rwanda	TIAS	Graduate student

**Cohort 5.5**

	Name	Gender	Residence	Organization	Job Title
	Celestin Nzeyimana	M	Rwanda	TIAS	Graduate student
	Sara Vargas	F	Saudi Arabia	Saudi Mass Participation Federation	University Project Owner
	Condrey Liu	M	Singapore	Singapore Swimming Association	Sport Development Manager

**Trainers**

	Name	Organization	Name of Sessions
	Masamitsu Ito	NSSU	Group formation activity Review and Reflection
	Glenn Cundari	Professional Golfers' Association of Canada	Facilitation practice Glocalization
	Maiju Kokkonen	Finnish Sports Institute Vierumäki	Effective learning with the LEARNS principle Coach developer skills
	Shigeki Sarodo	NSSU	Identifying the role and skills of the coach developer Glocalization

## Contents of Program

The first Introduction to Coach Developer program, 2018 NCDA Coach Developer Program, was held from September 9-14, 2018. The NSSU-ICCE Coach Developer and advanced coach developer programs held by NCDA to date were for those with some experience already as coach developers to further their own experience and knowledge. This was a barrier to entry for those who wanted to become coach developers but had little or no experience in the role. Gaining any experience as a coach developer in countries where the role is not active can be difficult. To account for this, we started this Introduction to Coach Development program from this year.

### 2018 the Residential Program Schedule

Date	Time	Session	Room
9/10 Mon.	09:00-10:00	Group Formation Activity / Introductions of NSSU, NCDA, SFT	Memorial Hall
	10:00-12:00	The Necessity of Coach Developers	
	13:00-14:30	Identifying the Role and Skills of the Coach Developer	
	14:45-16:15	Adaptive Challenges	
9/11 Tues.	09:00-09:15	Review and Reflection	Memorial Hall
	09:15-10:45	Effective Learning with the LEARNS Principle	
	11:00-12:00	Coach Developer Skills I	
	13:00-15:00	Coach Developer Skills II	
	15:15-16:00	Facilitation Preparations	
9/12 Wed.	09:00-13:00	Facilitation Practice / Observation and Feedback	Memorial Hall
	14:00-15:00	Action Plans to Improve Individual Skill	
	15:00-17:00	One-on-one Facilitator Meetings	
9/13 Thurs.	09:00-09:30	Review and Reflection	Traditional Arts Practice Room
	09:30-12:00	Glocalization I NCDA Practice Examples in Different Regions and Countries	
	13:00-14:00	Glocalization II	
	14:00-15:30	Japanese Cultural Experience (flower arrangement)	
9/14 Fri.	09:15-12:00	Preparing Action Plans Final Activity and Reflection	Memorial Hall
	12:00-12:30	Closing Ceremony	

## Residential Program

The program had seven participants from NSSU and three from TIAS for a total of 10 participants, advancing their study together. As the program trainers, NSSU prof. Masamitsu Ito and research fellow Shigeki Sarodo, Mr. Glenn Cundari (Professional Golfers' Association of Canada / Cohort 3 graduate) and Maiju Kokkonen (Vierumäki / Cohort 3 graduate) were joined.

The first day, Monday September 10<sup>th</sup>, opened with a group formation activity. The participants were broken into teams and sent on a tour of the campus to collect hints for a quiz competition. Next, led by Mr. Cundari, the participants were directed to list out their strengths and weaknesses and share them with the other participants. Also, to help them to fulfill their hopes and assuage their fears on program participation, the participants were asked to write out their hopes and fears to have them in a visible format. Next, Mr. Sarodo led a session on identifying and discussing the roles and skills of a coach developer. In this session, Sarodo drew out the specific roles and skills of a coach developer based on the core essence of the position.

On the morning of the second day, Tuesday September 11<sup>th</sup>, the participants first reviewed the previous day's material and then learned about the LEARNS principle. Led by visiting expert Ms. Kokkonen, the LEARNS session taught the participants a principle for promoting effective learning that every coach developer should know. Next, the participants had a session on questioning skills, then in the afternoon sessions on listening and reflection skills. The final session for the day covered the basic facilitation process and how to reflect using GRIP (Goal, Reality, Input, Plan). Ms. Kokkonen and Mr. Cundari demonstrated this reflection skill for the participants, showing them what proper reflection looks like in practice.

The third day, Wednesday September 12<sup>th</sup>, again opened with a review of the previous day, this time followed by facilitation practice. Facilitation topics included the following: accident prevention and safety for parasports, understanding disabilities in sports, the value of sports, making your own original games, coaching contexts by age, teaching styles, basic coaching methods for bowling technique, learning to juggle, teaching new sport skills to beginners. For each facilitation, the other



participants practiced GRIP reflection as learned the day before, offering each participant both subjective and objective views of their facilitation. In addition, Mr. Cundari and Ms. Kokkonen summarized the facilitation and reflections after each facilitation.

The fourth day, Thursday September 13<sup>th</sup>, again kicked off with a review of the previous day. Next up was a session about what each participant could do with the program lessons in their respective countries and regions. With the core concept of glocalization, a portmanteau of global and localization, the main purpose of the session was to teach the participants concrete methods for thinking globally and acting locally. As background, the participants in this case are inexperienced as coach developers, and few of them belong to organizations with established coach development systems. Thus, the program material must be repackaged to fit the context of each participant in order to be utilized in their organization or country. Therefore, after explaining the concepts of glocal and glocalization, Sarodo teleconferenced with past NCCA participants to have them introduce cases of how they have practiced glocalization and coach development in their organization or country since completing the coach developer program. One such case was from Mr. Chester Morgan of Cohort 2, in St. Vincent and the Grenadines. Also, Mr. Pelle Kvalsund of Cohort 3 sent in video of coach development in Zambia and the story of those involved. After viewing the cases, the participants each then considered exactly how they might act on their knowledge upon returning to their organization or country. They each shared their thoughts with the group in a group discussion to solidify their ideas.

This day also included a Japanese cultural experience session of Sōgetsu-ryū school ikebana, led by Mr. Miho Ogata, NSSU. In ikebana, or flower arrangement, the arranger must incorporate their own originality while maintaining a certain pattern, not entirely dissimilar to coaching or coach development. Thus, both ikebana and coach development follow certain patterns, but require arrangement to fit the context. In the session, participants got to both experience a bit of Japanese culture and touch on the structure of coach development.

The fifth day, Friday September 14<sup>th</sup>, opened with the customary reflection on the previous day's lessons. To bring together and visualize the week's lessons, the lessons were





## NCDA Program

summarized by day with a page for each day. From here, each participant was instructed to draw illustrations of what they had learned. They also created action plans for themselves moving forward and wrote letters to their future selves.

Next, NCDA director, prof. Koji Gushiken presented each participant with their certificates of completion.

This Introduction to Coach Development program was a first for this academic year. In addition to learning the most basic of coach developer skills, the participants also learned how they might apply these skills in their own country or region. Hopefully, they will each fully utilize these skills when they find their own practice.



## Scenery of program










## 2019-20 NSSU-ICCE Coach Developer Programme

### Participants & Trainers

#### Cohort 6

	Name	Gender	Residence	Organization	Job Title
	Penjor Gyeltshen	M	Bhutan	Bhutan Paralympic Committee	Para-Athletics Coach
	Stiliani Chroni	F	Norway	Inland Norway University of Applied Sciences	Professor
	Per Elias Kalfoss	M	Norway	Norwegian Ski Federation	Coordinator of Coaches Education
	Donna O'Connor	F	Australia	University of Sydney	Professor
	Fiona Murray	F	Ireland	Special Olympics International	Director of Coaching and Education
	Tharaka Samaratunga	M	Sri Lanka	Sri Lanka Cricket	Coach Educator
	Pyy Lukkarila	M	Finland	Finnish Ice Hockey Association	Regional Coach/Coach Developer
	Liam McCarthy	M	United Kingdom	St. Mary's University	Senior Lecturer (Sports Coaching)
	Thatiana Freire	F	Brazil	National Confederation of Industry	Sports Specialist

**Cohort 6**

	Name	Gender	Residence	Organization	Job Title
	Hans Vangrunderbeek	M	Belgium	Flemish School for Coach Education (Sport Vlaanderen)	Coaching Education Manager
	Nuno Loureiro	M	Portugal	Sports Sciences School of Rio Maior	Instructor/Coach
	Michelle De Highden	F	Australia	Gymnastics Australia	International Elite Coach Manager

**Advanced Coach Developer Program Participants**

	Name	Gender	Residence	Organization	Job Title
	Larissa Galatti (Cohort 3)	F	Brazil	University of Campinas	Professor
	Cameron Kiosoglous (Cohort 5)	M	USA	USRowing	Director

**Trainers**

	Name	Organization	Name of Sessions
	Andrea Woodburn	Université Laval	Learning and Coach Developer Learning Opportunities Practical Facilitation, Reviewing with GRIP, etc.
	John Bales	ICCE	Individual Counseling and Follow Up Central Administration, etc.
	Koji Gushiken	NSSU	Japanese Cultural Experience: Tea ceremony
	Masamitsu Ito	NSSU	Greeting and Orientation: “learning about each other”, Adaptive Growth Challenges, etc.
	Shigeki Sarodo	NSSU	Greeting and orientation “learning about each other“, Explanatory Activity, etc



## Structure of the Program

In the NSSU-ICCE Coach Developer Program for the 2019-20 year, program participants first went through distance learning using E-modules as shown in the figure below. Next, the residential program was held over two sessions: July 7-13, 2019 and February 14-21, 2020. This year's residential program was also broken into two sessions, with participants given time between the first and 2nd weeks of the residential program at their own organizations to put into practice the facilitation skills learned in the first week. During this distance self-study period, the participants were supported through online learning by experts, advanced coach developer program participants and academy support staff. In the 2nd week of the residential program, the sessions were expanded based on participant experiences studying and practicing what they learned in the interim week, and the participants created their own action plans for after the program based on what they learned before officially completing the program. After completing the program, the participants continued to share information through an established network and develop their practical skills as a coach developer in their own fields.



Sample E-module



Scene from Residential Program



## Residential Programs

The residential program for the 2019-20 year was held over two sessions: July 7-13, 2019 and February 14-21, 2020. As with 2018-2019, this year's program was built accounting for the fact that many of the participants are well-experienced coach developers. With a main program theme of "Athlete-Centered Coaching and Learner-Centered Teaching," the approach taken was to provide some prepared content and then let participants reflect on their own experiences to discuss and focus their learning instead of just teaching them the material.

### 2019-20 1st week of the Residential Program Schedule

Date	Time	Session	Room
7/7 Sun	13:00-14:45	Greeting and orientation "learning about each other"	
	15:50-17:30	Glocalization: Translating global ideas to local contexts	Guest House
	18:00-20:00	Welcome party	
7/8 Mon	09:00-14:00	Japanese Cultural Experience: Zen meditation at Sōjiji Temple	Sōjiji Temple
	15:00-15:10	Explanatory Activity: Simple Activities and How We Learn Them	
	15:30-15:45	Facilitation and Instruction	2201
	15:45-16:15	Our Innate Gifts and How to Refine Them	
	16:15-17:00	Micro-coaching and Preparations	
	17:00-18:30	Day Summary and Next Day's Plan 1-on-1 Trainer Meetings	Guest House
	7/9 Tue	09:00-09:15	Overview of Daily Schedules
09:15-09:45		Learning and Coach Developer Learning Opportunities	2201
09:45-10:15		Planning for Results-based Learning	
10:15-10:30		Explaining Micro-coaching in Practice	
10:45-12:15		Micro-coaching Preparations	2204, 2206
13:15-15:00		Micro-coaching in Practice	
15:15-15:30		GRIP Model for Reviews	
15:30-16:15		Micro-coaching Reviews and Debriefing with GRIP	2201
16:15-16:50		Comparing Intro/Core/Review Model and Micro-coaching Plan	
17:00-18:30	Day Summary and Next Day's Plan 1-on-1 Trainer Meetings	Guest House	



Date	Time	Session	Room
7/10 Wed	09:00-09:15	Overview of Daily Schedules	2201
	09:15-09:45	The LEARNS Principle	
	09:45-10:30	Learner Strategies (Push vs. Pull)	
	10:45-11:45	GRIP Process Observation	
	11:45-12:30	Adaptive Growth Challenges	2201
	13:15-15:00	Practice for Adaptive Growth Challenges	
	15:15-16:50	Open Space Learning (pt. I)	
	17:00-18:30	Day Summary and Next Day's Plan 1-on-1 Trainer Meetings	Guest House
7/11 Thu	09:00-09:15	Cheering Traditions at NSSU	2201
	09:15-09:40	Overview of Daily Schedules	
	09:45-10:30	Practical Facilitation and Reviewing with GRIP	
	10:45-11:45	Facilitation and Reviewing	2204, 2006
	11:45-12:30	Facilitation and Reviewing (cont'd)	
	13:15-15:00	Debriefing and Review for Facilitation	2201
	15:15-16:50	Open Space Learning (pt. II)	
	16:50-18:30	Day Summary and Next Day's Plan 1-on-1 Trainer Meetings	
7/12 Fri	09:00-09:15	Overview of Daily Schedules	2201
	09:15-10:00	Observation and Review Skills	
	11:00-13:00	Explanation for Guest Coach Observations and Reviews Meet-up with Guest Coaches	Memorial Hall
	13:45-16:15	Guest Coach Observations and Reviews	
	16:20-16:50	Sorting Learned Concepts	
	17:00-18:30	Day Summary and Next Day's Plan 1-on-1 Trainer Meetings	Guest House
7/13 Sat	09:30-09:45	Power of Community: The Week in Review	Guest House
	09:45-10:30	Planning for Week 2	
	10:30-11:00	Sharing the Circle: Significance and Bonds	
	11:30-	Closing of Week 1	
	Afternoon	Trainer Consultations	

## 1st week of the Residential Program

The 1st week of the residential program, held in July, had 12 participants in the coach developer program and two participants in the advanced coach developer program. While the coach developer program was in session, the advanced coach developer program participants also received training themselves and helped administer lessons in the coach developer program sessions, with 4-5 coach developers to a study group.

On Sunday July 7<sup>th</sup>, the first day, for the welcome and orientation, the participants were lead through activities to help them get to know one another, to take over the legacy of past participants, to share their own concerns and expectations, and to think about what is needed in a coach developer. In the icebreaker activity, the participants exchanged their pre-written profile sheets with another participant to introduce each other. Next, several past participants (Mr. Troy Engel, dr. Rui Resende, dr. Bettina Callary, Mr. Jon Grydeland) shared messages with this year’s participants. This activity gave this year’s participants a closer affinity for the culture and community bonds built up by the coach developer program to date. Then, the participants bared their concerns and expectations, making their own growth more concretely visible through the program. Next, the participants were grouped into 3 groups based on their organization type: International or national sports federation, multi-sport sports organization, and university. Within these groups, the participants shared their opinions on the roles of the coach developer and the challenges and issues faced by coach developers, then summarized these opinions. Each group then gave a presentation of their opinion summaries to the other groups. The last session of the day got the participants thinking about how to apply global perspectives to local contexts. Finally, the day closed with a welcome party.

On the second day, Monday July 8<sup>th</sup>, the participants were taken to Sōjiji Temple for a Japanese cultural experience with Zen meditation. However, this was more than just a Japanese cultural experience; it was also an opportunity for the participants to develop their self-reliance as a coach developer. By experiencing Zen meditation, a form of self-reflection, the participants had the chance to re-examine themselves and their ideals as coach developers. Upon returning to campus, the first session examined the differences between facilitation and instruction. In this session, the participants were taught the differences between facilitation and instruction over the course of an activity that involved teaching each other how to use chopsticks, which many of the participants were not adept at using. This was followed by a session entitled “Our Innate Gifts and How to Refine Them,” in



which the participants thought about the current level of their own abilities and skills. In this activity, the participants used cards depicting various possible human strengths and outstanding qualities to reflect on their own skills, what skills they want to share, and what specialist skills they had learned in order to identify the tools for encouraging, engaging, and connecting with coaches. Next, in “Micro-coaching and Preparations,” the participants shared their opinions and confirmed the key points on micro-coaching, which they had already learned about using e-modules. The day closed with the day’s summary and 1-on-1 meetings with trainers. The day summary and 1-on-1 meetings took place each day for the week.



The third day, Tuesday July 9<sup>th</sup>, opened with a reflection of the previous day’s lessons. After that, the participants discussed learning and coach developer learning opportunities. In this session, the participants expressed their own definitions of learning and the various coach learning opportunities available to coach developers within their own contexts. With this foundation laid, the focus was then turned to finding available situations the participants could but were not currently utilizing. In addition, the participants developed their ideas on how they could present session goals and outcomes as a coach developer to support their coaches in learning.



Next, the participants prepared for their micro-coaching sessions in the afternoon. In the micro-coaching sessions, the coach developers each selected a coach to teach and watched them coach another coach playing the role of athlete. In the following order, the process involved an introduction, confirmation of key points, micro-coaching, and reflection. The coach developers clarified in advance their points of focus during micro-coaching, and the trainers reflected on their micro-coaching, focusing on their pre-clarified points. Additionally, the coach developers got to watch videos of themselves which were recorded during the micro-coaching sessions. The GRIP (Goals, Reflection, Input, Plan) framework was used to frame this review. This process involves first confirming your goals, then reflecting on both the good and bad points of your micro-coaching, then getting third-person input on your micro-coaching, and finally planning how to perform in the same manner the next time. Each participant got the chance to practice micro-coaching for themselves using this framework.



On the fourth day, Wednesday July 10<sup>th</sup>, after reviewing the day’s schedule to start the day, the participants reviewed the LEARNS



principle for effectively learning. Having already learned this principle in advance, this activity prompted the participants to tell each other about their own learning to further consolidate their knowledge. Next, the participants were split into two groups and put through a series of relay races. After each race, the group had a strategic meeting to hone their strategy, applying LEARNS principles. The next session after the races was on push and pull. In this session, the items of facilitation, such as active listening, instructing, summarizing, questioning to raise awareness, giving feedback, and promoting responsibility, were grouped and scored for their push and pull levels. Next up was a session which utilized a more practical form of GRIP as a review method. In this session, trainer Andrea Woodburn, associate prof. of University Laval used GRIP on dr. Larissa Galatti, the Advanced Coach Developer program participant who lead the LEARNS session, to review dr. Galatti's session and present the participants with a sample of GRIP in action. Next was prof. Masamitsu Ito's session, entitled "Adaptive Growth Challenges." This session had participants searching for tasks they would need for their between-session study. It started by using a fishbone (Ishikawa) diagram to identify the elements of good coach development as a review of the concept of systematic thinking. To build on this, in the afternoon, participants were told to come up with their own adaptive growth challenges. In this exercise, they classified their problems into technical problems and adaptive challenges to highlight tasks they should address. Next, they shared their unearthed adaptive challenges with the group. These group discussions were followed by an introduction to conducting open space learning. Open space learning aims to get the participants to act for themselves. In it, each participant chose a topic of interest and uses various methods to further their understanding of the topic with the other participants. As each of the participants had at least some experience and knowledge as coach developers, using this approach allowed them to share that experience and knowledge with others.

Day 5, Thursday July 11<sup>th</sup>, kicked off with a chance to experience NSSU's traditional form of cheering, called "Essassa," to motivate the group for the day to come, followed by an overview of the day's schedule. In the first session of the day, each of the participants got to practice their facilitation. Facilitation was used to tackle various themes, including training methods for competitive situations; facing morally difficult challenges; competence in long-term athlete training;



## NCDA Program

practice limitations; self-development, athlete development, and professional skills as a coach; athlete-centered coaching; parasport activity design; facing your fears as a coach; coach virtues and vices; and coach confidence. After each facilitation, a reviewer used the GRIP process to review the facilitator's session. Once all 12 participants had completed their facilitations, each of the participants shared with the others what they had learned from the facilitations and reviews. This was followed by a continuation of study on open space learning.



The sixth day, Friday July 12<sup>th</sup>, opened with a reflection of the previous day's lessons and an overview of the day's schedule. Next, the participants discussed open space learning to further their understanding. After this, in preparation for their practical observations, the participants interviewed their guest coaches to ask questions about their session content. The guest coaches consisted of NSSU undergraduates, graduate students, and faculty, as well as some outside coaches, each asked to conduct a 15-minute session with respect to their competency as they normally would. Observed coaching sessions covered various skills, including volleyball tosses, basic and intermediate dance steps, basic jiu-jitsu movements, beach flags, cup games, ladder toss, and blindfolded walking. For each coach's session, each of the participants reflected on the session as a coach developer to stimulate the coach to learn. Next, the class reviewed the meanings of all the various concepts learned to that point in actual practice.



The seventh day, Saturday July 13<sup>th</sup>, opened with a review of the preceding week to illustrate the power of community, followed by an explanation of the between-session study topics and the second week materials. Reports on the between-session study topics were to be given when the class reconvened for the second week. With that, the class affirmed the significance behind gathering coach developers from their respective countries before the 1st week of the residential program came to a close.





## 2nd week of the Residential Program

On Friday February 14<sup>th</sup>, the first day of week 2, the participants, trainers, and staff reconvened and went over the program for the week to come. Afterward, the participants visited Tamagawa-Daishi Temple near Futako-Tamagawa Station. One of the main objectives of the visit was to provide the participants a silent setting to realize the importance of reflecting on what they had learned to this



### 2019-20 2nd week of the Residential Program Schedule

Date	Time	Session	Room	
2/14 Fri	13:00-13:30	Welcome and Re commencement	Guest House	
	10:00-13:00	Reflection Activity	Tamagawa-Daishi Temple	
	16:00-17:00	Team Building Activity	2201	
2/15 Sat	09:00-09:20	Schedule Overview, Activation Activity	2201	
	09:20-12:00	Reports on Adaptive Growth Challenges (between-session study)		
	13:00-17:30	NCDA 7 <sup>th</sup> International Symposium: Next Chapter Challenges of Coach Developers	Memorial Hall	
	18:00-20:00	Social Gathering	Cafeteria	
2/16 Sun	09:00-09:15	Schedule Overview, Activation Activity	2201	
	09:15-10:30	Final Adjustments for Open Space Learning		
	10:45-12:15	Communities of Practice in Coach and Coach Developer Learning		
	13:15-14:45	Formal Mentoring in Coach and Coach Developer Learning		
	15:00-16:30	Observation and Review: Important Coach Developer Skills for Supporting Coaching in the Field		
	16:40-17:30	Practice and Sharing of the Day's Topics, Fostering Ideas, and Starting Discussions		
	17:30-18:30	Day Summary and Next Day's Plan 1-on-1 Trainer Meetings		Guest House
2/17 Mon	09:00-09:05	Schedule Overview	2201	
	09:05-11:30	Observation of Martial Arts Competition Practice at NCDA		
	11:30-12:30	Observation Reflections: What did you see? From where? What did you discover?		
	13:15-15:00	Preparation for Further Observation Practice (Purpose of Recording and Reviewing Observations)		
	16:00-18:00	Observation of High School Sports		Fukasawa HS
	18:00-19:00	Day Summary and Next Day's Plan 1-on-1 Trainer Meetings		Guest House

Date	Time	Session	Room
2/18 Tue	09:00-09:15	Schedule Overview Activation Activity	2201
	09:15-10:30	Using Video for Observation and Review: Framework for Thinking about Practice and Sharing	
	10:45-12:15	Learning and Qualification Assessments	
	13:00-14:30	Learning and Qualification Assessments (cont'd)	
	14:45-15:45	Practice and Sharing of the Day's Theme, Fostering Ideas, and Starting Discussions	
	16:00-17:00	Guest Presentation: Assessment and Mentorship in the Field	
	17:00-18:30	Day Summary and Next Day's Plan 1-on-1 Trainer Meetings	Guest House
2/19 Wed	09:00-09:15	Schedule Overview Activation Activity	2201
	09:15-10:30	Online Learning and Collaboration	
	10:45-12:15	Online Learning and Collaboration (pt. II)	
	13:00-14:30	System Development: Creating New Systems (Bhutan case study)	
	14:45-16:15	System Development: Developing Existing Systems (Belgium case study)	
	16:15-17:15	Practice and Sharing of the Day's Theme, Fostering Ideas, and Starting Discussions	
	17:15-18:30	Day Summary and Next Day's Plan 1-on-1 Trainer Meetings	Guest House
2/20 Thu	09:00-10:30	System Building: Collaborating with universities shifting to active learning in the academic world	2201
	10:45-12:10	System Building: Collaborating with universities using research supporting coach development and system development	
	13:00-14:15	System Building: Building cooperative relationships with all stakeholders	
	14:15-15:50	Writing out Your NCDA Journey	Traditional Arts Practice Room
	16:00-17:00	Japanese Cultural Experience: Tea ceremony	
	15:00-16:00	Closing Ceremony	
2/21 Fri	09:00-12:00	Review to Date, Individual Counseling, Follow-up	Guest House



point as a coach developer. Upon returning to the NSSU Tokyo Setagaya Campus, the participants were quizzed on various coaching topics as a team building activity.

On the morning of the second day, Saturday February 15<sup>th</sup>, the participants presented the Adaptive Growth Challenges they had each performed as between-session study after completion of the first week. Participant topics included the following: How to build autonomy in athletes, coach learning support in a graduate studies curriculum, difficulties in the Sri Lanka coaching system, building relationships with sporting organization stakeholders, past and present adaptive growth challenges, athlete-centered coaching in elite women's gymnastics in Australia, and thinking about the value of sports within an organization. Each presentation offered a glimpse of some of the great things that the participants were achieving back in their own countries after learning various things in the first week program.

That afternoon was the NCDA 7<sup>th</sup> International Symposium. See pages 177-181 for more details.

The morning of the third day, Sunday February 16<sup>th</sup>, opened with a self-motivational activity, followed by each participant performing their own individual open space learning. Whereas the first week saw the trainers and Advanced Coach Developer program participants leading the sessions, the participants themselves lead their own sessions here in the second week. The trainers and Advanced Coach Developer program participants were on hand to observe these sessions to help the participants improve their practice. This format allowed the participants to learn through their own practice. One of these sessions, led by a participant Ms. Fiona Murray, was entitled “Communities of Practice in Coach and Coach Developer Learning.” Fiona used the Wenger Community of Practice (CoP) framework from the CoP workshop run by NCDA in October 2019. In this session, Fiona reviewed the CoP elements of a shared practice, domain of knowledge, and community comprised of individuals, followed by the value of CoP to coach development and rules of play. From here, she discussed how to make CoP more effective and how to establish and develop a CoP. The session furthered ideas on value as a means to ascertain whether a CoP is doing well.



In the afternoon, participant Michelle De Highden led a session entitled “Formal mentoring in coach and coach developer learning.” The session opened with participants debating what formal mentoring consisted of, then each of them shared their own positive and negative mentoring experiences before extracting the key elements of mentoring as perceived by the participants. The three elements focused on were environment, 1-on-1 relationship, and group mentoring relationships.



Next, a participant Ms. Donna O’Connor led a session entitled “Observation and review: Important coach developer skills for supporting coaching in the field.” Donna presented the skills and qualities she personally considers important in a coach developer supporting a coach and what she considers to be her own strong skills and qualities, then proceeded to confirm her own self-identity. As an additional activity, the group tried to resolve a difficult conversation using the fishbowl discussion format. As many of the participants were unfamiliar with the fishbowl technique, this was valuable in terms of introducing a new technique to the participants. This was followed by time set aside as “Practice and Sharing for the Day's Topics, Fostering Ideas, and Starting Discussions,” a freer discussion between the participants and instructors on various topics. Finally, as in the first week, each day ended with a day summary and the next day’s plans, as well as 1-on-1 trainer meetings.



The fourth day, Monday February 17<sup>th</sup>, started with observation sessions. In each of these sessions, the participants sat in on the 1-hour practice sessions for the NSSU judo and kendo clubs, observing the coaches as coach developers. Also, judo trainer Ms. Chikano Shinzato fielded questions from the participants. In the Q&A, She highlighted the importance of assessing the qualities and ability of the judo students and being flexible in coaching. Afterward, participant observations were listed on a whiteboard, grouped under professional knowledge, interpersonal knowledge, and intrapersonal knowledge and then further sub-categorized into observations about the athletes and about the coach.



In the afternoon, staff and participants shared the tools they used for observing the coaches. Trainer Andrea Woodburn, Azhar Yusof of CoachSG, prof. Masamitsu Ito, and program participant Pary Lukkarila each introduced



the observation equipment and tools used at their organizations. The class then debated the strengths and weaknesses of each tool. From here, the class visited nearby Fukusawa High School to visit the men's and women's volleyball practices and observe the coach (coach advisor) in practice. This observation proved to be fruitful; the participants closely observed what coaching in the Japanese club format was like and noted differences with coaching in their own countries.



On the fifth day, Tuesday February 18<sup>th</sup>, after the day's opening activities, prof. Masamitsu Ito and research fellow Sarodo led a session entitled "Using Video for Observation and Review: Framework for thinking about practice and sharing." In a group work format, prof. Ito shared a concrete case study of a framework based on his experiences of using video to support coaches, consisting of: 1) The purpose of using video, 2) Planning for video usage and shooting, 3) Recording methods, and 4) How to share video with coaches. He also used a document sharing application to create complete guidelines for video use. With that, the class discussed improvement measures for a series of frameworks. The session revealed that video can be used to improve not only the coach's qualities and ability, but also those of the coach developer as well. Next, participant Liam McCarthy led a session entitled "Learning and Qualification Assessments." In this session, the participants considered the issues to consider when assessing coach development in four stages using a world cafe format.



That afternoon, a participant Mr. Tharaka Samaratunga led a continuation of the Learning and Qualification Assessments session. For the afternoon session, Tharraka first polled the participants' opinions on qualification assessments, asking them their own impressions of the coach developer program's first week, reflected on how they felt after finishing the between-session studies, and finally asking how they expected to feel after the program was complete. Next, guest speaker Ms. Kim Hyde, who works in coaching qualifications for England's Football Association (FA), presented a case study on collaboration between a national governing body and researchers. Ms. Kim is working with Liam on revising their coach qualification courses and shared a few points he had observed in the process. These points included the changes

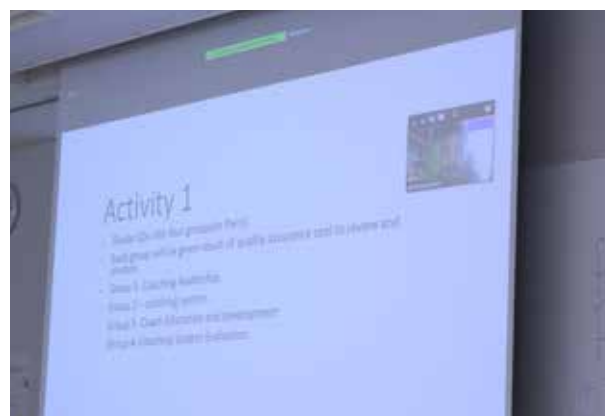


made for the FA's Level 3 coach qualification course and what needs improving regarding coach assessments as revealed by analyzing participant opinions.

On the morning of the sixth day, Wednesday February 19<sup>th</sup>, a participant Ms. Thatiana Freire led a session entitled “Online Learning and Collaboration.” Thatiana started the session with an introduction given from a different classroom using Zoom, an online communication application, to illustrate the significance for online learning today. Next, she broke the class into groups to discuss how the program sessions to that point would need to change if they were conducted with online learning. In the discussion, it was posed that online learning could increase interaction between participants if combined with Google Classroom and other online applications. Participant Per Elias Kalfoss followed Thatiana's session with his own on online learning and collaboration. The session included an activity using problem-based learning in which the participants offered up their own problems for use with an online communication application, to which the other participants proposed their own solutions, also online. Afterward, the whole class examined how effective the proposed solutions were.

In the afternoon, a session entitled “System Development: Creating New Systems (Bhutan case study)” was delivered entirely online by a participant Mr. Penjor Gyeltshen, who was unable to make it to Japan for the second week due to the Covid-19 situation. In his session, Penjor presented cases in Bhutan of learning between parasport athletes and their coaches, and quality assurance for that learning. In response to this, the other participants shared comparisons between their own coaching systems and the Bhutan system. Comparisons were made based on quality assurance documentation issued by ICCE, touching on coaching leadership, coaching systems, coach education and development, and coaching systems. Next up was a participant Mr. Hans Van Grunderbeek's session, entitled “System Development: Developing Existing Systems (Belgium case study).” The activity in Van Grunderbeek's session had participants think back to the system item in the fishbone analysis conducted in 1st week of the residential program, then confirm their own experiences with systems.

Hans went on to identify which of the six key elements of coach education systems—those being mission,



framework, coach competence models, learning pathways and culture, partnerships and networks, and quality assurance—applied to various cases in Belgium and other countries. Focusing in particular on framework, he moderated discussions in small groups on what framework means, as well as the positives and negatives of framework in the Belgian cases. Another activity had participants think about which of the six key elements were addressed in the sessions in 2nd week of the residential program. Lastly, he asked the participants to reflect on what they took away from the session and write down what aspects they could take back with them to their countries.



On the morning of the seventh day, Thursday February 20<sup>th</sup>, a participant Mr. Nuno Loureiro led a session entitled "System Building: Collaborating with universities shifting to active learning in the academic world." In it, Nuno divided the class into small groups to discuss how five key elements interrelate in an activity meant to further their understanding of student-centric teaching methods. They also debated strategies for adapting teacher mindsets to be more learner-centered. The debate then covered tools for evaluating a teacher's level of changes to learner-centered method. This all furthered the participants' understanding of what was effective. Next, a participant dr. Stiliani Chroni led a session entitled "System Building: Collaborating with universities using research supporting coach development and system development." In it, she argued that studies should be used with theory and practice as complementary rather than pitting them against one another. For example, when a self-determination theory was presented, the participants shared what to use in coach development and system construction and why in small groups. Finally, they discussed how best to utilize research results.



The afternoon opened with a session entitled "System Building: Building cooperative relationships with all stakeholders," led by a participant Mr. Pyry Lukkarila. After first confirming who comprised the stakeholders of a sports organization, Pyry led the participants in a discussion of what effects and interests the various stakeholders had in each of the participants' initiatives. Then, the participants were divided into small groups to ponder strategies on how to get influential but uninterested stakeholders more involved in their own endeavors. Next, trainer Andrea



Woodburn led a session where the participants reflected on the teachings to date at NCDA and wrote them out in visible form. This was followed by tea ceremony for an experience in Japanese culture. The session was led by NCDA director, prof. Koji Gushiken and assisted by special instructors Ms. Kyoko Hagiwara and Ms. Sumie Maruyama. Beyond its value as a Japanese cultural experience, the session's aim was to expose the participants to the beauty of the gestures and manner for them to see if there might be anything they could make use of in their own behavior as a coach developer. The tea ceremony was followed by the closing ceremony, in which prof. Gushiken presented each participant with their certificates of completion.



On the morning of the eighth and final day, Friday February 21<sup>st</sup>, the class reflected together on what they had learned, followed by individual one-on-one meetings with trainers on specific actions to take from that point. The participants are expected to continue to leverage what they learned as coach developers in their respective posts upon returning



## Scenery of program









## 2019 NCDA Coach Developer Programme

### Participants & Trainers






#### Cohort 6.5

	Name	Gender	Residence	Organization	Job Title
	Hossam Gadou	M	Egypt	Benha University, Faculty of Physical Education	Assistant
	Vaidotas Sruogis	M	Lithuania	Lithuanian Badminton Federation	Director General
	Lkhamsuren Damdinsuren	F	Mongolia	Mongolian Practical Shooting Association	President
	Irene Nabisenke	F	Uganda	Uganda National Paralympic Committee	Administrator
	Ana Barra	F	Seychelles	Ministry of Education Seychelles	Instructor
	Kelly Cesco Marcon	F	Guatemala	Guatemala Autonomous Sports Confederation	Sports psychologist
	Varughese Samuel	M	India	Indian Sports Federation	Director
	Joshua Kwee	M	Singapore	Tsukuba International Academy of Sports (TIAS)	Graduate student

**Cohort 6.5**

	Name	Gender	Residence	Organization	Job Title
	Katarzyna Urbanska	F	Poland	Polish Boccia Association (NIFISA)	Coordinator
	Ganthi Kumarasamy	F	Malaysia	Tenby International Schools of Malaysia (NIFISA)	Expert
	Jorge Acebes Sanchez	M	Spain	Francisco de Vitoria University (NIFISA)	Expert

**Trainers**

	Name	Organization	Name of Sessions
	Masamitsu Ito	NSSU	Group formation activity What's Your Vision? Coaching Approaches in Theory Etc.
	John Bales	ICCE	About Coaching Systems 90-day Action Plans Etc.
	Ramon Ortega Montes	International Table Tennis Federation (ITTF)	My vision of the ideal coaching system Sharing my own context Etc.
	Lynnette Chng	CoachSG	Structure and strategies for facilitation Questioning, various techniques Etc.
	Shigeki Sarodo	NSSU	Review and Reflection Identifying the Role and Skills of the Coach Developer Etc.

## Contents of Program

The second Introduction to Coach Developer program, 2019 NCDA Coach Developer Program, was held from September 8-13th, 2019. The NSSU-ICCE Coach Developer and Advanced Coach Developer programs held by NCDA to date were for those with some experience already as coach developers to further their own experience and knowledge. This was a barrier to entry for those who wanted to become coach developers but had little or no experience in the role. Gaining any experience as a coach developer in countries where the role is not active can be difficult. To account for this, we have started this Introduction to Coach Developer program since 2018.

### 2019 the Residential Program Schedule

Date	Time	Session	Room
9/8 Sun.	10:00-12:00	Japanese Cultural Experience	Guest House
9/9 Mon.	09:00-10:00	Group formation activity	3201
	10:00-12:00	My vision of the ideal coaching system Sharing my own context	
	13:00-14:30	Identifying the Role and Skills of the Coach Developer	
	14:45-15:45	Coaching Approaches in Theory	
	15:45-16:15	Presentation Topic Assignments	
9/10 Tues.	09:00-09:15	Review and Reflection	3201
	09:15-10:30	Structure and strategies for facilitation Questioning, various techniques	
	10:40-11:40	Facilitation Preparations	
	11:40-12:10	Review of Preparation Process	
	13:00-16:05	Facilitation practice	
9/11 Wed.	16:05-17:00	Class Reflection	3201
	09:00-09:15	Review and Reflection	
	09:15-10:00	What's Your Vision?	
	10:10-12:00	About Coaching Systems	
9/12 Thurs.	13:00-16:30	90-day Action Plans Presentation Preparations	3201
	09:00-12:10	Presentations	
	13:00-14:00	Presentations	
	14:20-15:00	Class Reflection	
9/13 Fri.	12:00-12:30	Closing Ceremony	3201
	09:15-12:00	Preparing Action Plans	
	afternoon	One-on-one Facilitator Meetings	Guest House

## Residential Program

The first day, Sunday September 8<sup>th</sup>, started with a Japanese cultural experience. Each of the participants got to make their own book cover using *orizome*, a traditional Japanese handicraft. The participants were perplexed at first, not knowing how *orizome* worked. As they completed a few, however, they started to get the hang of it and impressively began enjoying themselves by creatively coming up with their own color schemes.



The second day, Monday September 9<sup>th</sup>, opened with a group formation activity for the participants to get to know each other. The participants passed self-introduction sheets they had prepared in advance to a fellow participant and shared their experience to date. Next, they each drew a picture representing the path that had brought them to NCDA, presenting their pictures to the group. Each participant then explained their vision and the work they had been doing in their own organization. At this time, the participants were categorized into groups for international and national sports federations, multi-sport sports organizations, and universities, exploring the characteristics of each. In the next session, they defined and discussed the roles and skills of a coach developer. Here, the roles of the coach developer were clarified by classifying roles and skills into those for the coach developer and those for the coach. Based on the coach developer roles and skills as clarified, the participants were taken through an activity to illustrate coaching approaches in theory. In it, the participants were to help coaches utilize four types of coaching approaches: telling, selling, asking, and delegating. One participant played a coach, coaching using the various approaches, while another played a coach developer to observe and help the coach. This also provided an opportunity for the class to study observation and assistance as a coach developer.



The third day, Tuesday September 10<sup>th</sup>, started with a reflection of the previous day's lessons. The participants were paired off to explain to each other what they had learned. This was followed with a session entitled "Structure and Strategies for Facilitation." Here, the participants classified questions on push and pull skills for coach developers into open-ended and closed-ended questions, clarifying the characteristics of each. Next, the participants studied the LEARNS principle as an element for inciting the participants to learn. Having already learned about



the LEARNS principle to some extent in pre-study lessons, reviewing the principle allowed the participants to deepen their understanding of both the meaning and specific methods behind the principle. They also studied the structure of facilitation—introduce, develop, and review—using a chart. Based on their understandings, the participants then prepared for their own facilitations in the afternoon. The trainers answered participant questions to help them in preparing for clearer and more specific facilitation.

In the afternoon, each of the participants got to practice their facilitation. The participants covered various assigned topics, including ethical behavior, how to encourage athletes with potential to continue sports, plans for encouraging female athletes to be active in sports, and coaching practice using telling, selling, asking, and delegating approaches. Afterward, the session concluded with a review.

The fourth day, Wednesday September 11<sup>th</sup>, started with a reflection of the previous day’s lessons. This was followed by a session on coaching systems and visions in order to check what sort of visions the participants had for themselves. In this session, the participants split into their category groups and explained what reasons they have for getting involved in coaching. Next, the trainers introduced the visions of their organizations (ICCE, International Table Tennis Federation, CoachSG, Japan Sports Association, Japan Basketball Association) to the participants. Based on these visions, the participants each applied a fishbone analysis to their own organizations in order to discuss their own coaching systems.

Next, each participant had to ascertain which of the comprising elements of their coaching system as defined in the fishbone analysis that they themselves work with in their own position. This exercise would clarify the challenges in which they each should be engaged. Then, with their own challenges now clear, each participant worked on their own 90-day action plans.

On the fifth day, Thursday September 12<sup>th</sup>, the participants each presented their future 90-day action plans for coach development. Their presentations tackled issues including establishing a Spanish coach development academy, educating coaches on ethical behavior, increasing female coach numbers, establishing a Mongolian coach development academy, and building a better athlete support system. After their presentations, each participant fielded questions to get



them thinking more deeply about the topics. From here, the presenters refined their plans based on the input. Afterward, the closing ceremony was held, during which Director Gushiken presented each of the participants with their certificates of completion.

On the final day, Friday September 13<sup>th</sup>, a final session was held for participants to draft another action plan for what concrete actions they would each take upon returning to their posts. Finally, in order to solidify their plans, the participants attended individual consultations with an instructor, acting as facilitator, to identify what they needed in order to implement the plan they had created.



## Scenery of program









## Participants & Trainers

### Cohort 7

	Name	Gender	Residence	Organization	Job Title
	Juan Diego Blas Fernández	M	Guatemala	Guatemalan Olympic Committee	Head of Sport for Social Development
	Pedro Danilo Ponciano Nuñez	M	Guatemala	Autonomous Sport Confederation of Guatemala	Research Technician in Applied Sport Sciences
	Nicolò Di Tullio	M	Italy	University of Genoa	Scientific consultant
	Claudio Mantovani	M	Italy	Sport e Salute (Governmental Body for Sport) / Italian Education Ministry	Scientific Director of Scuola dello Sport
	Fiona Murray	F	Ireland	Special Olympics International	Director, Coaching and Education
	Coen Van Putten	M	Singapore	Special Olympics Asia Pacific	Manager, Sport
	Keon Richardson	M	Japan/ United Kingdom / Zimbabwe	TIAS / Zimbabwe National Paralympic Committee	Blind Football Coach Educator
	Oripa Mubika	F	Zimbabwe	Zimbabwe National Paralympic Committee	Secretary General


## Cohort 7

	Name	Gender	Residence	Organization	Job Title
	Jigme Thinley	M	Bhutan	Bhutan Olympic Committee	Human Resource Officer
	Puspallal Sharma	M	Bhutan	Paro Football Club	Head Coach
	Aldo Matos Costa	M	Portugal	University of Beira Interior	Assistant professor
	Nuno Garrido	M	Portugal	University of Trás-os-Montes e Alto Douro	Assistant professor
	Aku Nieminen	M	Switzerland	International Ice Hockey Federation	Membership Development Manager
	Frauke Kubischta	F	Finland	Sport Consulting Services	CEO

**Trainers (Mentors)**

	Name	Gender	Residence	Organization	Job Title	Team
	Gene Schembri (Cohort 1)	M	Australia	FIG / Kaiwa Consulting	Consultant	Special Olympics International
	Troy Engle (Cohort 1)	M	Singapore	Singapore Sports Institute	Director, Coach Development	Bhutan Olympic Committee
	Maiju Kokkonen (Cohort 3)	F	Finland	Finnish Sports Institute Vierumaki Coach	Coach Developer	International Ice Hockey Federation
	Pelle Kvalsund (Cohort 3)	M	Zambia	Norwegian Olympic and Paralympic Committee and Confederation of Sport	International Sport Development Consultant	Zimbabwe National Paralympic Committee
	Larissa Galatti (Cohort 3)	F	Brazil	Campinas University	Professor Senior Coach	Guatemalan Olympic Committee
	Cameron Kiosoglous (Cohort 5)	M	United States	Drexel University	Assistant Clinical Professor	Italian Surfing Federation
	Matthew Wilkie (Cohort 5)	M	Australia	Southport School on the Gold Coast in Queensland	Director of Coach Development	Portuguese Swimming Coaches Association

## Trainers

	Name	Organization	Session
	Andy Rogers	Sport New Zealand	A Case Study of Building a Coach Development System in New Zealand
	John Bales	ICCE	Overall Management of the Program
	Masamitsu Ito	NSSU	A Case Study of Building a Coach Development System in Japan
	Shigeki Sarodo	NSSU	Virtual Guesthouse Experience

## Structure of the Program

NSSU-ICCE System Building Program is a new program aim to support a building of coach development system. The program for the past 6 years were a Coach Developer Training program, however one of the problems up to the 6 years was that there were no opportunities for NCDA alumni to work as a Coach Developers when they returned to their home countries. Therefore, in the 7th year of the program, we started this new brand program to support a building of coach development.

Due to the spread of the Covid-19, the entire curriculum, including the face-to-face program that was scheduled to be held in July 2020 as a residential program, was conducted online.

This year's participants are divided into seven teams of two, and each team was assigned a Mentor from NCDA graduates to support the learnings of participants.

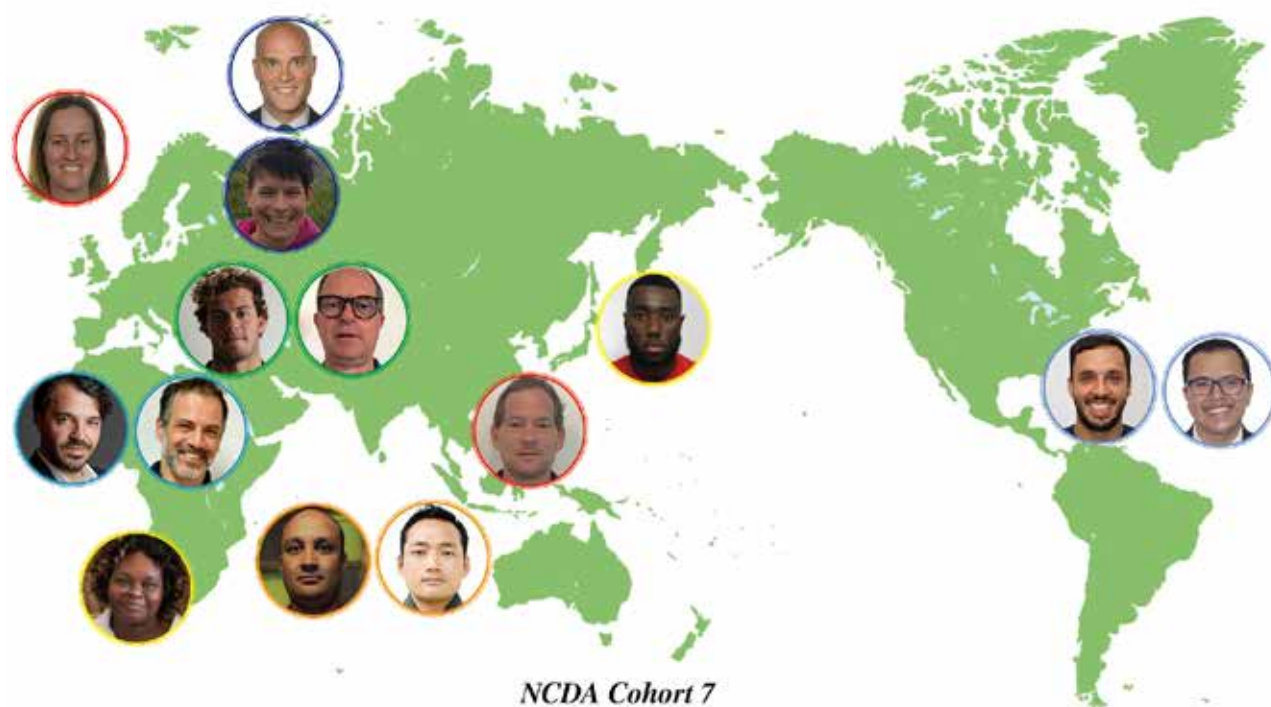
## Online Program

This program was held online from May 7, 2020 to March 26, 2021 due to the COVID-19. The timing of each organization's meeting differed depending on the progress of the program. The details are shown below.

### Schedule of the System Building Program in 2020-21

Date	Time	Session	Place
5/7	23:00-24:00	1st Individual Meeting (Italy)	
5/8	23:00-24:00	1st Individual Meeting (Guatemala)	
5/11	23:00-24:00	1st Individual Meeting (Special Olympics International)	
5/12	23:00-24:00	1st Individual Meeting (Portuguese)	ZOOM
5/14	23:00-24:00	1st Individual Meeting (Bhutan)	
5/15	23:00-24:00	1st Individual Meeting (Zimbabwe)	
5/19	23:00-24:00	1st Individual Meeting (Finland)	
6/1-12		Submission of preliminary assignments (e-module, self-introduction video)	by email
6/15		Publication of mentor's profile	Google Drive
6/17		Self-introduction video (about 3 minutes) for each team	Google Drive
6/17	23:00-24:00	1st group meeting (introduction to the program)	ZOOM
6/19	10:00-11:00	Presentation by Andy Rogers (Introduction of a case study on building a coach development system in New Zealand)	ZOOM (Live) YouTube (Archive)
6/24	22:00-23:00	2nd group meeting (to confirm future plans)	ZOOM
8/28	21:00-22:00	2nd Individual Meeting (Status report from Special Olympics and discussion on it)	ZOOM
10/2	21:00-22:00	3rd Group Meeting (Virtual Guest House Tour)	ZOOM
9/28-10/16		Challenges (analysis of the problems faced by each team)	by email
10/22	21:00-22:00	4th group meeting (monthly report: progress review)	ZOOM
10/30	21:00-22:00	2nd Individual Meeting (Status report from Zimbabwe and discussion on it)	ZOOM

Date	Time	Session	Place
11/5	23:00-24:00	2nd Individual Meeting (Status report from Guatemala and discussion on it)	ZOOM
11/10	21:00-22:15	2nd Individual Meeting (Status report from IIHF and discussion on it)	ZOOM
11/19	21:00-22:15	2nd Individual Meeting (Status report from Portugal and discussion on it)	ZOOM
12/4	21:00-22:00	5th group meeting (Case studies of online workshops, introduction of online tools)	ZOOM
2/27	22:00-22:40	Final Presentation (Special Olympics International)	ZOOM
3/5	21:00-21:40	Final Presentation (Italy)	ZOOM
3/9	21:00-22:20	Final Presentation (Finland, Portuguese)	ZOOM
3/26	22:00-22:40	Final Presentation (Guatemala)	ZOOM



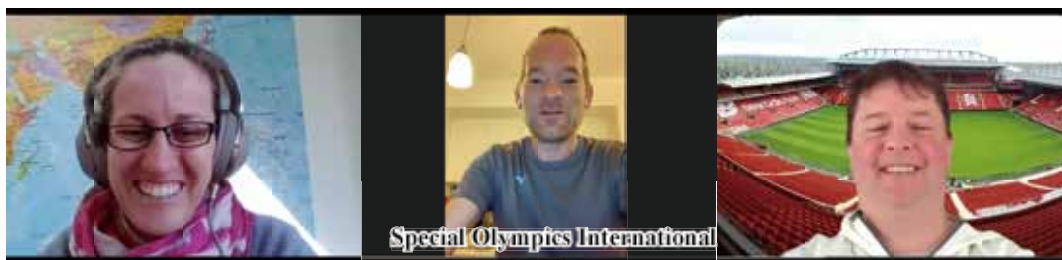
**1st Individual Meeting**

From May 8 to May 19, one-hour individual meetings were held (7 teams x 1 meeting each = 7 meetings in total). All meetings were attended by the deputy director of NCDA, Mr. John Bales, President of ICCE, the deputy director of NCDA, prof. Masamitsu Ito, the research fellow of NCDA Shigeki Sarodo, and the research fellow of NCDA Saori Nakayama.

At the meeting, the staff first and the participants introduced themselves. Then, prof. Ito led a welcome speech and talked about the origins of NCDA and the background for the system building program. He explained that the NCDA is an academy that started in 2014, and that this is the seventh year of the program, but that until the sixth year, the program had been a Coach Developer Training Program. However, one of the problems up to the sixth year was that there were no opportunities for NCDA alumni to work as coach developers when they returned to their home countries. Therefore, in the 7th year of the program, it was started this new brand program to support a building of coach development system.

Next, Mr. Bales gave a overview of the relationship between NCDA and ICCE. He explained that NCDA has been working on the development of coach developers with the cooperation of ICCE, and there are about 100 alumni of NCDA and they are now working on the development of coaches in various countries around the world. Based on these achievements, the next step this year is to take on system building. In other words, this year's program will not be about improving individual skills, but about organizational development.

The participants then discussed the current status of coach development in their organizations and what



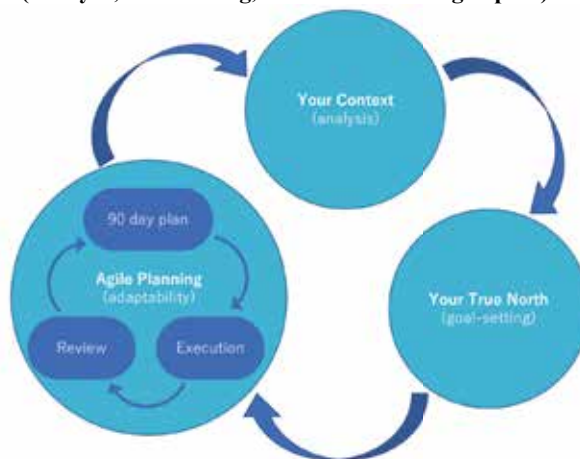
they hope to accomplish by carrying out this program.

Finally, Mr. Bales explained the future plans for the program. There are three major steps in this program. Specifically, the first step is "Your context: Analyze," the next step is "Your true north: Goal-setting," and the last step is "Agile Planning: Adaptability." In "Agile Planning," we plan, implement, and review a 90-day action plan.

In this way, the program aims to learn from our own experiences and apply the learning to the gap between the current situation and the goal in a relatively short-term plan rather than a long-term plan. In addition, although the activities of each team will be different, each team will come to a deeper understanding by holding discussions with other teams. For this reason, group discussions may be held with all the participants, or in small groups divided into three categories: International Federations, Central Sports Organizations, and Olympic and Paralympic Committees.

The plan for the future is to hold a group meeting in June to conduct "Analyze" and introduce case studies from other countries. Here, we will review the specific details of the "Analyze."

**Outline of this program  
(Analyze, Goal setting, Execution of the agile plan)**



**Report form for e-module assignment**

<b>E-module Reflection Note:</b>	
Your name:	
E-Module:	EM 3. Putting learning principles into facilitation practice
<b>Reflections</b>	
What have you learned from this module for your system building?	
What could you use in your context?	
Are there specific target group(s) in your system who you feel would benefit from this module?	
Comments	

**Pre Course Assignment**

Some of the participants are already working as coach developers, some are about to start working as coach developers, and some are in charge of administration at the association office. Therefore, the participants' knowledge about coach developers varied and so, prior to the first group meeting, an e-module was presented for prior learning. The assignment was to learn three e-modules and note down your opinions and impressions of each lecture: E-module 3: Putting learning principles into facilitation practice, E-module 9: Introduction to learning program design, E-module 11: Development and quality assurance of your coaching system. In addition to the e-module assignments, the participants were given the task of creating a three-minute self-introduction video (elevator pitch) for other participants and their mentors, as well as the task of creating up to five slides explaining how and what they wanted to do in this program fit into the vision and plan of their respective organizations.

**1st Group Meeting**

On June 17, we had our first group meeting, which lasted one and a half hours. In the second half of this group meeting, each team was divided into breakout rooms for the meeting.

First of all, prof. Ito reviewed the vision and aim of NCDA.

Next, each team gave a 5-minute presentation on their implementation plan for the program. The teams were then split into breakout rooms, where the participants and mentors met for the first time (10 minutes). During the meeting, each participant and mentor introduced themselves and discussed when the next meeting would be held.

**Presentation by Andy Rogers (Case Study of Building a Coach Development System in New Zealand )**

On June 19, Mr. Andy Rogers, National Sport Development Consultant in Sport New Zealand presented a case study on building a coach development system in New Zealand.



The kiwi is a bird unique to New Zealand that has no wings or tail and cannot fly, but it is a symbol of "keeping it unique." In this presentation, I will show what worked and what didn't in the process of building a coach development system in New Zealand. The premise of the presentation is that the participants should use this case study to build a system that fits their own context.

First, he explained the context of New Zealand. He talked about the New Zealand context, why it is important, and how they incorporated the Kiwi culture into their coach development system. There are six concepts in Kiwi culture, which are: connection (Whanaungatanga), welcoming ceremony (Pohiri), self-introduction (Pepeha), teaching-learning relationship (Ako, where educators and learners learn from each other), values (Mana/Manaaki), and closing ceremony (Poroporoaki). For this reason, on the first day of the Coach Developer Training Course, the participants spend a little over two hours introducing themselves. We believe this is unique to New Zealand. In the case of New Zealand, these six concepts have been socially accepted for a long time, but they do not have to be socially accepted, and there are many options for sport-specific or coach-developer-specific concepts. He suggested that participants think about the unique culture of their own organization.

Next, he introduced the New Zealand coach development system from its inception to the present. The first step was to enhance the content of the e-module in 2010. However, two to three years later, despite the high quality of the e-modules, no significant changes in coach developer development had occurred. The reason for this was that the New Zealand organizations did not have people who could actually deliver these materials in the field. In 2014, Sport New Zealand began providing support to the leaders of the National System (each central sporting body), based on the idea that in order to make a difference in the development of coach developers, it is necessary to involve the kind of people who are making decisions in each body. And now there are 60 trainers, 600 coach developers and 300,000 coaches in New Zealand.

Then, he explained the findings from his experience. He discussed the importance of understanding one's own context and working with influential people to validate the concept.

Lastly, the future of the coach development system in New Zealand was discussed. Future work includes, for example, clarifying the characteristics of coach developer development in New Zealand using comparative research with other countries.

## 2nd Group Meeting

The second group meeting was held on June 24. In addition to the participants and mentors, collaborators from each team attended this meeting.

First, prof. Ito introduced the case study of building a coach development system in Japan. Next, he explained the historical transition of the coach qualification system by the Japan Sports Association, and the current number of coaches, coach developers, and trainers. He then gave an overview of the coach developer training course that has been held since 2018, and the background to the development of coach developers.

Participant Aldo Costa asked to prof. Ito about the differenc-



es in the three books (Coach Developer Manual, Workbook, and Reference Book) used in the Japan Sports Association's coach development workshops. Prof. Ito explained that the reference book is used by coaches as a textbook, the workbook is used by coaches to take notes during the training sessions, and the coach developer manual is used by coach developers as a manual for conducting training sessions.

Mentor Troy Engle asked about the participants; what kind of background (e.g. coaches in the field or people with an academic background) should be selected as the first participants of the Coach Developer Training Course. Prof. Ito answered it is important to find out what kind of person, not what he/she is belong to.

Each team then discussed in the breakout room what kind of "Analyze" was necessary to achieve the goal (15 minutes). After that, the groups in the same organizational category shared information for 10 minutes, and the first group meeting was concluded.

### 2nd Individual Meeting

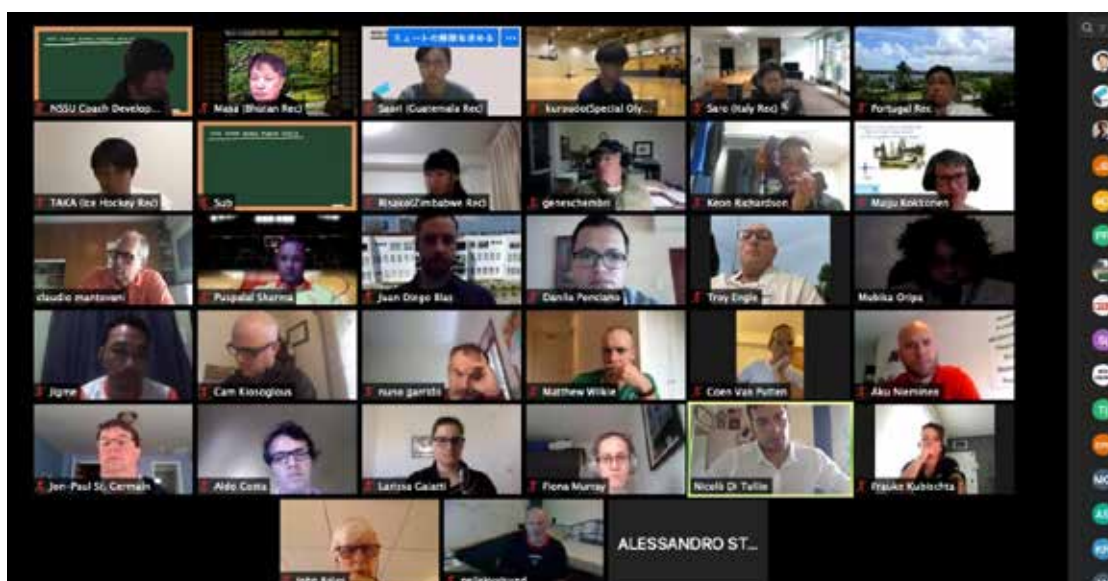
The second individual meeting was held as a debriefing session when each team had completed the "Analyze" step. Therefore, the timing of the meeting was different for each team. Please see pages 129-130 for the schedule of the reports for each team.

### 3rd Group Meeting (Virtual Guest House Tour)

The third group meeting was held on October 2nd. The theme was a virtual guesthouse tour to inform the participants about Japan, NITTAIDAI and the activities at the guesthouse in the past residential program. We showcased photos and videos from the previous year, as well as photos of the current Tokyo Setagaya campus. While looking at the photos and videos, the mentors were asked about their most memorable experiences at NCCA, and the participants were asked about their thoughts on what they would like to do in Japan.

### 4th Group Meeting (Monthly Report: Progress Review)

The fourth group meeting was held on October 22. The outcome of this meeting was to confirm the progress of each team as a monthly report, to share the problems they are currently facing, and to bring back ideas to solve them. In this meeting, each participant gave a report on the current situation and problems they are facing in this program. Then we discussed the idea to solve those problems.



A scene at the 2nd Group Meeting

**5th Group Meeting**

The fifth group meeting was held on December 4. The purpose of this meeting was to share the experiences of prof. Ito, participants, and mentors in online coach developer (or coach) workshops.

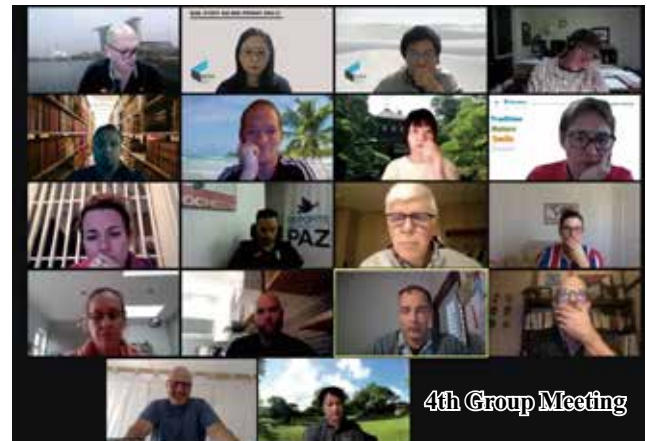
To begin, using the "Google Jamboard" (a digital whiteboard), the meeting participants listed the names of online tools that they knew. Yellow post-it cards were used for this purpose. Next, the listed online tools that they did not know how to use were changed from yellow to pink (see figure on the right). By having the participants who knew how to use the online tools in pink explain how to use them, the participants had an opportunity to learn how to use more of them.

Prof. Ito then introduced a case study of an online workshop he had conducted for 150 to 200 coaches. In the workshop, micro-coaching and professional digiscussions were conducted on the subject of "pen spinning," and based on the content of the preliminary assignments submitted by the participants, groups were formed with people who had similar strengths, and group assignments were presented during the workshop.

Finally, the fifth group meeting was concluded by confirming that the important thing in an online workshop is to first clarify the purpose of the workshop and then determine the online tools to be used accordingly.

**Final Presentation**

As the final presentation, each team was given 40 minutes to present and answer questions. In the final presentation, each team gave a 40-minute presentation, including questions and answers, on what they had done during the year, mainly analyzing the current situation, as well as their future plans. For the schedule, please see page 130.



## A Case Study of the Guatemalan Olympic Committee

Here, we would like to introduce the case of the Guatemalan Olympic Committee as an example of the efforts made in this program by Mr. Juan Diego Blas Fernández and Mr. Pedro Danilo Ponciano Nunez, NCDA Cohort 7.

The first individual meeting was held on May 8. After NCDA staff and Juan and Danilo, introduced themselves, prof. Ito explained the NCDA, Sport for Tomorrow and the background of this program. Next Mr. Bales gave an overview of the relationship between ICCE and NCDA and the role of the coach developer.



Next, Juan and Danilo gave a presentation on the field of the coach training system in Guatemala. After a presentation on Guatemala's population, capital city, and languages spoken, they reported on their activities since acceptance to the NCDA program. Specifically, they reported on (1) application and acceptance to NCDA, (2) Meeting with the board of the Guatemalan Olympic Committee and Guatemalan Sports Confederation to present the program and plans for NCDA-Guatemala, (3) meetings with the Sports Academic Training Directorate (SATD) area that will be in charge of the implementation of the new Coach Developer System, and (4) research investigation of University with Sports careers for possible alliance with the program.

The Guatemalan sports system is composed of five main departments: the Ministry of Education (which includes physical education), the Ministry of Culture, the Autonomous Sports Federation, and the Olympic Committee, as well as the National Commission (Conader: Commission Nationale de la Demobilization Reinsertion) as the coordinating body among these institutions. Of these, the Olympic Committee and the Autonomous Sports Confederation have been working together on many activities, especially for the past four or five years. In Guatemala, we believe that there is a need for a change in the coach training system, as the country is striving to be active, healthy, peaceful and happy. This is because the current system uses an idiosyncratic teaching method and emphasizes the transmission of sports science.

In 1980, the National Sports Academy (NSA) was established, which emphasized the development of educational programs that would allow students to specialize in careers in sports science. In recent years, the NSA has transitioned into the SATS, which is responsible for providing training and workshops for coaches, sports managers, and physiotherapists.

Guatemala has a legal framework in sports. It is "To promote sport and granting economic resources, National Law for the Development of Physical Culture and Sport, and Training at the national level the human resource necessary to efficiently attend physical education, physical recreation and sports programs in the country." This shows that within Guatemala, there is an emphasis on promising human resources in sports.

In terms of the current sports curriculum, there are four different subjects of study at Levels 1 through 4, with each subject requiring 12 hours of face-to-face training and 36 hours of non-contact training. These qualifications are accredited by the SATD.

Four challenges for the future include: examining the effectiveness of current educational programs, investigating the educational needs of coaches, understanding how coaches learn and professionalize their training, and ultimately incorporating an all-round approach based on values and life skills. Opportunities to implement these include optimizing the coach development system, updating the theoretical and practical knowledge of coach developers, integrating courses based on values and life skills into the

coach development system, and establishing partnerships with local universities. Currently, most of the people who work in sports are not professionally educated in sports, but have studied other fields. Guatemala needs to develop professional coaches, and we believe it is important to introduce specialization such as coach developers.

The following are the questions asked by Mr. Bales and the answers to them by the participants.

- How many people per year obtain Level 1 to 4 qualifications? → About 250 people per year.
- Why do you collaborate with universities on this program? → The Guatemalan Olympic Committee and the Guatemalan Autonomous Sports Federation already have some projects that they are working on in cooperation with some universities. Therefore, this time we would like to find the most suitable university for the NCDA program and work with that university. The reason for this is that the program is highly sustainable, and we believe that we can pass the program on to the next generation by training people who belong to the university to be coach developers and have them become university teachers in the future. Also, in Guatemala, the fact that the qualification is in tandem with the university is considered to be of high value.
- Who are the people who are currently conducting the training sessions? → For example, people are selected so that content related to medicine is given by doctors and content related to training is given by coaches who talk about their own experiences. Therefore, we would like to build a system to train coach developers. In order to build the system, it is not expected to be easy to change everything immediately due to the combination of people with traditional styles, but it is also something that must be changed at some point. In this respect, this project is a challenge of sorts.
- Who do you consider to be a candidate for Coach Developer? → Existing and future sports professionals (coaches, professors, etc.) are considered for the position. In the "analysis" stage, it is also necessary to think about the specific people to be targeted.
- What is the composition of the Sports Academic Training Directorate? → There are 18 full-time staff members. In addition, about 20 people are contracted as instructors for training sessions each year.

At the end of the meeting, President Bales explained the plan for the future of this program. (See page 132).

In the first group meeting on June 17, Juan and Danilo met their mentor, prof. Larissa Galatti (Cohort 3 and 6) for the first time. There, prof. Galatti asked them about the scale of sports coaching, which is the premise of the project, and at what level of coaches he would like to pursue this project. The answers to these questions were as follows. First of all, the coach training system that is currently in place in Guatemala started about 25 years ago as a Cuban initiative. Since then, the traditional style of knowledge transfer has been used as the teaching method, and the system of qualifications being given to the participants has continued. Currently, there are nearly 400 coaches in Guatemala. There are four different levels of coach certification in Guatemala.

Our idea is to try to make suggestions regarding the implementation of an active learning environment. If you want to be a coach in Guatemala, you need to take a coaching program. There are many coaches who are just in their respective sports federations who do not have these certifications. We believe that another problem is that it is not mandatory to have a bachelor's degree in sports or physical education in order to take the program. Furthermore, the program curriculum emphasizes providing general knowledge and not on specialized knowledge.

Currently, other colleagues in the department are attempting to create profiles of coaches. There is also an attempt to make the content of university courses more contextualized. Because of this, we are looking to create and implement a partnership

**A Scene at the Breakout Room**



with a local university first. We believe that local universities will be able to embrace the essence of this program. Currently, we are analyzing the curriculum of each university to determine which university would be best to implement the program. We have a lot of political issues to deal with. The Guatemalan Olympic Committee has partnered with some universities, but I'm not sure if it's for the best. One Guatemalan university was accredited to run a coaching program, even though some of the faculty had no coaching skills. In fact, many professors were invited from other universities to teach classes there. Nothing unusual was being done. But we need to figure out what we should do as a first step, how we can become stronger in order to develop a different system.

In the fourth group meeting held on October 22, we shared the problems that each team is facing in proceeding with the system building program. In Guatemala, being linked to the Cuban system, the introduction of the system of learner-centered lectures recommended by NCDA and ICCE was perceived as a threat by the people from Cuba who had been building a coach development system in Guatemala for many years. So, with prof. Galatti's support, we decided to create a pilot course for a coach developer training program, which is a little outside of the coach training system. By involving a wide range of people in the coach developer program, we would like to promote the reform of the coach training system into a learner-centered one. The reason for this is that although everyone knows that learner-centered learning programs are good, it is difficult to implement them because people have never actually experienced them.

On November 5, the second individual meeting was held to report their activities to date. They surveyed universities in Guatemala that offer degrees in sports. The purpose of the survey was to find the best universities to implement learner-centered lecture courses. Prior to the survey, we exchanged ideas with a coach developer in Guatemala in order to obtain information about coach development systems. We then selected a suitable university for implementation.

At that university, the first idea was to create an introductory course. However, given Guatemala's previous background, it became clear that its implementation would be difficult. We found that although they felt that learner-centered lectures would have a positive impact in many ways, they did not want to change the way they had been teaching. So we decided to work with prof. Galatti to create a pilot project for each level. We decided to translate the content of the NCDA e-modules from English to Spanish, with the goal of giving university faculty a better understanding of how they can deliver learner-centered lectures. Currently, we have already translated the contents of 1, 2, and 3. We are now sending the contents of the e-module to our partner university officials to see if they will actually implement the course we propose. They are also planning to hold a two-day coach-developer training program in partnership with a university. Prof. Galatti will also be helping to run the program.

The following is the coach developer training program scheduled to be held in Guatemala from March 23-24th.

NCDA Program

Date: 23-24th, March, 2021

Place: ZOOM

Organization: Universidad del valle de Guatemala, Guatemala Olympic Committee,  
Autonomous Sport Confederation of Guatemala

Participants: 100 (Expected)

**Day 1**

Time	Title	Speaker
13:00-14:00	Helping Coaches Learn: Timeline	Larissa Galatti
14:00-15:00	Use Micro Coaching to teach coaching skills (Micro Coaching Practice)	Pedro Danilo Ponciano Nunez Juan Diego Blas Fernández
15:00-16:00	GRIP methodology: From theory to practice	Larissa Galatti

**Day 2**

Time	Title	Speaker
13:00-14:00	Values and Sports Training	Pedro Danilo Ponciano Nunez Juan Diego Blas Fernández
14:00-15:00	Performance of coaches in social projects	Larissa Galatti
15:00-16:00	My journey as an apprentice to be a coach	Jose María Solis





# NCDA Learning Material

## Online learning tool (1) NCDA e-module

E-modules are released for enhancing the learning effectiveness of the residential program. EM1 and 2 were released as pre-study materials for the 1st week of the residential program in September and EM3-6 were released as materials for review after the program. EM7-10 of the modules were released as pre-study materials for the 2nd week of the residential program in February and EM11-12 were released as materials for review. The e-modules were used in subsequent years as well.

The e-modules were produced using HTML5 to be web-based and interactive. Much of the course content was shifted to the e-modules, reducing the content volume that had to be covered during the residential program period. Also, this format allowed participants to listen again to content they had trouble with for a better understanding of the material. As seen on the right, the e-modules had both videos for playback and descriptive knowledge so that participants could clearly visualize the material in an actual coach development situation. Each module also has quizzes strategically placed to encourage the participants to review important points.

Code	Module Title	Time
EM1	Helping coaches learn	33'24"
EM2	Using micro-coaching to teach coaching skills	63'04"
EM3	Putting learning principles into your facilitation practice	35'30"
EM4	Reflection and action planning	28'03"
EM5	Review and feedback skills	41'44"
EM6	Preparation for delivery	23'55"
EM7	Principle of assessment practice in sport	38'11"
EM8	Introduction to mentoring skills	20'25"
EM9	Learning program design	32'31"
EM10	Effective learning programs	23'25"
EM11	Development and quality assurance of your coaching system	11'43"
EM12	Co-facilitation	13'48"

**Knowles' (1970) Learning Principles**  
Adults :

- are internally motivated and self-directed
- bring life experiences and knowledge to learning
- are goal oriented
- are relevancy-oriented
- are practical
- like to be respected

**How to provide a demonstration**  
**Task 6**  
Watch the clip and write down what is different in the BMR process here.

**Task 12: Self-tester**  
For each question, there may be several right answers so more than one box to tick  
1: The how-to-coach skills refers to:

what the athlete does

the technical and tactical aspects of the sport

the way the coach coaches

skills such as how to demonstrate and how to provide feedback



# Online learning tool (2) NCDA “MyCDA”

In addition to the e-modules, we have used MyCDA, which we developed ourselves, as an online learning tool since 2017. MyCDA is basically an internet bulletin board where participants can post photos, document files, and links to videos. The figure below shows an example of an online portfolio. The coach developer's page can also be accessed by senior coach developers who are in the advanced program, creating a mentor-mentee relationship to support mutual learning.

**My Coach Developer Academy** Username: Masa Logout Change Profile

Top > My Portfolio (Masa) > Portfolio

## Portfolio

**NCDA MyCDA**

2015-07-27 23:34:27

In order to obtain your ICCE Master Coach Developer Certification, you will be required to demonstrate competence against facilitation, assessor, mentoring, learning programme design and evaluation and personal development competencies (see table below). You will need to document evidence of achieving these competencies in your portfolio. Given that you are on an accelerated pathway, you will need to provide evidence of competency against both the SCD and the MCD criteria.

Please use the template found here to begin building your MCD portfolio. You can also use this part of the site to communicate and chat directly with Penny regarding portfolio related issues and submit excerpts of evidence of your portfolio for feedback (MCD Portfolio template coming soon).

This part of the site will also be used to formally submit your portfolio to NCDA and ICCE for assessment in 2016.

**Masa** 2015-08-05 09:32:36

Translated version of Bugi!

[Edit](#)

**Masa** 2015-08-11 09:05:28

This is my reflection note for the performance profiling session with Kenzo Hayashi on 29 Jul 2015. I realize that I should be sticking with criteria for ICCE CD. I will do it little by little during this summer-vacation period.

[Kenzo Hayashi 20150729.pdf](#)

or session video clip

[Edit](#)

**Masa** 2015-08-04 17:01:43

The session plan for the first micro-coaching session which was actually done this morning. I am going to add a link to the video of my session later with my reflection.

Workout list is a file in which I picked-up competencies I should work on. Another file is a ppt file used in my session.

The session was conducted in Japanese and I felt much more comfortable & I enjoyed my session.

[Workout List for Masamitsu \(to be ICCE Coach Developer.docx](#)  
[MC Sessions Plan 20150804.docx](#) [mc20150804.pptx](#)

[Edit](#)

[Comment](#)

↑ Top

copyright Nelson Sport Science University. All rights reserved.



## Online learning tool (3) NCDA Talking Session

As a new challenge, NCDA invited experts in coaching or coach development and created “Video Clip Learning Material” in the form of recorded dialogue about coaching. In this material, the purpose is to provide a more advanced understanding by introducing the experience of experts and explaining their coaching theory.

For 2016’s leaning material, we invited Ms. Miki Matheson, a project manager in the Nippon Foundation Paralympic Support Centre, and prof. Cliff Mallett, a professor of the University of Queensland. They gave a talk on coaching from their own expertise and perspectives.

Ms. Matheson gave a talk about the circumstances of Para sports in Japan and Canada, Paralympic competitions, and the relationship between athlete and coach based on her experience.

She stressed as a key point that it is extremely important for athletes to tell the coach what they are thinking and play sports while facing up to challenges using close communication in order to think alongside the coach, ask each other questions and come up with answers.

Prof. Mallett talked about his experience as a former Olympic coach and a researcher on coaching. He describes the reason that, as a former Olympic coach, he came to research coaching and self-determination theory, which is the main topic of his study, from both a coach’s and a researcher’s perspective. Prof. Mallett is deeply involved with coaching studies in NSSU and the Academy program and has always facilitated many brilliant ideas.

Two video clips were created for developing learning outside the residential program and are open only to NCDA participants and experts.





# Handbook (1) Welcome book

A Welcome Booklet was first published in 2015. The booklet was distributed to participants on the first day of the residential program. The table of contents is listed below.

Section 1: NSSU Coach Developer Academy	2
Section 2: Organizing body and its partner	12
Section 3: NSSU-ICCE Coach Developer Programme 2019 - 2020	15
Section 4: Coach Developers	21
Section 5: Japanese Cultural Experience	24
Section 6: Your Experts and Facilitators	26
Section 7: NSSU Campus & Accommodation	28
Section 8: Dining Information	31
Section 9: Useful Japanese Phrases	33
Section 10: Academy Staff	34





## Handbook (2) Assessing Skills

The learning material "Assessing" was printed and bound in 2015, and "Coach Reviews and Assessments" was printed and bound in 2016.

### *Assessing*

Section 1:	INTRODUCTION TO REVIEW AND ASSESSMENT PRINCIPLES AND PRACTICE	3
Section 2:	ASSESSMENT PRINCIPLES	6
Section 3:	REVIEW PRINCIPLES	10
Section 4:	ASSESSMENT AND REVIEW PROCESSES	11
Section 5:	ASSESSMENT AND REVIEW PROCESSES: PLANNING AND PREPARATION	12
Section 6:	ASSESSMENT AND REVIEW PROCESSES: BRIEFING	13
Section 7:	ASSESSMENT AND REVIEW PROCESSES: OBSERVING AND RECORDING EVIDENCE	14
Section 8:	ASSESSMENT AND REVIEW PROCESSES: ANALYZING EVIDENCE	19
Section 9:	ASSESSMENT AND REVIEW PROCESSES: GENERATING EVIDENCE AND REFLECTION	23
Section 10:	ASSESSMENT AND REVIEW PROCESSES: DECISION-MAKING AND SHARING	24
Section 11:	ASSESSMENT AND REVIEW PROCESSES: FEEDBACK	25
Section 12:	ASSESSMENT AND REVIEW PROCESSES: ACTION PLANNING	26
Section 13:	ASSESSMENT AND REVIEW PROCESSES: COMPLETING THE DOCUMENTATION	27
Section 14:	FRAMEWORK FOR CONDUCTING PROFESSIONAL DISCUSSIONS AND COACH REVIEWS WITHOUT AN OBSERVED EVENT	28

### Coach reviews and assessments

Section 1:	INTRODUCTION TO REVIEW AND ASSESSMENT PRINCIPLES AND PRACTICE	3
Section 2:	ASSESSMENT PRINCIPLES	6
Section 3:	REVIEW PRINCIPLES	10
Section 4:	ASSESSMENT AND REVIEW PROCESSES	11
Section 5:	ASSESSMENT AND REVIEW PROCESSES: PLANNING AND PREPARATION	12
Section 6:	ASSESSMENT AND REVIEW PROCESSES: BRIEFING	13
Section 7:	ASSESSMENT AND REVIEW PROCESSES: OBSERVING AND RECORDING EVIDENCE	14
Section 8:	ASSESSMENT AND REVIEW PROCESSES: ANALYZING EVIDENCE	19
Section 9:	ASSESSMENT AND REVIEW PROCESSES: GENERATING EVIDENCE AND REFLECTION	23
Section 10:	ASSESSMENT AND REVIEW PROCESSES: DECISION-MAKING AND SHARING	24
Section 11:	ASSESSMENT AND REVIEW PROCESSES: FEEDBACK	25
Section 12:	ASSESSMENT AND REVIEW PROCESSES: ACTION PLANNING	26
Section 13:	ASSESSMENT AND REVIEW PROCESSES: COMPLETING THE DOCUMENTATION	27
Section 14:	FRAMEWORK FOR CONDUCTING PROFESSIONAL DISCUSSIONS AND COACH REVIEWS WITHOUT AN OBSERVED EVENT	28



ICCE/NSSU  
SENIOR COACH DEVELOPER  
PROGRAMME:  
COACH REVIEWS AND  
ASSESSMENTS  
HANDBOOK



coach reviews and assessments

# Handbook (3) Facilitation

In 2017, the learning material "Facilitation Handbook" was printed and bound. In the past, we used a simple bound version, but this year, we revised the entire handbook with necessary corrections and published it as a booklet on September 1, 2017. By publishing these materials, participants were able to have materials at hand to refer to whenever they needed during the program. In addition, the materials will be useful for the participants to refer to before and after the program when they go out to practice for coach education. In addition, a Japanese translation of the Facilitation Handbook was published on March 2, 2018.

The table of contents of the English and Japanese versions are listed below

### Facilitation Handbook

Section 1:	LEARNING	3
Section 2:	LEARNER-CENTRED DELIVERY	12
Section 3:	ENVIRONMENT FOR LEARNING	18
Section 4:	DELIVERY STRATEGIES	24
Section 5:	AUDIO AND VISUAL AIDS	32
Section 6:	IKMR PROCESS FOR DELIVERING IN A PRACTICAL CONTEXT TO COACHES	36
Section 7:	QUESTIONING SKILLS	41
Section 8:	LISTENING	44
Section 9:	PLANNING AND PREPARING TO FACILITATE	45
Section 10:	REFLECTION AND REVIEWING SKILLS	51
Section 11:	My REFLECTIONS	56

### ファシリテーションハンドブック

Section 1:	学習	3
Section 2:	学習者主体の指導	12
Section 3:	学習環境	18
Section 4:	指導戦略	24
Section 5:	音声および視覚補助教材	32
Section 6:	実地に即した状況でコーチに伝えるための IKMR プロセス	36
Section 7:	質問スキル	41
Section 8:	傾聴	44
Section 9:	学習を促進するための計画および準備	45
Section 10:	内省および検証スキル	51
Section 11:	内省の実践	56





# Handbook (4) Supporting Coaches in Practice

In 2017, the learning material "Supporting Coaches in Practice Handbook" was printed and bound. In the past, we used a simple bound version, but this year, we revised the entire book with necessary corrections and published it as a booklet on January 28, 2018. In addition, a Japanese translation of the learning materials was also published on March 2, 2018.

The table of contents of the English and Japanese versions of the materials are listed below.

## Supporting Coaches in Practice Handbook

Section 1:	INTRODUCTION TO PRINCIPLES AND PRACTICE FOR FIELD-BASED SUPPORT	3
Section 2:	ASSESSMENT PRINCIPLES	6
Section 3:	REVIEW PRINCIPLES	10
Section 4:	FIELD-BASED SUPPORT PROCESSES	11
Section 5:	FIELD-BASED SUPPORT PROCESSES: PLANNING AND PREPARATION	12
Section 6:	FIELD-BASED SUPPORT PROCESSES: BRIEFING	13
Section 7:	FIELD-BASED SUPPORT PROCESSES: OBSERVING AND RECORDING EVIDENCE	14
Section 8:	FIELD-BASED SUPPORT PROCESSES: ANALYZING EVIDENCE	19
Section 9:	FIELD-BASED SUPPORT PROCESSES: GENERATING EVIDENCE AND REFLECTION	23
Section 10:	FIELD-BASED SUPPORT PROCESSES: DECISION-MAKING AND SHARING	24
Section 11:	FIELD-BASED SUPPORT PROCESSES: FEEDBACK	25
Section 12:	FIELD-BASED SUPPORT PROCESSES: ACTION PLANNING	26
Section 13:	FIELD-BASED SUPPORT PROCESSES: COMPLETING THE DOCUMENTATION	27
Section 14:	FRAMEWORK FOR CONDUCTING PROFESSIONAL DISCUSSIONS AND COACH REVIEWS WITHOUT AN OBSERVED EVENT	28
Section 15:	RECORDING SHEETS	30

## コーチ指導のサポートハンドブック

Section 1:	現場 (※) サポートにおける原理と実行の紹介	3
Section 2:	評価の原則	6
Section 3:	批評の原則	10
Section 4:	現場支援プロセス	11
Section 5:	現場支援プロセス: 計画と準備	12
Section 6:	現場支援プロセス: ブリーフィング	13
Section 7:	現場支援プロセス: 観察とエビデンスの記録	14
Section 8:	現場支援プロセス: エビデンスの分析	19
Section 9:	現場支援プロセス: エビデンスの掘り起こしと内省	23
Section 10:	現場支援プロセス: 意思決定と共有 (必要に応じて)	24
Section 11:	現場支援プロセス: フィードバック	25
Section 12:	現場支援プロセス: アクションプラン	26
Section 13:	現場支援プロセス: 証拠書類の作成	27
Section 14:	観察できるイベントが無いケースで専門的議論とコーチ批評を行うためのフレームワーク	28
Section 15:	記録シート	30





# 1st International Symposium

## Theme: Future of Coach Developers and Sports

The 1st NCDA International Symposium was held on February 14, 2015 in the Memorial Hall of NSSU Tokyo Setagaya campus. The main theme of the symposium "Future of coach developers and sports" was divided into two parts, and the morning session talked about the topic of "diversity of contexts in understanding coaching", while the evening session discussed "creating positive coaching culture." The symposium was open to the public and English-Japanese simultaneous interpretation was provided.

**NSSU**  
**Coach Developer Academy**  
**International Symposium**

主催: 日本体育大学  
共催: 文部科学省

平成27年 **2月14日(土)**  
テーマ: コーチ育成者とスポーツの未来

第一部 10:00~13:00  
「様々なコンテキストのコーチングの理解」  
第二部 14:00~17:00  
「ポジティブなコーチング文化の創造」

会場: 日本体育大学東京世田谷キャンパス  
教育棟G階 記念講堂  
住所: 〒158-8508 東京都世田谷区深沢7-1-1

### 参加申込・問い合わせ先 **参加費無料・事前申し込み制 (同時通訳あり)**

参加希望の方は、「氏名」、「所属」、「職業」、「メールアドレス」、「同時通訳機器の使用希望の有無」を明記の上、下記のEメールアドレスまでお申し込みください。

尚、同時通訳機器の申込締切は、平成27年1月30日までとさせていただきます

日本体育大学 スポーツアカデミー形成支援事業室 国際シンポジウム事務局 担当 関口、小泉

Eメールアドレス: n.cdasympo@gmail.com ウェブサイト: <http://cda.nittai.ac.jp/>



## Part 1: Diversity of Context in Understanding Coaching

For part 1, well-known lecturers in the field of sports coaching were invited. Dr. Wade Gilbert from California State University, United States, talked about youth sports coaching, and Dr. Gordon Bloom from McGill University, Canada, gave a presentation on coaching in Paralympic sports. Also, Dr. Cliff Mallett from Queensland University, Australia, talked from the viewpoint of high performance coaching. Coaching differs depending on the subject and context, but the fundamental bases are commonly shared and it is important for coaches to understand the true nature of coaching. Questions gathered from the audience were written on Post-it Notes and later discussed as a panel discussion session facilitated by NCDCA research fellow, John Alder.



### Part 1: Diversity of context in understanding coaching

Time	Lecture	Speaker
10:00	Introduction	Koji Gushiken
10:10	Invited Lecture “Effective Coaching in Youth Sport”	Wade Gilbert
10:50	Invited Lecture “Coach Learning and Development in Paralympic Sport”	Gordon Bloom
11:50	Invited Lecture “Understanding High Performance Sports Coaching”	Cliff Mallett
12:30	Discussion (Facilitator: John Alder)	



## Part 2: Creating positive Coaching Culture

The evening session was focused more on the Tokyo Olympics and Paralympics 2020 as the Sport for Tomorrow program and NCDA programs were introduced, founded and run to host the Olympics. Part 2 opened with a speech given by Mr. Kenshiro Matsunami, president of NSSU, followed by presentations given by Mr. Atsuyuki Asano from MEXT (Ministry of Education, Culture, Sports, Science and Technology) on “Sport for tomorrow”, Mr. John Bales, ICCE president, on ICCE coach and coach developer education, dr. Ryosho Tanigama, NSSU president, touched on the relationship with the Olympics and NSSU, and dr. Masamitsu Ito, associate prof. at NSSU, talked about NCDA. The NCDA signing ceremony between ICCE and NSSU was also held in the symposium.



Group photo of the lecturers, participants and academy staff



Signing ceremony

### Part 2: Creating positive coaching culture

Time	Lecture	Speaker
14:00	Introduction, opening words	Kenshiro Matsunami
14:10	Invited Lecture “The Sport for Tomorrow” The Japanese government's commitment toward 2020	Atsuyuki Asano
14:35	Signing ceremony	Ryosho Tanigama, John Bales
14:40	Keynote “Foundations for Global Coaching Systems: The International Sport Coaching Framework The International Coach Developer Framework”	John Bales
15:35	Lecture “NSSU and Olympic”	Ryosho Tanigama
16:05	Lecture “NCDA”	Masamitsu Ito
17:00	Closing	

We welcomed an audience of 185 attendees (students: 71, professors/lecturers: 35, sport association members: 14, coaches: 11, office workers: 6, others: 48). Out of the questionnaires collected after the symposium with a return rate of 35%, 65% were satisfied and 30% were generally satisfied with the symposium overall. That shows that the symposium was rated highly by the audiences with comments such as “it was a whole new way of learning” and “it widened my views on coaching. I would like to explore further and learn more about it.” The symposium was a learning opportunity for many. On the other hand, however, they were requests for more examples and case studies to better understand the circumstances. They were also comments about operations and requesting more breaks.



## 2nd International Symposium

**Theme: Coaching Pedagogies: Approaches to growing athletes, coaches and coach developers**



The 2nd NSSU Coach Developer Academy

# International Symposium

第2回 NSSU Coach Developer Academy

## 国際シンポジウム

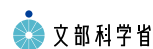
日 程: 平成27年9月18日(金) 17時から20時(受付開始16時)

会 場: 日本体育大学 東京・世田谷キャンパス 教育棟B階 記念講堂

〒158-8508 東京都世田谷区深沢7-1-1

テーマ: Coaching Pedagogies: For growing athletes, coaches and coach developers

アスリート、コーチ、コーチ育成者育成のためのコーチング教授法



The main theme of the 2nd International Symposium was coaching pedagogies: Approaches to growing athletes, coaches and coach developers." We invited Dr. Lynn Kidman (Coach Development Centre, Sports Performance Research Institute New Zealand at Auckland University of Technology) and Dr. Ian Renshaw (School of Exercise and Nutrition Sciences, Queensland University of Technology) to be guests of the International Symposium.

First of all, dr. Masamitsu Ito gave a presentation entitled "NCDA update & Japanese perspectives on the 'Coach Developer'," which explained issues related to coaching in Japan and the concept of NCDA, and reported the activities of NCDA from the previous year.

Then, dr. Kidman gave a lecture entitled "Pedagogies for developing coaches." She talked about the significance of the proper self-awareness of coach developers or coaches, and realizing the needs of athletes while supporting them in coaching. Dr. Renshaw gave a lecture entitled "Non-Linear Pedagogy for athletes and coaches." Based on the belief that an environment could become constraints for the activities of a person and many skills are learned as a form of adjusting these constraints, he talked about the importance of adapting tasks and the environment and leading the learners to develop knowledge on their own in order for a coach to learn effective coaching.



Symposium

After their presentations, John Alder, research fellow of NCDA facilitated the chaired discussion with audience Q&A. We requested the audience to write down questions and selected some of them as a topic of discussion. In this way, the questions from the audience could be involved in the discussion.



Panel Discussion

**2nd International Symposium Program**

Time	Title		Speaker
17:00	Opening		Ryosho Tanigama
17:05	Lecture	NCDA update & Japanese perspectives on the 'Coach Developer'	Masamitsu Ito
17:30	Invited Lecture	Pedagogies for developing coaches	Lynn Kidman
18:20	Break		
18:35	Invited Lecture	Non-Linear Pedagogy for athletes and coaches	Ian Renshaw
19:30	Panel Discussion (Facilitated by John Alder)		
19:55	Closing		Koji Gushiken

Way Forward 将来に向けて

**International Perspective** ↔ **Japanese Perspective**

ICCEのイニシアチブ  
International Sport Coaching Framework  
International Coach Developer Framework  
International HE Degree Standard

文科省等のイニシアチブ  
コーチングイノベーション事業  
「今後の地域スポーツの推進方策に関する提言」の中にコーチ育成者養成が明記

コーチ育成者養成需要の高まり

**WHAT → HOW**  
**Teaching → Learning**

NCDA National Coach Developer Association International Symposium

Presentation Slide from Dr. Ito



**SUMMARY**

- ▶ It's about the people not the sport
- ▶ Raising awareness, creating responsibility & self belief gives ownership to athlete
- ▶ It's about learning (questions), not telling
- ▶ It's non judgemental
- ▶ The coach needs to follow the athletes' lead

Presentation Slide from Dr. Kidman

**NON LINEAR PEDAGOGY**

Nonlinear pedagogy involves manipulating key constraints which create instability in the learner who self organises...facilitating the emergence of functional movement patterns and decision making in sport (Chow et al , 2006)

CONSTRAINTS: Task, performer and environmental constraints (boundaries)

Individual/Performer

EMERGENCE: Emergence of Functional Movement Solutions

Environment Task

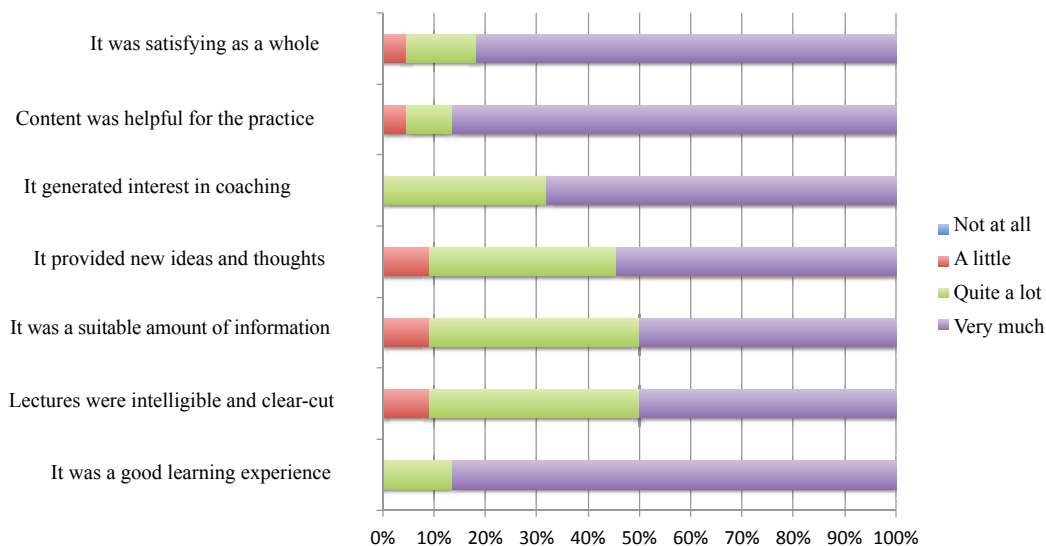
SYSTEMS: Nonlinear dynamical human movement system, Self Organisation (capacity for transition)

Presentation Slide from Dr. Renshaw



### Voices from the participants of the 2nd International Symposium

We carried out a survey about the symposium aimed at participants in the 2nd International Symposium (collection number: 22, collection rate: 35%). As a result, most of the responses were "very much" or "quite a lot" and no one gave the most negative response.





# 3rd International Symposium

Theme: Recent Developments and Good Practice in Coach Education

SPORT  
FOR  
TOMORROW

The 3rd NSSU Coach Developer Academy

# International Symposium

3rd NSSU Coach Developer Academy

## 国際シンポジウム

日程：平成 28 年 2 月 13 日 (土) - 14 日 (日)

会場：〒 158-8508 東京都世田谷区深沢 7-1-1

日本体育大学 東京 - 世田谷キャンパス 教育研究棟 B 階 記念講堂

主催：日本体育大学

共催：国際コーチングエクセレンス評議会

後援：日本体育協会 日本スポーツ振興センター



The 3rd International Symposium provides a chance for coach developers to learn from each other about how they have been actually working and playing an active role in their organizations. By incorporating group discussion within participants into the program, we made arrangements for all the participants to fully learn about the cases introduced into their own practice. People engaged in coaching education in Japan also participated in the symposium. Referring to the cases from various countries, we discussed concrete methods for enhancing the quality of coaching in Japan.

After the opening address, dr. Masamitsu Ito, associate prof. at NSSU, and a senior researcher in NCDA, introduced the NCDA as an organization. It was reported that, although the direct beneficiaries from our academy project were only 24 in a total of two years, since they are actually taking part in coach development or the establishment of a coach developer system in their countries and organization, the impact of our academy is sizable across the world. In total, nine program participants put materials learned in the program into practice for 1819 coaches and coach developers in total over 30th Sep 2015 to 20th Jan 2016.

Then Mr. John Bales, the president of ICCE and the deputy director of NCDA gave a lecture on the recent developments and



A lecture by John Bales, the President of ICCE



A lecture by Fumie Ito on the direction of Japanese education

**3rd International Symposium Program, Day 1**

Time	Title		Speaker
10:00	Opening		Ryosho Tanigama
10:05	Lecture	NSSU Coach Developer Academy	Masamitsu Ito
10:15	Lecture	Global Developments in Coach Education	John Bales
10:55	Lecture	Trends in Education	John Alder
11:30	Group Discussion		
12:10	Break		
12:25	Invited Lecture	Future Direction of Education in Japan	Fumie Ito
12:55	Lunch		
14:00	Introduction	The Coach Developer Workforce	Penny Crisfield
14:15	Lecture	Building a Coach Developer System: The New Zealand example	Andy Rogers
15:15	Break		
15:30	Good Practice	The Coach Developer Role: Ireland example	Hayley Harrison
16:00	Good Practice	The Coach Developer Role: Singapore example	Troy Engle
16:40	Group Discussion		
17:10	Summary and preparation for Day 2		John Bales
17:25	Closing		Naoto Kimura
17:45	Convivial party		

**3rd International Symposium Program, Day 2**

Time	Title		Speaker
09:00	Opening		Ryosho Tanigama
09:10	Good Practice	The Coach Developer in a University Setting: The NSSU example	Masamitsu Ito
10:00	Good Practice	The Coach Developer in a University Setting: Application in the USA	Mellissa Thompson
10:20	Good Practice	The Coach Developer in a University Setting: Application in Brazil	Michel Milsted
	Break		
11:00	Good Practice	Coach Developers in a Sport Federation: Australian Football Federation	Sean Douglas
11:40	Good Practice	Reaction: An International Federation example (table tennis)	Ramon Ortega
12:00	Group Discussion		
12:30	Summary and Conclusions		John Bales Masamitsu Ito
12:45	Closing		Koji Gushiken

practice in coach education, and dr. John Alder, Sport Coach UK gave a presentation on the trends in Western education. In recent years, much attention has been paid to learner-centered education and how we should support the teachers, instructors, and coaches to make leaners learn effectively has also been discussed. NCDA also has been trying to put "active learning" into practice. During practice, not only do the students passively learn the lesson from a single session, but they also actively learn on a deeper level. This idea is based on the belief that coaching education itself has to be learner (coach)-centered in order for the coaches to learn athlete-centered coaching.

Under these concepts, we invited Ms. Fumie Ito, an executive in the Ministry of Education, Culture, Sports, Science and Technology, to give a lecture entitled "The future direction of education in Japan" in order to explain the educational trends in Japan that try to promote active learning. It is significant for participants to know that active learning in Japan is promoted as a whole, and we have heard from participants that they could see the reasons why NCDA is adopting active learning in coach education. It seems that this two-day symposium and its activities in which participants cooperate with each other (see the pictures above) have been a great chance for providing the message we hope to deliver.

The next theme, focusing on the coach developers, was an introduction to good practice in some of the countries and organizations,





such as the cases of New Zealand and Ireland who have already adopted the coach developer system, as well as the case of Singapore where they are now working on building their own coaching system.

The systems were built or have been built differently according to the nations.

On the second day, sessions began with the exchange of information about coach developers in higher education institutions (universities and graduate schools). The sessions started from the practical example of NSSU to establish the undergraduate and graduate programs that locate athlete-centered coaching at its core and the background of the NCDA coach development system, proceeding to the practical example of the University of Southern Mississippi (USA) and the Federal University of Santa Catarina (Brazil). In Brazil, for instance, a BA is required for coaches to engage in coaching and its coaching educational program develops differently compared to the US and Japan. In these sessions, the diversity of programs could be confirmed.

The final topic was the coach education program in sport federations, and the cases of Football Federation Australia and International Table Tennis Federation were presented. The systems of sport federations differ from the systems adopted by universities. Therefore, we could see the importance in the sport organizations, sport federations, and universities building systems suitable to their own context.

Although the coaching development systems differ depending on the context, all the organizations agree on the point of building a learner-centered system. This symposium was meaningful and fruitful for both the NCDA and participants to the extent that the NCDA could find its meaning as an organization where people can find out about learner-centered education.



## **Voices from the participants in the 3rd International Symposium**

---

After the 3rd International Symposium, we reflected on it and talked with coach developers in Japan with Japanese symposium participants in the form of a discussion. In the discussion, they said that they realized the following points by attending the symposium.

- In the Japanese coach development system in the past, experts come to give a one-way talk. It means we had a chance to connect one subject to another in a practical manner. Support such as putting together the pieces of a jigsaw puzzle will be required, and coach developers will take on that responsibility.
- Much of the real learning happens not in a lecture presentation but outside that such as coaching situations. As shown in some cases, I think how we support learning in coaching situations will become an issue in the future.
- If I could gain experience of active learning in a coach education program on my own, I believe I will be able to create sessions that provide a deeper form of learning to athletes in my coaching practice. It seems that students prefer active learning. Although there is also the challenge of how to assess the learning. I think that it is more important for the actual instructors to learn from the student feedback rather than to assess the students.
- I was afraid that I can't fully provide the lessons I had taught in the past when I practice active learning. But I realize that if students develop a learning attitude through active learning, perhaps I don't need to rush overloading the lesson since the students will learn the necessary materials later by themselves.
- I think if we just implement the Model Core Curriculum constructed by the Japan Sports Association, we will just get it done. If we decide to do it, then we will just come up the way to make it happen.



# 4th International Symposium

## Theme: Searching for the Excellence in Coaching

NSSU Coach Developer Academy 4th International Symposium “Searching for the Excellence in Coaching” was held on February 11, 2017 in the Memorial Hall of NSSU Tokyo Setagaya Campus. The symposium was open to the public. English-Japanese simultaneous interpretation devices were provided to the audience.

NSSU Coach Developer Academy 第4回国際シンポジウム

# コーチングにおける 卓越性の探求

2017年2月11日(土)

12:30 ~ 17:00 (受付 12:00~)

日本体育大学 記念講堂

〒158-8508 東京都世田谷区深沢7-1-1

参加無料 (事前申込み制)



### PROGRAM

**伊藤雅充** (日本体育大学准教授、NCDA主任研究員)

- 日本のコーチ育成とNSSU Coach Developer Academyの活動報告

**ジョン・ベールズ** (国際コーチングエクセレンス評議会 会長)

- コーチ育成の世界的動向について

**ラルフ・ピム博士** (元・米国陸軍士官学校体育学部教授)

- スポーツにおける偉大さの文化の構築

**ポール・シェンプ博士** (米国ジョージア大学教育学部教授)

- 熟練コーチの特徴と特性

— シンポジウム終了後、懇親会がございます —

※講演はすべて英語です (同時通訳あり)



下記のフォームから事前に申し込みください。

<https://goo.gl/forms/GC0IW1dlmogJ9VCg2>

※2017年1月13日(金)締め切り

お問い合わせ:

日本体育大学 スポーツ・アカデミー形成支援事業室 平島

〒158-8508 東京都世田谷区深沢7-1-1

TEL: 03-5706-0804 Mail: n.cdasympo@gmail.com

Website: <https://cda.nittai.ac.jp/>

主催: 日本体育大学

スポーツ庁受託事業「スポーツ・アカデミー形成支援事業」

共催: 国際コーチングエクセレンス評議会

(The International Council for Coaching Excellence)

後援: 公益財団法人日本体育協会、公益財団法人日本障がい者スポーツ協会 (案)



In the beginning, dr. Ryosho Tanigama, the director of NCDA and the president of NSSU, gave an opening address for the symposium.

Dr. Masamitsu Ito, the senior researcher of NCDA and associate prof. at NSSU gave a presentation “Coach Development in Japan and NCDA.” He talked about “Legacy in 1964 Tokyo Olympic”, “Model Core Curriculum”, “Coach development by a coach developer.” He also gave reports on the operation of NCDA in the past three years and the future direction of the Academy.

Mr. John Bales, the president of ICCE, gave a lecture titled “Global Developments: What are the Current Trends in Coach Education and Are You Ready for Them?” In his lecture, he introduced the seven trends for giving tips from trends in education, aimed at identifying the future trends in coach education. The seven trends are “Project-based Learning”, “Life-long Learning”, “Student-centered Learning”, “Collaborative Learning”, “Cloud-based Learning”, “Personal Learning Environment”, and “Shifting focus of Assessment.” His focus

was on how those trends have an influence on coach education and implemented in coach education. In this symposium, we invited two respected experts. In his lecture “Building a Culture of Greatness in Sport”, Dr. Ralph Pim, a former professor at United States Military Academy, gave a talk on “Acquire Critical Knowledge”, “Develop Great People”, “Build a Strong Structure”, and “Implement a Productive Process” in order to build the culture of greatness. He provided the findings from a survey conducted by Military Academy and examples from his personal experience, and proposed a clear and distinctive analysis by using the All Blacks of New Zealand and John Wooden from UCLA. His speech was very stimulating and powerful for the audience.

Dr. Paul Schempp, professor of University of Geogia, USA presented “The Characteristics and Qualities of Expert Coaches.” He extracts the characteristics of expert coaches in terms of “Personality”, “Analytic Skills”, “Decision Making,” “Communication,” and “Self-monitoring.” Regarding “Personality”, from the findings from the analysis of excellent coaches, he presented that excellent coaches possess not only the positive characteristics of “Open Minded,” “Conscientious,” “Extraverted,” and “Agreeableness,” but also the seemingly negative characteristics of “Neurotic.” In the part of “Self-Monitoring”, he showed that with easy-to-grasp examples expert coaches “predict most challenging problems,” “are aware of their error,” “understand causes of their failure”, “take responsibility for the failure of athletes and the team”, “recognize the limits to their knowledge”, and “are



**4th International Symposium Program**

Time	Title		Speaker
12:35	Opening		Ryosho Tanigama
12:50	Lecture	Coach Development in Japan and NCDA	Masamitsu Ito
13:30	Lecture	Global Developments: What are the Current Trends in Coach Education and Are You Ready for Them?	John Bales
14:20	Invited Lecture	Building a Culture of Greatness in Sport	Ralph Pim
15:25	Invited Lecture	The Characteristics and Qualities of Expert Coaches	Paul Schampp
16:30	Panel Discussion		Led by Masamitsu Ito
16:50	Closing		Masamitsu Ito

acutely aware of how adequate solutions are.” Many of the audience were very impressed with his clear and logical discourse.



## Voices from the participants of the 4th International Symposium

We sent out questionnaires about the 4th International Symposium to the audience. In the results of the questionnaires, “Good” and “Could be better” were as follows.

### Good

- Since I had a chance to learn about the report on practical theory and knowledge based on the samples from overseas athletes, I could use them as soon as I got to my team. I hope, in the next symposium, to learn about the data and analysis based on the samples from Japanese athlete.
- As each of the presenters understand coach education from many perspectives, it was beneficial for me.
- The symposium was great because the lecturers were brilliant with a high level. I hope it will continue next year. Thank you so much.
- The lectures were practical, logical and very beneficial.
- It was a really good learning experience. I hope I can apply it to my coaching.
- Thank you very much for holding such a great series of lectures.
- It was a very meaningful symposium to me. I appreciated it.
- I thought it ran smoothly because the time management of the symposium was done well by using the extra time for taking questions from the audience.
- As for the symposium material, it was very helpful for listening to the talk because it had parallel translation in Japanese and English.
- Thank you for the hospitality. The social gathering after the symposium was very nice.

### Could be better

- It could be better if the extra presentation materials were distributed.
- It was hard for me to join the conversations after the lectures.
- If the audience could ask a question by Google or some other web tool, the panel discussion could be made more suitable for the venue.
- I wish I could download the symposium slides in the form of data.
- I couldn't hear a couple of parts because of the low volume of the microphones.



## Abstract and Career Summary of Presenters in the 4th International Symposium

---

### Mr. John Bales (President, ICCE)

[Abstract]

“Global Developments in Coaching: What are the current trends in coach education and are you ready for them?”



A number of trends are becoming well-established in education that will have a significant impact on coach education. This presentation will look at the top seven trends identified by teachers in a survey conducted by European Schoolnet, a network of 30 European Ministries of Education, and consider the implications of these trends for coach education and the preparation of Coach Developers.

The teachers were asked, “Which educational trends do you think will have the greatest impact on our teaching and learning in the future?”, and their top seven replies were:

1. Project-based Learning: students work on challenges and problems to investigate in groups, and organize and direct themselves as far as possible.
2. Lifelong Learning: young people are more motivated to continue learning after leaving formal schooling.
3. Student Centered Learning: a move away from whole class teaching to pedagogies that place individual student needs at the heart of learning.
4. Collaborative Learning: Less working alone and more time spent on group work.
5. Cloud Based Learning: Data, tools, software are all online and can be reached and modified from different devices.
6. Personal Learning Environment: the online learning environment you engage with is tailored to your personal needs, learning style and personal interests.
7. Shifting focus of Assessment: the focus of assessment is shifting from what you know to what you can do.

These trends signal important changes from traditional information transfer methods to experiential and individualized learning, learning moving beyond the classroom, and the growing impact of technology on teaching and learning.

The presentation concludes with a description of the support provided by the Nippon Sport Science University Coach Developer Academy and the International Council for Coaching Excellence to help organizations and Coach Developers prepare for these trends.

[Career Summary]

John Bales has been the President of the International Council for Coach Education (ICCE) since 2005. John Bales had been the CEO of the Coaching Association of Canada since 1996, and was previously founding director of the National Coaching Institute Calgary and was a former Olympic coach in sprint canoeing.

**Dr. Ralph L. Pim (A former professor at United States Military Academy)**

[Abstract]

“Building a Culture of Greatness in Sport”



Only a few teams reach the level of greatness and most teams get stuck in mediocrity. What is it about high-performing teams that make them superior? Based on a Bain Survey of 365 companies in Europe, Asia, and North America, nearly 70% of leaders believe that culture provides the greatest source of competitive advantage, but fewer than 10% of companies succeed in building a high-performance culture (Rogers, Meehan, Tanner, 2006, p. 1).

The purpose of this presentation is to provide a practical guide for building a culture of greatness. The TLC Framework for Greatness (TM) (TLCF) is founded on the best practices of the highest achieving leaders and teams and the principles of the West Point Competitive Sport Model. The letters T, L, and C represent three key components of greatness: talent, leadership, and character. TLCF recognizes the leader within. Every person holds the key to reaching the next level of greatness. TLCF helps people identify behaviors needed for excellence and cultivate the values and beliefs that result in greatness.

“Culture” was the most popular word in 2014 according to Merriam Webster’s dictionary (Bersin, 2015). What is culture? Some describe culture as “what happens when nobody is looking,” but it’s much more complex. Culture is the creative sum of all the people on a team. It is their shared values, beliefs and behaviors. Every team has a culture and it either occurs because of a systematic effort to build it or it happens by chance. Most teams declare their vision, mission, values and guiding principles in their operation manuals, but often it is nothing more than words. A team’s behaviors produce results.

The TLC Framework for Greatness (TM) recognizes that culture consists of three vital parts that must be aligned and in harmony: structure, process, and people. Structural components include a compelling vision, powerful purpose, shared core values, standards and results. Structure provides a strong and enabling foundation. Processes are actions or activities taken to achieve a desired result. They promote continual improvement and ensure things get done consistently and efficiently. The most important part is people and how they function within a team. It is the people that make the structure and process work.

Today’s presentation provides a roadmap for building and sustaining culture. Ultimately, culture is driven by leadership. Every person on a team has leadership responsibilities. What people value, what they say, and how they behave drive culture. Mobilizing and energizing a culture is predicated on designated leaders creating an environment where team members understand why they are doing what they do, and clearly see how it matters. They accept being an integral part of something larger than themselves and their behaviors reflect the words of their team’s vision, purpose and core values.



References

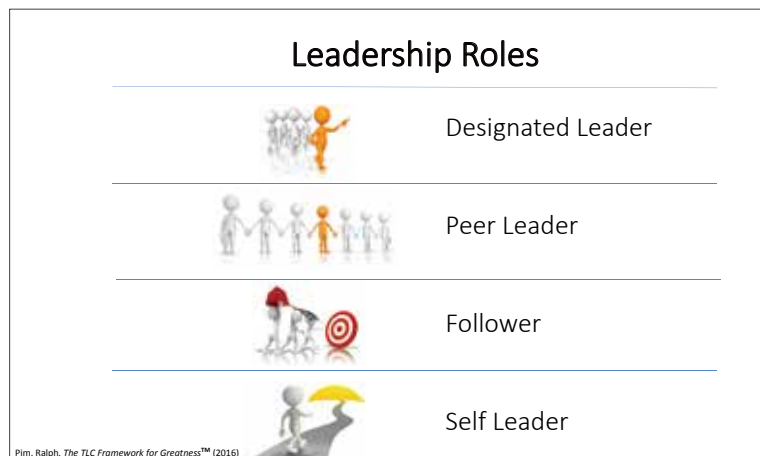
Bersin, J. (March 13, 2015). Culture: Why It's the Hottest Topic in Business Today. Forbes.com

Rogers, P., Meehan P., Tanner, S. (2006). Building a Winning Culture. Bain and Co.

[Career Summary]

Dr. Pim received his Bachelor of Science degree from Springfield College, Master of Arts degree from Ohio State University and Doctoral in Education degree from Northwestern State University. He previously served as a Professor of Physical Education and Director of Competitive Sports for 12 years at the United States Military Academy at West Point. And he is now sharing his experiences globally as a sport adviser and team consultant. He is currently working with Aktive Auckland Sport and Recreation, Sport New Zealand, and the University of Minnesota Women's Soccer Team.

At West Point, Dr. Pim was the director of competitive sports in the Department of Physical Education and oversaw a program that has more than 3500 cadet-athletes participating in 27 competitive club sports and 12 company athletics sports. Created and implemented a values-based sports curriculum that received global recognition. During Pim's tenure, West Point implemented the Champions of Character program, established the Mike Krzyzewski Teaching Character Through Sport Award.





**Dr. Paul G. Schempp (University of Georgia, USA)**



[Abstract]

“The Characteristics and Qualities of Expert Coaches”

Expert coaches consistently emerge victorious when challenged by the toughest competitors. What differentiates the masters from the vanquished? A growing body of research on elite coaches has consistently revealed the characteristics and qualities common to expert coaches. Many of these factors can be integrated into coach development programs to increase the expertise of coaches in any sport. Included in this presentation are highlights from research on expert coaches’ a) personality traits, b) analytical skills, c) decision-making strategies, d) communication, and e) self-monitoring.

[Career Summary]

Dr. Paul G. Schempp received his Doctoral in Education degree in human movement from Boston University. After assistant professor in the Kent State University, School of Physical Education (1981-1985) and assistant/associate professor, University of Oregon, College of Human Development and Performance (1985-1991), Dr. Schempp has been a professor in the University of Georgia, Department of Kinesiology (1991-present).

Dr. Schempp is an expert on expertise. As a research professor and the Director of the Sport Instruction Research Laboratory at the University of Georgia, he has spent over a decade conducting award winning research into the characteristics and development of expertise. Dr. Schempp, president of Performance Matters, Inc., is a professional speaker, coach and consultant. Dr. Schempp has more than 25 years of experience in the fields of research, teaching and professional development. Individuals and organizations in business, education, and sport have elevated their expertise and achieved exceptional performance by working with dr. Schempp. The author of six books, including 5 Steps to Expert: How to go from Business Novice to Elite Performer, and having given over 250 presentations in 28 countries makes dr. Schempp an internationally renowned speaker, scholar, and educator.





# 5th International Symposium

## Theme: Let's Talk about Coach Development for Tomorrow

NSSU Coach Developer Academy 5th International Symposium "Let's Talk about Coach Development for Tomorrow" was held on February 17th, 2018 in the Memorial Hall of NSSU Tokyo Setagaya Campus. The symposium was open to the public. English-Japanese simultaneous interpretation devices were provided to the audience.



**NSSU Coach Developer Academy 第5回国際シンポジウム**

**SPORT FOR TOMORROW**

**NCDA**  
NSSU Coach Developer Academy

**これから  
コーチ育成の  
話をしよう。**  
Let's talk about coach development for tomorrow.

日本体育協会公認  
スポーツ指導者義務研修  
認定事業

**2018年  
2月17日(土)**

**13:00-17:15 (受付12:30)**  
シンポジウム終了後に懇親会がございます。

**参加無料・事前申込み制**

インターネットより  
事前にお申し込みください。  
申込み締切  
2018年2月12日(月)  
<https://goo.gl/forms/wCWBkFQX7NzgVzgz1>

**日本体育大学**  
**東京・世田谷キャンパス記念講堂(教育棟B階)**  
〒158-8508 東京都世田谷区深沢7-1-1

**演者** 講演は全て英語です(同時通訳機器あり)  
**ウェイド・ギルバート**  
(米国カリフォルニア州立大学フレズノ校教授) 他

**スポーツ庁**  
JAPAN SPORTS AGENCY

**NSSU**  
Nippon Sport Science University

The main purpose of this symposium was to introduce the coach development efforts made by graduates and participants of NCDA in various parts of the world, and to help improve the future of coach development both in Japan and in the world. Prof. Masamitsu Ito, Deputy Director of NCDA, gave a lecture titled "Coach Development in Japan and NCDA Activity Report" after the opening address by prof. Koji Gushiken, president of NSSU and Director of NCDA.



This was followed by a keynote lecture on "Principles of Good Coaching" by prof. Wade Gilbert of California State University, Fresno. Based on his book, "Coaching Better Every Season," published in 2017, prof. Gilbert divided the year into pre-season, in-season, end-of-season, and off-season, and presented what needs to be done during each of these periods. The importance of setting our core values, vision, and code of conduct before the season, the importance of motivating our athletes with proper practice and feedback during the season, and the importance of properly evaluating our program and our own coaching after the season. The importance of motivating athletes with proper practice and feedback during the season, properly evaluating the program and one's own coaching after the season is over, and recognizing the athletes, and the importance of coaches themselves continuing to learn and not neglecting their own well-being during the off-season, referring to examples of excellent coaches such as John Wooden. In response to the keynote lecture, Ms. Miki Matheson, project manager of Nippon Foundation Paralympic Support Center asked questions from the perspective of Paralympic sports, to which prof. Ito responded. Then, a question and answer session with the audience was facilitated by Mr. John Bales, President of International Council for Coaching Excellence. The discussion then shifted to a dialogue where the audience asked and answered questions using the interactive presentation software "Mentimeter." This interactive format was in response to a



**5th International Symposium Program**

Time	Title		Speaker
13:00	Opening		Koji Gushiken
13:10	Lecture	Coach Development in Japan and NCDA Activity Report	Masamitsu Ito
13:20	Keynote Lecture	Principles of Good Coaching	Wade Gilbert
14:30		Response to the keynote lecture by Prof. Wade Gilbert	Miki Matheson
15:20		Question and answer session with the audience	Facilitator: John Bales
15:35		Explanation of the purpose of the invited lectures	John Alder
15:40	Invited Lecture	About the Irish coaching system	Hayley Harrison
15:55	Invited Lecture	Glocalization in Zambian Coach Development	Pelle Kvalsund
16:10	Invited Lecture	Coaching wisdom gained from working with the International Cricket Council Academy	Ashly Ross
16:25		Panel Discussion	Facilitator: John Alder
17:00	Closing		Masamitsu Ito



comment in the post-event questionnaire last year (2016) that "the panel discussion would fit the venue better if questions could be asked via a web tool," and the introduction of an ICT-based Q&A format made it possible to answer more questions than in the conventional format. The speakers actively responded to questions from the floor, and it was a very fruitful interactive dialogue.

After a short break, a series of presentations followed, giving an insight into the coaching environment in different countries. Ms. Hayley Harrison, Coach Development Officer, Sport Ireland, gave a presentation on coach development in Ireland, Mr. Pelle Kvalsund, International Sports Development Consultant, Norwegian Olympic and Paralympic Committee, gave a presentation on the globalization of coach development, and Mr. Ashley Ross, Chief Coach Development Officer, South Australia, gave a presentation on the wisdom of coach development. Ms. Harrison began by providing information on the basic coaching environment in Ireland, and then used her own experiences and activities to illustrate how coaches, coach developers, and coach developer trainers relate to each other. Mr. Kvalsund, who is based in Zambia, emphasized the need for coaching that is rooted in local characteristics while maintaining a global perspective, with the awareness that simply adopting and using coaching methods that are considered global standards will not work. He emphasized the need to coach from a global perspective, but also from a local perspective. Mr. Kvalsund explained this in detail, citing the Japanese words for "indigenization" and "globalization." Mr. Ross, who has extensive experience in coach development at international sports academies, agreed with Mr. Kvalsund and stressed the importance of coaching for each environment. In his powerful words, "Different contexts call for different ways of coaching. That's why a good coach is sensitive to each context and then they can adapt to what is required in each context," meaning we could see the importance of coaches understanding their own context and thinking for themselves.

After the three presentations, a panel discussion was held, facilitated by dr. John Alder, Sport Coach UK, in which Mentimeter was also used for an interactive dialogue with the audience. Some of the comments received from audience during the symposium were: "I learned that coaching in our own context is the most important thing. It's not easy, but I'd like to put it into practice," and "It was good to understand coach development and the role of the coach developer. These comments indicate that the lectures at

NCCA International Symposium

this International Symposium were thought-provoking and useful for the participants.



## Biographies and publications of the keynote speaker of the 5th International Symposium Introduction

---

### Dr. Wade Gilbert

(Professor, California State University, Fresno)

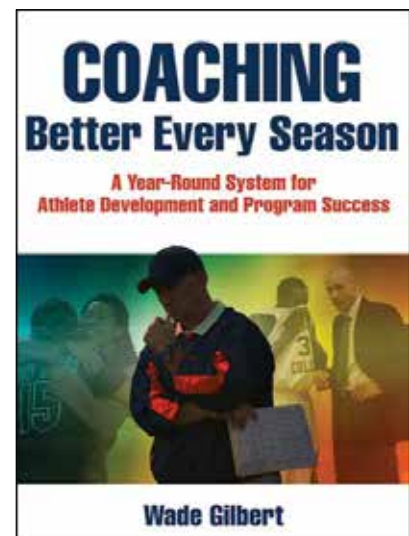
Prof. Wade Gilbert earned degrees in Physical Education, Human Kinetics, and Education from the University of Ottawa in Canada, the University of California, Los Angeles, and California State University, Fresno, where he taught and studied coaching. He has more than 20 years of applied research experience working with coaches at all levels of competition around the world, from youth leagues to the World Cup and Olympic levels. He has been published extensively and has been invited to speak at many national and international events. He is an advisor on coach development for the American football team and has made an ongoing contribution to coaching seminars for Olympic coaches and others in the United States and Canada.

In addition, prof. Gilbert is the Chief Editor of the International Sport Coaching Journal (published by Human Kinetics in cooperation with ICCE). "Coach Doc" is a coach development advisor for Human Kinetics and has written numerous articles and conducted online seminars on coaching.

#### [Book Introduction]

By maximizing the development of the athletes and teams you develop throughout the year, you can probably win post-season tournaments and other accolades in the process. This book, *Coaching Better Every Season: A Year-Round System for Athlete Development and Program Success*, provides a blueprint for such success, including evidence-based coaching methodologies and practices by pre-season, in-season, post-season, and off-season.

Prof. Gilbert, "Dr. Coach," offers a variety of research-based advice. His advice has helped coaches around the world transform their erratic teams into contenders. His prescriptions and methods for a more professional approach to coaching are field-tested and innovative, and are sure to produce positive results, both in competitive performance and in the joy that athletes and coaches experience.





# 6th International Symposium

## Theme: Women in Coach Development

On February 16, 2019, the NSSU Coach Developer Academy 6<sup>th</sup> International Symposium: Women in Coach Development was held in the NSSU Tokyo Setagaya Campus Memorial Hall.

NSSU Coach Developer Academy 6th International Symposium  
日本体育大学コーチデベロッパースタディイ第6回国際シンポジウム

Women in Coach Development  
**女性コーチデベロッパースタディイの  
最前線**

**2019. 2. 16 (土)** **13:00-17:00**  
受付開始12:30

**Andrea WOODBURN**  
アンドレア・ウッドバーン  
カナダ・ラバル大学  
准教授

**Paula KORSAKAS**  
パウラ・コルサカス  
ブラジル・カンピナス州立大学  
スポーツ教育学 博士課程/研究員

**Rita HORVATH**  
リタ・ホーヴァス  
ハンガリー・コーチング協会  
プロジェクトオフィサー

**Abbe BRADY**  
アビー・ブラディ  
イギリス・セントメアリーズ大学  
スポーツコーチングプログラム  
ディレクター

**Catherine LARIOSA**  
キャサリン・ラリオサ  
フィリピン大学ディリマン校  
講師・コーチ

**Sharly YAZAKI**  
シャーリー・ヤザキ  
日本体育大学  
コーチング学系 修士課程

**Tammy MEHTENS**  
タミー・マーテンス  
ニュージーランド・ネットボール  
国際トレーニングマネージャー

**Bettina CALLARY**  
ベッティナ・キャラリー  
カナダ・ケープブレトン大学  
准教授

<b>会場</b>	日本体育大学 東京・世田谷キャンパス 記念講堂 教育研究棟B階 〒158-8508 東京都世田谷区深沢7-1-1
<b>申込方法</b>	ウェブフォームより事前申し込みをお願いします <a href="https://form.jotform.me/83380514849464">https://form.jotform.me/83380514849464</a>

参加無料

使用言語英語 (同時通訳あり)

<主催>  
日本体育大学  
スポーツ庁委託事業「スポーツ・アカデミー形成支援事業」

<お問い合わせ>  
日本体育大学スポーツ・アカデミー形成支援事業室  
〒158-8508 東京都世田谷区深沢7-1-1  
Tel: 03-5706-0804 Email: cdacademy@nittai.ac.jp

In this year's symposium, the eight female participants from the Coach Developer and Senior Coach Developer programs each shared how they act as coach developers in their respective countries, as well as what challenges and issues they face. The symposium had 83 attendees in all.

To kick off the symposium, NCDA deputy director Masamitsu Ito delivered the opening remarks and gave a brief overview of the coming proceedings. Next, symposium committee chairs dr. Andrea Woodburn (associate professor, Université Laval, Canada) and Ms. Paula Korsakas (Researcher, State University of Campinas, Brazil) briefed the attendees on the theme: Women in Coach Development. Then, NSSU's Risako Tominaga introduced her own work as a coach developer in a Japanese university setting.

Following this, each of the program participants gave an overview of their own female coach development experiences in their respective countries. The participants introduced work in Japan, New Zealand, Philippines, Canada, England, Hungary, and Brazil. Of the many issues common to many countries, the biggest standout was that, the higher the level, the fewer female coaches there were.

After introducing the cases in each country, the symposium was moved to classrooms to hold working groups labeled as World Cafes. These World Cafe sessions were meant for all those present to think about female coach development from their own awareness of the issues. This was accomplished by giving each of the presenters the opportunity to have a back-and-forth dialogue with the attendees on the items perceived to be the biggest issues to working as a coach developer. The topics covered in the working groups were: building safe environments for women in sports; support for women coaches in becoming coach developers; men as collaborators between female coaches and coach developers; and cultural factors in supporting female coaches, coach developers, and sports leaders. In the sessions, the presenter facilitated discussion by raising an issue, and the attendees offered up their opinions in a lively discussion.

Finally, all attendees returned to the main venue in the Memorial Hall to hear the speakers share their opinions on the discussions in the working groups. Next, the attendees were asked to show what they can do themselves starting today using Mentimeter, an app which tabulates questionnaire results in real-time. The majority of the comments given were positive, including the following: "I will support women to make them appear reliable and tell them when they do so," "I will actively recruit women coaches," "I will look up and utilize research on female coach developers," "I will approach women to become coach developers," "I will spread what I learned today on social media and start a community."





**6th International Symposium Program**

Time	Title	Speaker
13:00	Opening	Masamitsu Ito
13:10	Theme Summary: Women in Coach Development	Andrea Woodburn
13:20	Women in coaching projects in NSSU	Risako Tominaga
13:30	Women in coach development in Japan Workshop 1 Theme: Building safe environments for women in sports	Sharly Natsu Yazaki
13:40	Women in coach development in New Zealand Workshop 2 Theme: Women in sport - the changing landscape in New Zealand	Tammy Mehrtens
13:50	Women in coach development in the Philippines Workshop 3 Theme: Helping women coaches become coach developers	Catherine Joy Lariosa
14:00	Women in coach development in Canada Workshop 4 Theme: Men as allies for women in coaching and women coach developers	Bettina Callary
14:10	Women in coach development in Hungary Workshop 5 Theme co-facilitated with Abbe Brady: Supporting women coaches and coach developers - cultural considerations	Rita Horvath
14:20	Women in coach development in Hungary Workshop 5 Theme co-facilitated with Rita Horvath: Supporting women coaches and coach developers - cultural considerations	Abbe Brady
14:30	Women in coach development in Brazil	Paula Kolsakas
14:40	Explanation of workshop format	Andrea Woodburn
14:45	Break	Move from Memorial Hall to World Cafe (recess)
15:05	World Cafe Round 1 (Workshops 1, 2, 3)	
15:35	Break	Move between classrooms (recess)
15:50	World Cafe Round 1 (Workshops 4, 5)	
16:20	Break	Move from World Cafe to Memorial Hall (coffee break)
16:35	General discussion using Mentimeter app (1) Things learned from workshops (2) Action plans	
17:05	Closing	Masamitsu Ito



## **6th International Symposium Speakers**

### **Dr. Andrea Woodburn (Université Laval, Canada)**

Dr. Andrea Woodburn is an associate professor in the Department of Physical Education at Université Laval, Canada, and Director of the Bachelor's degree program in sports coaching an undergraduate program specializing in sport coach education. Her research interests include coach learning and professional development, and barriers to participation in competitive sport. A former alpine ski coach and master learning facilitator in Canada's National Coaching Certification Program, she has helped many Canadian national sport federations develop their coaching education programs.



### **Ms. Paula Korsakas (State University of Campinas, Brazil)**

Ms. Paula Korsakas is a sports consultant based in Brazil and has been involved in coach education for over 15 years, especially in grassroots and youth sports, supporting organizations in Long-Term Athlete Development Programs elaboration and implementation. She is also an advocate for the right to sport and for gender equality in her country and took part in the Ministry of Sport working group that drew up the guidelines for the Brazilian National Sports System in 2015-16. Paula is a researcher at the Sports Pedagogy Studies Lab at State University of Campinas/Brazil and alumni of the NCDA Cohort 4.



### **Ms. Rita Horvath (Hungarian Coaching Association)**

Rita Horvath graduated in physical education and adapted physical education in Budapest and has a MA degree in international leisure studies from the Netherlands. Her interest is in multiple sports, related mainly to outdoor sporting activities. She is a senior instructor in Alpine skiing and involved in ski instructor qualifications. Rita was a pioneer in the dissemination of Nordic walking in Hungary and is still a consultant for the Hungarian Leisure Sport Association. Due to the work commitment for Sport For All, she was elected as board member for the Hungarian Coaching Association where she is a project manager today leading projects related to coach development programs.



### **Dr. Abbe Brady (St. Mary's University, UK)**

Dr. Abbe Brady is Head of Department for Psychology and Pedagogic Science at St Mary's University (London, UK), and a registered and practicing sport and exercise psychologist. Her consultancy and research interests relate to understanding athlete and coach well-being, and using positive psychology and humanistic approaches to support coach learning and development. Abbe is fortunate to be among the Cohort 5 of NCDA, working and learning alongside other coach developers and Paralympic coaches from around the globe.



### **Dr. Bettina Callary (Cape Breton University, Canada)**

Dr. Bettina Callary is an associate professor in sport and physical activity leadership at Cape Breton University in Nova Scotia, Canada. Her research explores coach development and adult-oriented coaching practices. She is also the associate editor of the *International Sport Coaching Journal* and guest co-editor for the ISCJ's special issue for coach developers. Dr. Callary has been an alpine ski coach for over 20 years, with experience coaching Argentina's World Cup ski team, and the Canadian Alpine Ski Team. Dr. Callary has been a coach developer in Alpine Canada and the National Coaching Certification Program in Canada for 15 years.



### **Ms. Tammy Mehrrens (Netball New Zealand)**

After completing a Bachelor of Sport and Recreation Management and working in the Outdoor Education field, she has spent the past 10 years working in the community sport sector and is passionate about helping people grow and reach their potential. Her roles to date have been about building the capability and capacity of people working in sport, with the vision that everyone should have access to high quality sporting experiences that add value to their lives and inspire them to stay involved in sport. She is currently the National Training Manager at Netball New Zealand where her role is to lead and support the development and implementation of the National Coach Developer Strategy, with the aim of creating a well-supported and sustainable coach development system.



### **Ms. Catherine Joy Lariosa (University of Philippines Diliman)**

Ms. Catherine Joy Lariosa has been a collegiate varsity Judo coach for 8 years now at the University of the Philippines. She also serves as a lecturer at the same university, teaching Strength and Conditioning Methods, Test and Measurements, Basic Judo, Weight Training, and Self Defense. She is connected with the Philippine Judo Federation as their current Sports Director. She is a beginner coach developer embarking on coach development. She hopes to make a difference in our current sports development setting.



### **Ms. Sharly Natsu Yazaki (NSSU)**

Ms. Sharly Natsu Yazaki, the daughter of Japanese father and second-generation Japanese descendant mother, was born in São Paulo, Brazil. She studied Physical Education in São Paulo State University (UNESP) and earned her bachelor's degree in University of Oeste Paulista. After graduation, Yazaki worked as a gym instructor, personal trainer, swimming school teacher and athletics coach assistant. In April 2014, she was approved for the Nippon Foundation Nikkei Scholarship "Dreams Come True Project." As a result of this project, Yazaki joined the athletics club as an athlete (sprinter) at Japan Wellness Sports College, in Tokyo, Japan. In 2016, she worked at NHK (Japan Broadcasting Corporation) in the Rio Olympic and Paralympic Games. In April 2017, she started a Master's degree in Coaching at NSSU, combining the qualities of her part-Japanese identity and the global vision of the course to study a broad method of coaching. One of her visions is to help improve the people's quality of life through sport.






# 7th International Symposium

## Theme: NCDA Next Chapter - Challenges of Coach Developers

On February 15, 2020, the NSSU Coach Developer Academy 7<sup>th</sup> International Symposium: NCDA Next Chapter: Challenges of Coach Developers was held in the NSSU Tokyo Setagaya Campus Memorial Hall.

NSSU Coach Developer Academy  
第7回国際シンポジウム | 7th International Symposium



# NCDA NEXT CHAPTER

**Challenges of Coach Developers**  
コーチデベロッパーの次なる挑戦

## Sat 2.15. 2020


13:00-17:00


**会場のご案内 | Venue**

日本体育大学 東京・世田谷キャンパス Nippon Sport Science University,  
教育研究棟B階 記念講堂 Memorial Hall at Setagaya Campus  
〒158-8508 東京都世田谷区深沢7-1-1 7-1-1 Fukusakawa Setagaya, Tokyo 158-8508

**参加費無料・英日の同時通訳機器あり | Admission free**


下記URLまたは右記QRコードより事前にお申し込みください。  
Online registration (URL/QR code) is now available.  
<https://form.jotform.com/193567881581473>





**主催 | Organizer**  
日本体育大学 スポーツ庁委託事業「スポーツ・アカデミー形成支援事業」  
Nippon Sport Science University Coach Developer Academy (Japan Sports Agency Commissioned Project)

**お問い合わせ | Contact**  
日本体育大学 スポーツ・アカデミー形成支援事業室  
NSSU Coach Developer Academy Office  
Email: [cdacademy@nittai.ac.jp](mailto:cdacademy@nittai.ac.jp)



**スポーツ庁**  
JAPAN SPORTS AGENCY

This year's symposium, now in its sixth year, gathered NCDA participants, graduates, and visitors together to examine NCDA's sports academy operations, past, present and future. The symposium's 77 attendees looked back at NCDA's sports academy operations, which are scheduled to end in March 2021, and learned about how NCDA-related coach developer training programs were developing, both overseas and domestically. Further, they discussed the future of NCDA beyond March 2021.



To kick off the symposium, NCDA deputy director Masamitsu Ito delivered the opening remarks and gave a brief overview of the coming proceedings. Next, Mr. John Bales, ICCE President and dr. John Alder, English Institute of Sport gave a presentation entitled “NCDA Establishment and Operations” as an overview of NCDA’s Chapter 0 (pre-establishment) and Chapter 1 (operations after establishment). In their talk, the two shared NCDA’s vision and mission as decided at establishment, as well as the current schedule and details of the coach developer training programs.



The audience’s view was then directed to the future form and challenges of NCDA as Mr. Azhar Yusof of CoachSG gave a presentation entitled “Expanding NCDA’s Overseas Workshops.” Mr. Yusof spoke of Singapore’s sport policies given their geographic and environmental conditions and the importance of coach development within that policy, also touching on the significance of coach development workshops co-sponsored by NCDA. This was followed by prof. Ito, prof. Jun Kuroiwa of Ryutsu Keizai University, and Ms. Yoko Matsui, Japan Sport Council) talking about coach developer training in Japan. First, prof. Ito spoke to how the knowledge base built up at NCDA is being utilized in domestic coach developer training today. Then, prof. Kuroiwa and Ms. Matsui each shared their experiences as a coach educator with World Rugby and in training elite female coaches, respectively. Based on this, they each gave their perspectives on the future of coach developer training in Japan.

After a recess, prof. Ito went on to deliver the NCDA Action Plan, which contained details on how exactly NCDA could expand its operations from March 2021 onwards. The final session, entitled “NCDA and the International Coach Developer Network,” saw NCDA graduates dr. Andrea Woodburn and dr. Larissa Galatti, along with current participant Ms. Fiona Murray, discuss how the NCDA network has functioned to date and how it should develop, moderated by dr. John Alder, Sport Coach UK.

All symposium attendees were asked to fill out their comments on the symposium. Many of these comments were positive, such as “It impressed upon me that, if I’m always looking to learn, I can learn new things even as I age,” and “Looking forward to future NCDA developments.” A number of other comments expressed hope for future developments, such as “Looking forward to seeing NCDA develop into an Asian hub for coach development,” and “I want to see NCDA involved in coach development in my country.” We take these comments as encouragement in our future operations.



**7th International Symposium Program**

Time	Title	Speaker
13:00	Opening	Masamitsu Ito
13:05	Chapter 0 and 1 of NCDA (2013-2020) - Foundation of NCDA - Enterprise of NCDA	John Bales John Alder
13:50	Break	
14:00	Future of NCDA and Beyond (2021-) - NCDA and Oversea Workshop	Azhar Yusof
14:30	NCDA and Domestic CD development	Jun Kuroiwa Yoko Matsui Masamitsu Ito
15:20	Break	
15:40	NCDA Action Plan	Masamitsu Ito
16:00	NCDA and CD network around world	John Alder with NCDA Alumni and Participants







## **7th International Symposium Speakers**

### **Mr. Azhar Yusof (CoachSG)**

Mr. Azhar Yusof is the director of CoachSG, a part of Sport Singapore. The CoachSG Academy oversees coach education and development in Singapore. Before his time at CoachSG, Mr. Yusof was a senior lecturer and head assistant for the National Institute of Education at Nanyang Technological University (NIE-NTU). He was also on Singapore's national rugby team in international competitions. From there, Mr. Yusof then moved on to coaching and refereeing, serving for years on the Asia Rugby Executive Committee and Performance Reviewer Committee. After teaching at various schools as faculty, he joined NTU, where he served as academic staff specializing in curriculum, teaching, and learning. A certified coach in several disciplines with varied sports experience, Mr. Yusof heads up coach education and development for all sports in Singapore. In this role, he works to increase the value of sport coaching to achieve the national goal of better living through sports.



### **Prof. Jun Kuroiwa (Ryutsu Keizai University)**

Prof. Jun Kuroiwa works as a professor specializing in sports coaching at Ryutsu Keizai University. As an educator and trainer in World Rugby's Training and Development Department, prof. Kuroiwa has trained rugby coaches in Japan using WR's educational programs. Also, as a member to the coaching section on the Japan Rugby Football Union's Promotion and Development Committee, he has been involved in planning for coach development and conducting training sessions. In addition, prof. Kuroiwa has also worked as an official coach developer and trainer in the Certified Sports Instructor system, started by the Japan Sports Association in 2019, and as a coach mentor in the World Class Coach Development Program, sponsored by the Japan Sport Council.



### **Ms. Yoko Matsui (Japan Sport Council)**

As Manager of the Strategic Support for Female Athletes Program at the Japan Sport Council, as commissioned by the Japan Sports Agency, Ms. Yoko Matsui conducts coach developer programs for elite female coaches, among other programs. After training in artistic gymnastics from 9 to 19, Ms. Matsui pivoted to freestyle aerial skiing, first winning gold at the All Japan Championship in her fourth year. She retired in 2002 to coach the Japan national team, coaching the national team in the 2006 Winter Olympics in Turin. After retiring from coaching, Ms. Matsui joined the Japan Olympic Committee (JOC) as Assistant Director of Talent Identification and Development before joining the Japan Sport Council in December 2012. She now works as a coach trainer in the Japan Sports Association's Certified Sports Instructor system.





# 8th International Symposium

## Theme: NCDA Get Together in 2021

On February 27, 2021, the NSSU Coach Developer Academy 8<sup>th</sup> International Symposium: NCDA Get Together in 2021 was held in ZOOM.




# NCDA GET TOGETHER IN 2021 SATURDAY, 27TH, FEB

**SYMPOSIUM**      **OPEN-GUESTHOUSE**  
**21:00-22:30**      **19:00-21:00, 22:30-24:30 (JST)**

**Open-Guesthouse (1st half)**  
Ottawa 5AM | São Paulo 7AM | London 10AM | Tokyo 7PM | Sydney 9PM

Time (JST)	Duration	Session	Lead
19:00-20:00	60	Free talk in breakout rooms	Enter or exit anytime
20:00-21:00	60	1. Welcome address for open-guesthouse 2. Opening radio taiso (Japanese Cultural Experience) 3. Know your family	Masa Ito

**International Symposium**  
Ottawa 7AM | São Paulo 9AM | London 12AM | Tokyo 9PM | Sydney 11PM

21:00-21:10	10	Opening Video & Opening Address	Penny Crisfield, Masa Ito
21:10-21:30	20	<b>Alumni Session 1</b> Enabling Coaches to Thrive in Unprecedented Times	Lynnette Chng (Cohort 3) and Yong Joo Chua (CoachSG)
21:30-21:50	20	<b>Alumni Session 2</b> A case for domain specific expertise in coaching: UK Pathway Coaching Position Statement	John Alder (Cohort 1)
21:50-22:00	10	NCDA Lines (and break)	Ash Ross (Cohort 4), Ramon Ortega-Montes (Cohort 2)
22:00-22:20	20	<b>Alumni Session 3</b> Developing coaches in Special Olympics	Fiona Murray (Cohort 6&7) and Coen Van Putten (Cohort 7)
22:20-22:30	10	Closing	John Bales

**Open-Guesthouse (2nd half)**  
Ottawa 8:30AM | São Paulo 10:30AM | London 1:30PM | Tokyo 10:30PM | Sydney 0:30AM

22:30-24:30	120	Free talk in breakout rooms	Enter or exit anytime
-------------	-----	-----------------------------	-----------------------



**Registration:**  
<https://bit.ly/3dqPoaX>





The purpose of this 8th symposium was to bring together NCDA Trainers, participants, and staff to build a network that transcends the boundaries of course years, to report on the activities of current participants, and to consider the future activities of NCDA after 2021. The number of participants was 45.

Prior to the symposium, an “Open-Guesthouse” session was held. Here, participants were randomly divided into small groups using the breakout room function of ZOOM, with the aim of building new networks among the participants, and free talk like at the NSSU Guesthouse, which many alumni of the NCDA residential program have experienced, was reproduced online. Next, the participants did radio gymnastics as a Japanese cultural experience.

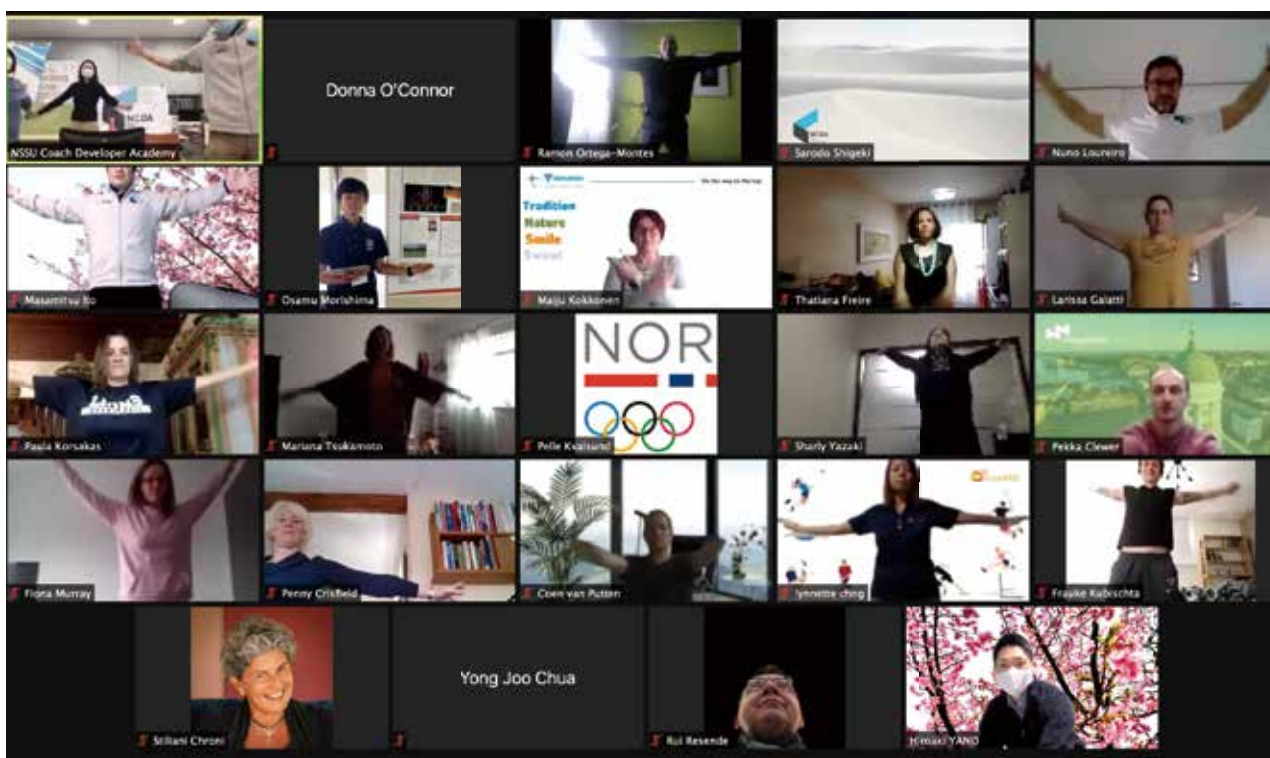
The symposium was then held at 21:00 Japan time. First, Prof. Masamitsu Ito, Deputy Director of NCDA, gave the opening remarks and showed a video reviewing NCDA’s efforts to date. Next, Ms. Penny Crisfield, who served as the main trainer for the first three cohorts, talked about the efforts at NCDA.

Then, in the first of the alumni sessions, Ms. Lynbette Chng (Cohort 3) and Mr. Yong Joo Chua (both from Coach SG) gave a presentation on “Enabling Coaches to Thrive in Unprecedented Times”. The presentation was about CoachSG’s efforts under the COVID-19 pandemic for about a year.

In the second of the alumni sessions, John Alder (Cohort 1, England Institute of Sport) gave a presentation entitled “A Case for Domain Specific Expertise in Coaching: UK Pathway Coaching Position Statement”. In it, he talked about where the problem lies, how to approach it, how coaches should be supported, and what it means for sport.

As a break, Ashley Ross, Cohort 4, recited a heart-warming poem as “An Ode to the NCDA”. In addition, Ramon Ortega Montes, Cohort 2, performed “I felt my body NICE, NICE, NICE” with his memories of Japanese bidet toilets, which soothed the online participants.

Finally, as the third session of the alumni sessions, Fiona Murray (Cohort 6 and 7, Special Olympics International) and Coen Van Putten (Cohort 7, Special Olympics Asia Pacific) gave a presentation titled “Developing Coaches in Special Olympics”, introducing the efforts they have made so far as Cohort 7.





# NCDA Webinar for Coach Developers

## 1st NCDA Webinar: Supporting Coaches during COVID-19

The first NCDA webinar, "Supporting Coaches during COVID-19," was held on April 24, 2020, using ZOOM. The number of participants was 305, and the number of participating countries was 34.

The guest speakers for the session were Ms. Maiju Kokkonen (Finnish Sports Institute Vierumäki, NCDA Cohort 3) and Mr. Pekka Clewer (Hagahehlian University of Applied Sciences, NCDA Cohort 5). Navigators were Mr. Andy Rogers (Sport New Zealand, Sports Consultant), Mr. John Bales (ICCE president) and prof. Masamitsu Ito. What can Coach Developers do to support coaches during the COVID-19 pandemic; where social distancing, self-isolation, closed training sites, and cancelled competitions are a new reality? What are you and your coaches doing to face these extraordinary challenges?

Share your ideas and experiences with a panel of Coach Developers, including Ms. Kokkonen, Mr. Clewer, and Mr. Rogers from Sport New Zealand and prof. Ito. First, Ms. Kokkonen and Mr. Clewer introduced a case study from Finland. They reported on the Finnish Olympic Committee's Community of Practice for coach developers, which started 10 years ago as a small outlet to share ideas, but has now become a large family-like community. They also reported that they are members of various sports organizations that participate in the Olympic Committee.

**1st NCDA Webinar for Coach Developers** SPORT FOR TOMORROW

**Supporting Coaches during COVID-19**

Date: Friday, April 24, 2020

Time: 8:00 Eastern US/Canada; 13:00 UK; 14:00 Central Europe; 21:00 Tokyo; 22:00 Sydney; Midnight NZ

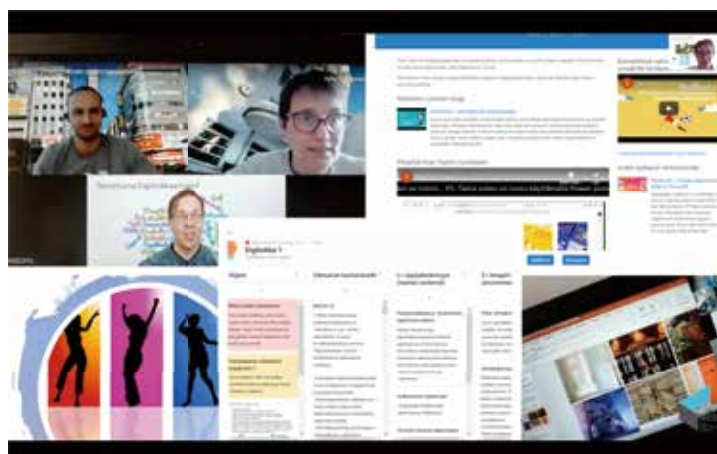
Where: ZOOM (Online)

Registration: <https://bit.ly/3br0HMw>

Open to the first 500 people who register

Speakers: Maiju Kokkonen (Sport Institute of Finland), Pekka Clewer (Hagahehlian University of Applied Sciences), Andy Rogers (Sport New Zealand), John Bales (International Council for Coaching Excellence), Masamitsu Ito (Nippon Sport Science University)

Logos: NSSU, ICCE, スポーツ庁 (Sports Agency)



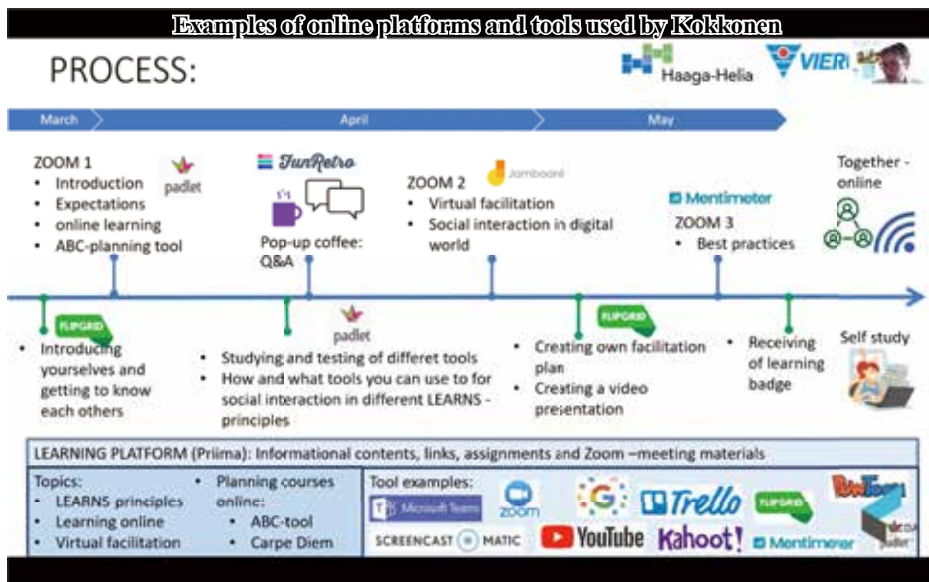
### Program

Time	Theme	Speaker
21:00	Video of NCDA Journey	
21:03	Introduction	Masamitsu Ito, John Bales, Andy Rogers
21:10	Case study of Finland	Pekka Clewer, Maiju Kokkonen
21:25	Case study of New Zealand	Andy Rogers
21:35	Other case studies of Norway and USA	Jon Grydeland, Cameron Kiosoglous
21:42	Q&A	

They are facilitating a discussion with about 70 education managers and coach developers about how to support online learning as well as other activities and how to overcome this difficult situation. They have set the following outcomes.

- Learning Outcomes
- Participants will be able to
- Design a variety of learning methods for different types of online learning.
  - Use a variety of tools in online learning and meetings.
- As a result,
- The participants considered and learned different ways to support social interaction online.
  - Participants thought of and shared ideas on how coaches can support athletes online.

Currently, coaches from different sports (ice hockey, soccer, etc.) are supporting each other and sharing what they can do to help. I've never experienced a situation like this in my life. I feel that it is very positive to see this kind of environment. The process of supporting the 70 participants is still ongoing, but the coach developers are learning new tools.



Next, Ms. Kokkonen gave an example of online coaching for Floorball that she has been running. Some of the players in the team are highly motivated. She wants her team members to be responsible for their own practice sessions. As a coach, she has ideas about opportunities and the nature of the practice sessions. The team is composed of 14 players aged 11-12. Practices are held twice a week using Zoom and include bingo, a WhatsApp challenge (posting pictures on WhatsApp), and seppo games (see <https://www.youtube.com/watch?v=n9ZPnaxbTMU> (YouTube)). The problem is that each child is practicing outside, so they have to pay attention to what they can do in that environment. This meant that there were many limitations to the practice. Other tools used include Google sites, X-break, card games, music, YouTube, and TikTok.

Next, Mr. Rogers introduced a case study from New Zealand. First, he explained the coach developer system in New Zealand. Currently, there are 300,000 coaches, 95% of which are volunteer coaches at the local level. In addition, there is a workforce of 600 coach developers, and 60 coach developer trainers who support the coach developers. When we went into lockdown four weeks ago, it was very important to stay connected and safe. So, we first contacted the 60 trainers to see what problems they were experiencing, and are now making various attempts to solve these. Currently, they are divided into five groups that meet weekly to support each other. As a result, new aspects have emerged, such as Communities of Practice. In the process of working togeth-

er, creativity has emerged and we have started to rethink things like how to conduct the Coach Developer Course. Some sports associations and federations have started to rethink the way they conduct their coach development programs. Examples of online support have also been cited, such as:

- Project to connect coaches is underway.
- New Zealand coaches are working together and supporting each other.
- New Zealand coach developers are doing live chat.
- Netball New Zealand has created the LEARNS framework

Other examples were presented by Mr. Jon Grydeland (Norwegian Olympic Committee, NCD A Cohort 5) for Norway and dr. Cameron Kiosoglous (United States Rowing, NCD A Cohort 5) for the United States. Specifically, he mentioned that in Norway, as a coach developer, he had to take care of the coaches more than before in this situation. In this situation, e-sports are gaining momentum, and we need to think about how to turn this into sport. On the other hand, sports offers a safe place for children, but there are places in the home where it is not so safe. We need to be careful about this and prepare for after the pandemic. Also, we need to reconsider the way we train coaches, such as online. In the United States, it was reported that the United States Rowing has been holding a webinar almost every day for the past month (April-May 2020), except for April 18, 2020. The United States Rowing currently has 80,000 members, of which about 7,000 have participated in the webinars. There are so many topics covered there, from how to coach to how to deal with current situations. One of the issues raised is how to get the most out of the various tools available. However, para-athletes and others are also involved, which can be seen as an opportunity to connect the entire organization. Under these difficult circumstances, the basic question of "how to connect" is now being tested. It was reported that it is necessary to prepare for the time when we will be able to work face-to-face.

#### Q&A

Q. What does Mr. Grydeland mean by "consideration"?

A. Mr. Grydeland: In terms of my own children's club, I would say that we make sure not to fire any of the coaches. As a parent, I want to pay for what I have seen the coaches do for my child. Rather than focusing on sports, it is important that the child is okay first. As for children, I think it is important to let them do what they enjoy now. Children need motivation, and under the current circumstances, I feel that they need the help of coaches.

Q. In countries where the internet is not so developed, what kind of methods can be considered?

A. Dr. Kiosoglous: I would suggest using books. It is important to go back to the basics. There are people who can't leave their homes, so how can they accept their situation? It is also important to try to incorporate the *enjoyment* that we have been exposed to in sports into our lives in this situation.



## **Voices from the participants of the 1st NCD A webinar**

A questionnaire about the webinar was sent to the listeners after the 1st NCD A webinar. The following questions were included in the survey: "What did you notice and learn?," "How do you want to apply what you learned in the future?" and "What do you expect from future webinars?"

What did you notice and learn?

- I learned that the role of coaching is changing.
- I found out that coach developers from different countries are connected online and are working to take action. As a coach, I would like to think about what I can do in this situation.

How do you want to apply what you learned in the future?

- I want to conduct a simplified coach developer training course using social media and ZOOM. I would like to provide professional support to coaches through this course.
- I am trying to put into practice the idea that we should not use online instruction as a band-aid, but rather try to be creative and creative in order to derive results from it.

What do you expect from future webinars?

- Instead of superficial information, please provide two or three more detailed examples.
- I would like the meeting to be interactive based on the questionnaire.

## **Speakers Profile**

### **Ms. Maiju Kokkonen (Finnish Sports Institute Vierumäki)**

Ms. Kokkonen is a graduate of the NCD A Cohort 3, 2015-16. She was also a trainer for NCD A Chort 5.5 and is currently a mentor for Cohort 7, 2020-21. She is involved in coach development as a coach developer at the Vierumäki Sports Organization in Finland.



### **Mr. Pekka Clewer (Hagahelian University of Applied Sciences, Finland)**

Mr. Clewer is a graduate of the NCD A Cohort 5, 2017-18. He is currently work as a senior lecturer in sports coaching at the Haaga-Helia University of Applied Sciences, Finland, where he teaches coach development, sports coaching and sports leadership in all coaching programs at the Vierumäki campus.



## 2nd NCDA Webinar: Towards Building A Coach Developer System Across Asia/Oceania

The 2nd NCDA webinar, "Towards Building a Coach Developer System in Asia/Oceania," was held on May 2, 2020. The number of participants was 164, and the number of participating countries was 29.

Mr. Azhar Yusof (Coach SG), Mr. Ashley Ross (South Australian Institute of Sport) and Ms. Jackie Travertz (High Performance Sport PNG) were invited as guest speakers for the second session. Prof. Masamitsu Ito served as the navigator.

Compared to Europe and North America, many countries in Asia and Oceania do not have a system for developing the quality of coaching. When we try to gather information for the development of a coaching system, we have to go into the discussions held in Europe and North America. If the countries of Asia and Oceania, which are close to each other in terms of distance, could work together to develop their own coaching systems, it would not only benefit the countries of the region, but would also make a significant contribution to raising the level of coaching in the world. Therefore, the purpose of this webinar is to exchange opinions on how we can build a cooperative system in the Asia-Oceania region by discussing topics from Australia, Singapore, Papua New Guinea, and Japan under the theme of "Building a Coach Developer System."

First, prof. Ito introduced a case study from Japan. In recent years, the Japan Sports Association has changed the way it conducts coaching training sessions from the traditional lecture format to a format that incorporates active learning. He explained the general schedule of the four-day course and the qualities and abilities required of the coach developer in charge of the course. In the Japanese coach-developer system, there are various strengths, weaknesses, opportunities and threats. The strengths include the culture of hard work and the long history of coach education by the Japan Sports Association. Weaknesses include resistance

### Presentation by prof. Ito

### Program

Time	Theme	Speaker
21:00	Introduction	Masamitsu Ito
21:03	Case study of Japan	Masamitsu Ito
21:10	Case study of Australia	Ashley Ross
21:20	Case Study of Papua New Guinea	Jackie Travertz
21:30	Case study of Singapore	Azhar Yusof
21:55	Closing	Masamitsu Ito



to change, a hierarchical society, and top-down education. Opportunities include the Tokyo Olympics and Paralympics, and the presence of international partners. Threats include this COVID-19 situation, the post-Olympic situation, and international and domestic competition.

Next, Mr. Ross introduced the case of Australia. One of Australia's current strengths is that sport is firmly rooted in its culture; it has hosted two Olympic Games and major international competitions in FI and tennis. Australian football and cricket are also popular. We are fortunate to have many coach developers who have been through the NCD A program (Michelle de Heiden, Donna O'Connor, Gene Schembri, Bob Crudginton, etc.). The apparent weakness is that the coach qualification system that was rolled out in the 1980s is now gone, and a coach qualification system is missing. There are some people who are doing great work individually, but there is no central focus. I myself was able to learn the skills through NCD A, but now I am acutely aware of the lack of a national system. Another weakness is the lack of a common language for coaches to learn and the absence of a coherent strategy. Many coaches learn in the field, but there is little support in the way of feedback. There is a lot more that can be learned from coach developers, but it is not happening. We need to use our resources more wisely. In terms of "opportunities," we already have people who have completed the NCD A program, and we have colleagues like Andy Rogers and Hugh Galvin who are working with us in New Zealand. NCD A is now focusing on improving not only the skills of coach developers, but also their ability to create systems, which is something I am very interested in. The threat here is that we don't know how we will be affected by COVID-19. I don't know what will happen to sport after this. Also, there may be some paradigm shifts in the way coaches learn.

Ms. Travertz reported on the current situation during the pandemic in Papua New Guinea. The strength to consider is that the athletes are able to practice according to the principle of "stay home, stay safe."

They also have a positive mindset. Weaknesses include the lack of face-to-face contact between coaches and athletes and the lack of facilities. Opportunities include the opportunity for self-evaluation. I also learned that I can learn a lot online and that daily communication is important. Threats include the possibility of contracting the new coronavirus infection and the lack of sufficient practice.

Ms. Yusof presented a case study from Singapore. First, he used Mentimeter, a real-time survey aggregation application, to see what listeners thought about the maturity level of the coaching system in their country. It was found that many listeners underestimated the level of maturity. Singapore is using sports as a strategy as such to achieve the Singapore Vision 2030 of "living better through sports." When Joseph Schooling won the gold medal at the Rio Olympics, he recognized that such a major sporting event can bring a country together. So, at Coach SG, we said, "If you develop an athlete, you get one athlete. By developing coaches and coach de-



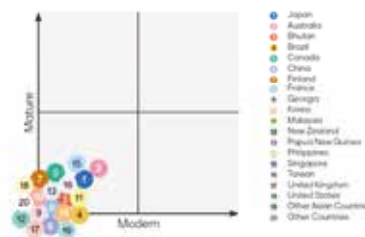
Q. Is the coaching system working well?  
 A. Ms. Travertz: There is no coaching system in Papua New Guinea, so coaching is based on the experience of the coach.  
 Q. Is the coach developer working?  
 A. Ms. Travertz: I think that a good coach developer will develop good coaches, but at the moment there are no coach developers in Papua New Guinea, so I think that we should start that system in this country.

velopers, we can get more coaches and athletes. Previously, there was no system for coach developers, but he was able to learn about the system from ICCE and NCDA. Since then, he has invited many experts from around the world and sent participants to NCDA programs.

We are trying to establish an eco (sustainable) system of coaching by adopting a systematic approach. Compared to the other ACW cities of Stockholm, Auckland, and London, Singapore has found that the older population is more physically active, while the younger population is less so. This suggests that physical education coaching for the younger generation is important. Currently, there are many freelance coaches in Singapore, and COVID-19 may be causing some of them difficulty in making a living. Nevertheless, I plan to work on various ways to realize that "with adversity comes opportunity." Coaches have not been able to take advantage of technology to the extent that they should, but technology is a strength of Singapore as a whole, and we will help them make more use of it. Coach SG is also organizing a variety of e-workshops and webinars. The impact of this has been observed in the data analysis of social networking sites. We believe that the fact that we are attracting a lot of attention is a guarantee of how correct our methods are.

**Questionnaire to the audience using the Mentimeter**

Where is your country at in your Coaching Development?



Q. Now that we've looked at four examples, what are the benefits of working together?

A. Ross: It's important to work together because there are already people here who have expertise. Each context is different, and what is applicable should be applied.

A. Yusof: Coach SG is learning a lot from other organizations and other countries, as I already mentioned.

A. Travertz: I think it is very important to have coaching knowledge in our country as well.

A. Ito: By stimulating each other mentally, there is a possibility that new knowledge and so on can be created. There are many differences in Asia and Oceania, so we need to make the most of them.

Q. Is it possible to continue the current flow of holding webinars after the pandemic?

A. Yuzof: It's great to see so many people participating in these webinars. Now we have NCDA and ICCE webinars. It is a time to make strong connections.

A. Ross: I like the idea of "collaboration of the willing." It's important to keep discovering people with expertise and encouraging them to come together.

## **Voices from the participants of the 2nd NCD A webinar**

A questionnaire about the webinar was sent to the listeners after the 2nd NCD A webinar. The results are as follows.

What did you learn from the webinar?

- The evolution of Singapore was amazing and I felt that there was much that Japan could learn from.

How do you want to apply what you learned in this webinar in the future?

- I want to continue to learn about coach development from the information provided by other countries so that I can be part of the modern trend.

What to expect in future webinars

- I would like to thank you for organizing such a coach education program even in the current situation where the coronavirus infection is spreading. Please continue to do so in the future.

## **Speakers Profile**

### **Mr. Azhar Yusof (Singapore: CoachSG)**

Mr. Azhar Yusof is the Director of CoachSG at the Singapore Sport Institute; an academy leading coaching education and development in Singapore. He was previously a Senior Lecturer and Assistant Head (Teaching) at the National Institute of Education (NIE) at Nanyang Technological University (NTU). He was a former national athlete and represented Singapore in rugby at the international level. He later went on to pursue coaching and match officiating and took part in the Asian Rugby Elite Panel and High Performance Review Panel for many years. He is also a Trainer with World Rugby and is involved with education and training work around the region. He has a background in teaching and taught for many years in schools before joining NIE as an academic staff member where he specialized in curriculum, teaching and learning. He is a qualified coach in a number of sports and his experiences in sport has enabled him to lead the coaching education and development efforts across all sports in Singapore with the aim of raising the value proposition of sport and coaching, and realizing the national goal of "living better through sport." Mr. Yusof gave a brilliant talk on coach development in Singapore in our 7th NCD A International Symposium on 15th Feb, 2020.



### **Mr. Ashley Ross (Australia: South Australian Sports Institute)**

A graduate and return presenter of the NCD A, Mr. Ashley Ross has been involved in coaching athletes and coaches from grass roots to world championship teams across sports and genders with experience around the globe for more than 35 years. He currently leads Coach Development for the South Australian Sports Institute.



### **Ms. Jackie Travertz (Papua New Guinea: High Performance PNG)**

Ms. Jackie Travertz (Papua New Guinea) is working at the High Performance PNG as an athletic coach and parasport coordinator and has been working in the domain of para-athletes identifying the promotion of parasports, and athlete/coach development in Papua New Guinea. She is also active as an athlete and participated in the Pacific Games in Samoa this year. She is a good coach as a keen learner and is fully committed to improving her coaching and the coaching environment in Papua New Guinea.



## 3rd NCDA Webinar: Supporting coaches where few IT resources are available

The 3rd NCDA webinar, "Supporting Coaches where few IT resources are available" was held on May 21, 2020. The number of participants was 99 and the number of participating countries was 34.

Mr. Pelle Kvalsund (Norwegian Olympic and Paralympic Committee) and Mr. Chris Nunn (Oceania Paralympic Committee) were invited as guest speakers. The navigators were Mr. Glenn Cundari (Professional Golfers' Association of Canada) and prof. Masamitsu Ito.

We can say that our discussions on coach development are mainly led by coach developers in developed countries. Also research on coach development has been conducted mostly in North America, Europe, Asia, Oceania, and a part of South America.

However, the truth is that all the participating countries are willing to have quality coaching. It is vital to help and cooperate with each other for all the athletes around world to receive quality coaching and have a foundation to live a better life through sports. In this COVID-19 global pandemic,

it is apparent to us that communication with others has become much more difficult where few IT resources are available.

In this 3rd webinar, we think it is time for us to focus our thoughts on the scene beyond IT barriers, with Mr. Kvalsund (mainly in Zambia and southern African countries) and Mr. Nunn (mainly in Oceanian island nations), who have been working in coach development and athlete development in developing countries, and Mr. Cundari, an international coach developer.

First, Mr. Kvalsund talked about his activities in the Southern African region. He has been working in Southern Africa for about 20 years, as well as in many other countries around the world.

A previous ICCE webinar also started with a coach developer, and the theme was to create solutions for coaches and athletes. One of the most important things is to be able to support coaches using IT tools. So, using the instant messenger application WhatsApp, coach developers in southern Africa and Brazil were asked the following questions to find out what kind of support

### Publicity for the 3rd webinar

### Presentation by Kvalsund

### Program

Time	Theme	Speaker
21:00	Introduction	Masamitsu Ito
21:02	Lecturer Introduction	Glenn Cundari
21:05	Supporting coaches in South Africa	Pelle Kvalsund
21:20	Supporting coaches in Oceanian Islands	Chris Nunn
21:42	Q&A	

coaches need.

- (1) How are you doing, and what are you doing during this extremely difficult time?
- (2) Are the athletes in your sport somehow able to stay active (e.g. training at home) during this time?
- (3) Are coaches able to provide some form of support to their athletes? (If so, how?)
- (4) [As a coach developer], do you provide any support to coaches? If so, how?

Through these exchanges, it became clear that "communication is important." It also became clear that the interaction between people is more important than the content of what is asked. Here are some of the responses from the coaches as a coach developer. I suggested to the coaches that they create a social group with their athletes, send them videos of how they practice, and then send them to each other for their input.

In addition, Mr. Kvalsund asked coaches and coach developers what type of training and support they are looking for, at what level, for how long, and when (and how much). We need to base our decisions on how to support coaches and coach-developers on these questions. It should also be a two-way street, not one-way communication. Feedback to coaches will be based on the current context of the area and the availability of tools and other resources, which will ultimately determine the method. Therefore, rather than creating or discovering new tools and methods, there is a need to make better use of the platforms and tools that currently exist. Coaches sometimes find it difficult not only to access the latest tools, but also to apply them in a way that works for them. A module that can be downloaded in a short time may be better than a long streamed webinar. Many other things have to be considered, such as the coach's PC and network. So the key is to find out what the most easily accessible tools can bring to the table, both in terms of sharing and collecting information. WhatsApp is currently the most effective in this sense.

Next, Mr. Nann talked about the activities in the Oceania island nations. The first challenge is for coaches to be able to contact coach developers on a regular basis in places where internet access is limited or not available. At the Rio Paralympics, five countries won 50% of the gold medals. The good countries are doing even better, while the not-so-good countries are in a situation where they cannot even compete. The situation in nine countries in Oceania (Australia, Fiji, New Zealand, Papua New Guinea, Samoa, Solomon Islands, Tonga, Vanuatu, and Kiribati) was shared. In terms of internet availability, the problem extends to 87% in developed countries, 47% in developing countries, and 19% in the least developed countries. In spite of this, some athletes have been able to achieve success, which has attracted a great deal of interest from the people of the Oceania Islands.

The first phase of the workshop was to conduct coaching sessions and identify coach developers by observing how coaches interact with athletes. We had to pay attention to the language/languages they use (not everyone in the world can speak English) and understand what language would work best for them. We must also try to understand the "context" of each place. Some coaches have trouble with transportation, some don't have internet access, and some don't have a practice environment. Some coaches do not have access to transportation, some do not have internet access, and some do not have a well-developed practice environment.

In the second phase, it is important to choose the right sport and discipline for the athlete. This means determining the original technical aspects and considering what facilities and equipment are available there, and what strengths they have. In Vanuatu, the javelin was an option for those who were already good at throwing. The second phase, from a coaching perspective, would be to hold coach development workshops where specific coaches would conduct



the exercises and coach developers would give feedback on them. I have experience working as a coach developer for coaches in Papua New Guinea, and we were able to develop excellent athletes even in the Papua New Guinea environment. In the future, working with the Agitos Foundation and NCDA will mean forming a group of coaches. We have the potential to change people's lives. As someone from a developed country, I have to support promising athletes with great talents from developing countries.



Presentation by Mr. Nunn



Mr. Nunn

Q. What are some of the things that are available in different countries, IT or otherwise?

A. Mr. Nunn: Building a team of like-minded people who can share ideas, first at the regional level and then at the national level. Currently, there are ways to use the internet to share information among coach developers, but we also need to get our feet on the ground.

A. Mr. Kvalsund: There are 32 trained coach developers in three southern African countries, but they are a bit conservative and do not challenge the political system. We think it is important to support these people. But they still have to solve their own problems.

Q. When you use the word "system," what do you mean by that?

A. Mr. Nunn: It's not just a group of people, it's a group of mentors. I mean it's a group of coaches who know what it takes to coach. I think it would be beneficial to have some kind of exchange with coaches from other countries.

A. Mr. Kvalsund: There is also a question of balance. In the first ten years of working in southern Africa, we focused on building the system. But in the following 10 years, we focused on developing people as a preliminary step to building the system. The balance between the two is necessary. Now, I am focusing on developing coach developers. When we first tried to build the system, we had a lot of problems. In the beginning, I tried to build a system, but it failed, and I discovered that the balance between system and people is important. At NCDA, I learned the program and was able to use it to create a personal network.

A. Prof. Ito: In the past, NCDA has focused on skills, but this year we have shifted to system building. The reason is that even if you learn the skills, if you don't have a system to use them, it won't work. The balance between the two is certainly important.

A. Mr. Nunn: Now that the coaches have been trained, the question is how to systemize them.

Q. How do you set up a meeting with future coaches in a place where IT is limited or barely available?

A. Mr. Nunn: I rely a lot on the teachers at my school.

A. Mr. Kvalsund: Determining what's available to you first. We need to see what is available to us first, because there are parts of the school network and cell phones that are available.

## **Voices from the participants of the 3rd NCD A webinar**

A questionnaire about the webinar was sent to the listeners after the 3rd NCD A webinar. The results are as follows.

What did you learn from the webinar?

- I learned that it is not enough to train coach developers, but it is necessary to create a system and structure to enable them to work.

How would you like to apply what you learned in this webinar in the future?

- I would like to visit the panelists directly to learn more about strategies to effectively train coaches and coach developers in areas with limited IT resources.

What do you hope to see in future webinars?

- I'd like to continue to provide opportunities for coach developers to learn from each other and share information.

## **Speakers Profile**

### **Mr. Glenn Cundari (Professional Golfers' Association of Canada)**

Mr. Glenn Cundari is the Founder and Lead Coach Developer at COACH+, a company primarily focused on supporting sport organizations in an effort to increase coaching effectiveness. Currently working in nine different sports, he consults the current Technical Director for the PGA of Canada, responsible for the National Coach Certification Program for golf in Canada. Mr. Cundari is also the Master Coach Developer for golf in Canada. He is an esteemed winner of the National Coach Developer of the Year in Canada. He was part of the original team that developed Canada's Long-Term Player Development Guide for golf. His work in coach and athlete development led him to speak about instructor and coach development in 20 countries. He was a member of the group that recently developed the International Golf Coaching Framework on behalf of the International Golf Federation and the International Olympic Committee. Glenn took part in the third cohort of the NCD A and came back to NCD A as a senior coach developer in 2017-18.



### **Mr. Pelle Kvalsund (Norwegian Olympic and Paralympic Committee and Confederation of Sport)**

Mr. Pelle Kvalsund is an international sport development and coach development specialist. Working with the Norwegian Olympic and Paralympic Committee and Confederation of Sport (NIF), and their international development cooperation unit, Pelle supports coaches and sport associations that NIF partner with both on an individual and systemic level. His passion and job is to support the formation of coaching practices that are practical and contextually suitable for coaches and athletes in their countries. He also took part in third cohort of the NCD A and came back to NCD A as a senior coach developer in 2017-18.



### **Mr. Chris Nunn (Oceania Paralympic Committee)**

Mr. Chris Nunn is motivated by getting the best out of people. As an athlete he represented Australia at the Commonwealth Games, and then transferred his knowledge and motivation to become one of the world's most successful Paralympic coaches. He led the Australian Athletics Team to be the best in the world at the Sydney 2000 Paralympic Games and was awarded the Order of Australia Medal for his services to people with a disability. He is now an international consultant working with Olympic and Paralympic committees with an emphasis on coach development, leadership and mentoring. He considers the critical factor in leadership to be the individual to understand themselves before attempting to lead others. Organizations which invest in their people will achieve a higher level of performance. "Build a better person, get a better result."



## 4th NCDA Webinar: Innovative Ways to Support Coaches' Practice

The 4th NCDA webinar, "Innovative Ways to Support Coaches' Practice," was held on June 23, 2020. There were 67 participants and 20 participating countries.

Guest speakers included Ms. Penny Crisfield (World Triathlon), Hayley Harrison (Sport Ireland Coaching), Mr. Steven Dillon (Melbourne Victory FC), Mr. Condrey Liu (Singapore Swimming Association), and Ms. Linda Low (Coaching Consultant). The navigators were ICCE President John Bales and prof. Masamitsu Ito.

The 4th NCDA webinar will explore a variety of ways for coach developers to support coaches' practice, stressing the need to identify appropriate support options for each coach and in a pragmatic, cost-effective way. It will showcase 4 different examples and use breakout rooms to allow coach developers to explore one area in more depth.

First, Ms. Harrison introduced the "Wall of Support." Each different group will have a different wall accordingly. As a coach developer, various elements will be added, from formal coach education to one-on-one mentoring, but the same activity at different times with different coaches will have different content. The coach-developer will try to use the "walls of support" to create a program that works for them.

An example of a wall of support in a community group is shown (the slide images shown on the next page were created last year). The number and content of the bricks varies by context. It is important to create something that will work and is doable in their context. Regarding tools for profiling coaches and related issues, profiling is important to find out what kind of coach you are dealing with (strengths, weaknesses, behavior, personality, etc.). Some of the questions to find out the facts are shown on the next page:

### Program

Time	Theme	Speaker
21:00	Introduction	Masamitsu Ito, John Bales
21:03	Introduction and Webinar Format	Penny Crisfield
21:05	"Wall of Support" and the Importance of Coach Profiling	Hayley Harrison
21:11	Club-based Coach Support Program in Australia	Steven Dillon
21:20	Coach Exchange Program in a National Sports Federation	Condrey Liu
21:30	WSLA international Mentoring Program	Linda Low
21:36	Coach Mentoring Program in an international Sports Federation	Penny Crisfield
21:42	Breakout room session 1, 2, 3, 4, 5	
21:53	Feedback and Closing	Hayley Harrison



- What is the role of coaching by coaches? (Head Coach, Assistant Coach, Specialist Coach)
- How long has the coach been coaching?
- Who are the coaches coaching? (children, youth, adults, etc.)
- In what contexts do they coach? (recreational, developmental, international level, etc.)
- Are the coaches working as paid professionals, paid volunteers, or unpaid volunteers?
- How often do they coach? (1-3 hours per week, 4-10 hours per week, 20+ hours per week, etc.)
- What level of certification do you have? (if any)
- How many support services have you had available to you in the past two years?

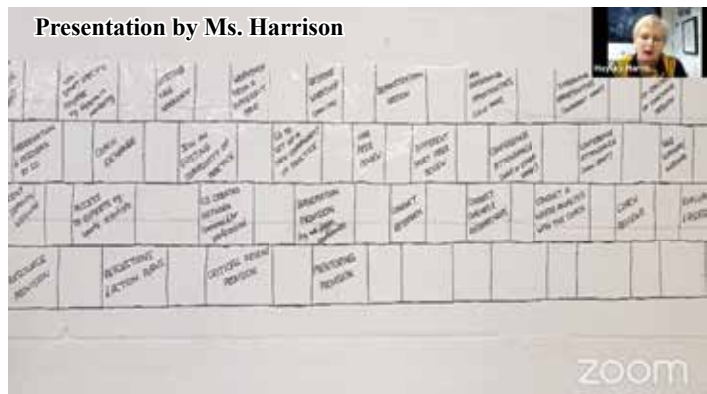
For the coaching role, fill in the coaching position and what it entails. By doing so, various factors can be visualized. We can then consider the "Wall of Support" and the profile together. This will lead to the creation of an efficient and effective program.

Next, Mr. Dillon presented the topic. The team he belongs to, Melbourne Victory FC, is one of the biggest soccer teams in Australia, and has a soccer academy with 150 players, who range from 13 to 21 years old. In addition, there are seven pre-academies with 500 players from 9 to 14 years old, and I mainly work here.

Parents, coaches, clubs, technical directors, etc. all need to be nurtured together. In a sense, it's like having a parent development program and a club development program as well as a coach development program. As for parents, we need to keep in mind that "they are not the enemy," "don't assume they are beginners," "don't assume you understand their needs," and "are you spending your time developing them or simply informing them?" For coaches, we need to think about formal and informal coach education, flipped learning and various interactions, and how we are building trust and support within and for the organization. For technical directors, we need to think about "are we ready to talk openly about competition," "how can we support their aspirations and needs rather than imposing our message," and "building bonds rather than relationships. However, the most important people to me are the players.

In order to shift from mere "coach development" to "human development," we need to think about three questions: "How many groups of people are we developing in our ecosystem of players?," "How do we coordinate to get our message to multiple stakeholders?," and "Which groups should be included in a club-based coach development system?"

The third speaker, Mr. Liu, introduced the coach exchange program in the national sport association, which started in 2018. In the coach exchange program, coaches first go to other clubs to work as assistant coaches or main coaches. They gain experience in a different environment and are involved not only in coaching, but also in sports science and management processes. They will bring back the best practices from their assigned club and adapt them to the local context. The American Swimming Association is a good example of this coach exchange program. A familiar example is that of the Singapore Swimming Association.



tion, where Stephen Whitman took a year off to travel the world and then became an Olympic-level coach in Australia.

Specific coaches and coach developers will be selected for the coach exchange program. The targets are TID Tier and Tier 3. There, individual goals are set and activities are undertaken to achieve the goals. They are encouraged to send weekly reports to their local team during the program. There are three types of coach exchange programs: (1) extended conference programs, (2) short term exchange programs with several clubs or teams, and (3) long term exchange programs with one team.

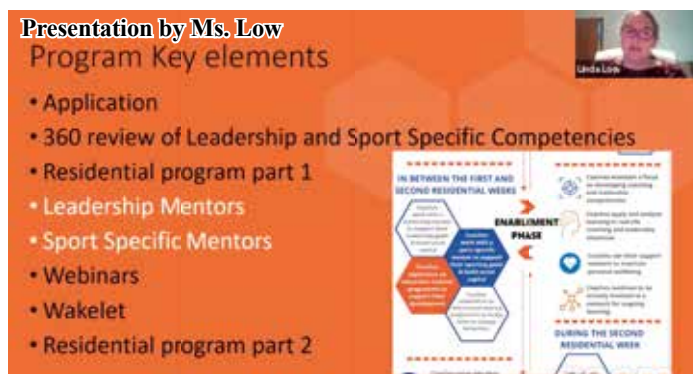
In the (1) extended conference program, three coaches did a two-day exchange program at a local club after the international conference. They had lunch with the local coaches, observed a practice session, and then had a discussion about the practice.

(2) In the short-term exchange program with several clubs and teams, one coach visited the United States, a developed country in swimming, in 2018 and visited three teams. He stayed at each club for about 10 days. There, he learned via observation, had discussions with the club coaches, and compared the swimming ecosystems in the US and Singapore. Compared to the extended program, the short-term exchange program provides a more in-depth understanding.

(3) In the exchange program for a longer period with one team, as a more specialized program, a coach was sent to Australia and associated with Mr. Michael Ball of Griffith University. 4 swimmers were sent with the coach. This program is a best practice with regard to knowledge transfer; athletes may not be able to realize the difference in their practice if they do not have something to compare it to. There was also a conflict between concept and practice, which enhanced the tacit transfer of experience and knowledge for the coaches. Common outcomes included open communication with gratitude for acceptance and a shared identity within the team that was directly influenced by the coach.

As the fourth person to speak, Ms. Low presented the topic: “Regarding the International Mentoring Program of the Women’s Sports Leadership Academy (WSLA).” The objective was to increase the number of female coaches at the level of the Olympics and World Championship. The program aims to improve the leadership skills of female coaches and to give them the confidence to progress in their careers as high performance coaches. The program involves 26 women from 23 countries and sports organizations in a variety of sports, including World Rugby, the International Tennis Federation, the International Wrestling Federation, the World Cycling Centre, the Anita White Foundation, the Olympic Solidarity, and Hertfordshire University. One of the key elements of the program is mentoring. In order to participate in the program, participants apply to international federations and are selected. There, they are evaluated on various aspects of their leadership and professional sports abilities. Prior to the week-long residential program in the UK, there will be a pre-study, and upon completion of the residential program, the participants will be introduced to a mentor for leadership and a mentor for professional sports ability. This is followed by regular webinars and use of Wakelet, and a second residential program one year after the first.

The philosophy of the program is centered on empowerment (improving the social status of women). The values include



self-reflection and personal growth, inclusiveness and diversity, support and empowerment, passion and commitment, innovation and change. The leadership competencies required in the program are to drive oneself, improve excellence, and perform effectively. In addition, three leadership competencies from the International Federation's list and sport-specific competencies will be added. For mentoring, various activities are listed in terms of leadership and sport-specific competencies regarding recruitment, orientation, focus (leadership competencies and sport-specific competencies), implementation, documentation, and support. Breakout sessions included "How do we determine how formal to be in mentoring? What do mentors need to know in order to be able to do it effectively? and "What monitoring is needed and for what purpose?"

The topic was presented by Ms. Crisfield as the last speaker before the breakout room session. She talked about the World Triathlon, a coach mentoring program of the International Sports Association, whose objectives are to improve the quality of coaching, officiating and leadership, to increase the percentage of people with disabilities, to increase the percentage of women in leadership positions in sports, and to increase the number of developing countries involved. In addition to these, the objective was to create a sustainable program that would have a solid impact on sport.

One of the unique aspects of the support program is that it is (1) global: leaders from five continents and 115 mentors from five continents will be selected and trained. The program should have at least 100 mentors, and for a 9-month program, 25-300 mentees will be selected. (2) for coaches, referees, and administrators, at least 25% of the mentors and mentees should be from each area (coaching, officiating, administrators/leaders). (3) is in part an attempt to solve the problem of inequality in sport. It ensures that at least 33% of mentors are women, 10% are people with disabilities (or who work regularly with people with disabilities), and at least 33% are from developing countries. For those receiving training, at least 66% of mentees should be women, 10% should be people with disabilities, and 66% should be from developing countries. (4) is about the online training program, which includes e-modules, webinars, one-on-one online mentoring sessions, and communities of practice in an intensive six-week program. Not only the mentors but also the leaders of the respective continents will complete this. Hence, those who manage the entire program can also do so with a firm grasp of the inner workings. There are six courses in the online training program, divided into two blocks of three courses. Each course lasts six weeks each. However, due to Covid-19, the courses have not started. (5) is a 9-month mentorship program with mentees as the core. In this program, one mentor is assigned to each of two or three mentees.

**Breakout room Session 1: Ms. Hayley Harrison**

A coach exchange program can be conducted for intermediate as well as advanced coaches, where there is a lot of learning to be considered. Peer review by coaches from different sports is a daunting challenge, but can be beneficial for coaches who can remodel their skills and understand the terminology of their sport. Research has shown that peer reviews from different sports can be successful and can dramatically change how coaches learn if coaches are properly selected.

You should not spend too much time providing information and materials to coaches, and you need to be selective about what information you give them. Also, encourage coaches to do their own research. Connecting coaches who don't know where to get information but want to know more with researchers can benefit them as well as other coaches in the sport, both domestic and international. As a coach

**Presentation by Ms. Crisfield**  
**triathlon mentorship program**  
INTERNATIONAL TRIATHLON UNION



**On-line training programme:**

	2020						2021				
	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
Course 1 (20/21)		Preparation	1 weeks training								
Course 2 (20)				2 weeks training							
Course 3 (20)					3 weeks training						
Course 4 (20)								4 weeks training			
Course 5 (20)									5 weeks training		
Course 6 (20)										6 weeks training	

- 6 training courses
- 6 weeks each
- 2 blocks: 3 courses per block



developer, I can also use such knowledge, as researchers were allowed to participate in the coaching-related conference held in Tokyo last year (ICCE Global Coach Conference, Tokyo, October 2019).

A fundamental element of coach support is the assessment and evaluation that coaches themselves need to move forward. These may not be included in the support program, but they are an important part of the coach support program. Reflection and action plans may not be done as often by novice coaches. However, working on these can make a big difference in how you coach and what motivates you to coach as you



progress to intermediate coaching. Mentoring can take many forms. Ideally, it would be one-on-one, but that can be time-consuming and expensive. It is important to do what is effective, not just what you can or want to do.

Q. As a practitioner coach, I am currently researching the role of personality in the coach-athlete relationship.

Is there a reason why you try to avoid mentioning personalities when you are selecting your coaches?

A. Ms. Harrison: Profiling coaches is about simplicity, about knowing the "facts." Personality and behavior, while important, are secondary. Knowing the basic facts in profiling a coach will help the coach developer know what kind of support would be beneficial. Knowing about personality and behavior takes time and takes away from the essence of profiling.

Q. There are a lot of volunteer coaches in Ireland, but when you use the Wall of Support, do you do it with the coaches or do you fill out something first to show them?

A. Ms. Harrison: It depends on the context of the environment. It's not about what's on the wall, it's about what's appropriate for the people you're working with. Five-year or short-term plans for coach support. We do not believe that the duration of a 5-year or short-term plan for coach support should affect the way in which the Wall of Support is built.

### **Breakout room Session 2: Mr. Steven Dillon**

I will show you the actual practices that I have done. How to implement these in the field. Identify what wants and needs clubs, parents, players, coaches, and technical directors have for each other. In fact, I've spent a lot of time talking to people about this. In fact, I have spent a lot of time talking to people, specifically parents and players, who have given me ideas about coaching. There is also a gap between what each of them wants from the other, but we will look at what the reality is in order to overcome it.

As a shift from coach development to "people development," we will ask: "How many groups of people in the player ecosystem am I currently developing? How do I get my message across to multiple stakeholders? and "Which groups do I include in my club-based coach development system? and "Which groups do I include in my club-based coach development system?"

### **Breakout room Session 3: Mr. Condrey Liu**

Q. Opportunities like this are sometimes limited to top coaches, but what process did the coaches who participated in this program go through?

A. Mr. Liu: Singapore is not a very big city, so we can take advantage of that to have a variety of interactions. The coaches in each tier are informed directly. My boss is holding interactive workshops to look for coaches who have potential.

Mr. Liu then asked if they were doing any kind of exchange program, and a participant provided an explanation, stating that the British Swimming Association has several independent programs, including one on mentoring.

### **Breakout room Session 4: Ms. Linda Low**

Q. How do we find out about the open call?

A. Ms. Low: Basically, the International Federation arranges it. Many federations are trying to increase the number of female high-performance coaches.

Mr. Azar Yusof comment: Singapore has recently started mentoring. However, there are not many mentors and it cannot be done systematically.

Q. Ms. Brady: If the mentor and mentee know each other, they can start with informal mentoring. If the target is evaluation, it may be desirable to do it with formal mentoring. It depends on the purpose.

A. Ms. Low: Mentoring has a specific purpose and requires leadership skills. It is related to three of the objectives in this program. The remaining 23 include informal elements. In spite of the situation of the spread of the novel coronavirus, the idea of "empowerment" is important in the program. Whether it is a program or an individual, the purpose, philosophy, and values are important when mentoring.

Q. Mr. Yusof: What is the framework on which the professional competencies required of coaches in the program are based?

A. Ms. Low: Leadership competencies are derived from high performance coaching programs that are used on a global scale.

Q. Ms. Brady: What do leadership mentors say about the alignment of the program's philosophy with mentoring itself?

A. Ms. Low: When we select mentors, we tell them the goals and principles of the program, so I think they are aligned. The mentor makes a short video and the coach watches it and chooses the mentor. So far, the relationship is going well.



**Breakout room Session: Ms. Penny Crisfield**

Q. Ms. Crisfield: Is anyone else doing a mentoring program to help coaches in their area of work? Do you have a mentoring program to support coaches in your area of work, or are you considering doing so? What did you learn that might influence your current or potential coach support program?

A. Audience1: I liked the "barriers to support" that Harrison talked about. It helped me understand the importance of meeting the coach's needs and having a way to draw on the coach's experience. I wanted to use that in the future.

Listener: I was interested in the profiling that Ms. Harrison was talking about. I am interested in mentoring and thought it was very important to engage others in their learning.

Q. Audience2: I was interested in Ms. Crisfield's measurement of impact. I'd like to hear if there are any other examples, and how you think you will use such evaluations once you have them.

A. Crisfield: We didn't want it to be just a cost-benefit program. We designed it so that we could actually see behavior change. We'll see how that works out.

Q. Audience2: How often will participants receive results on their impact after the program?

A. Ms. Crisfield: The program is for three years, but we are currently thinking of monitoring every six months. However, it is fluid and we need to see how it goes. The team has a monitoring and evaluation specialist who is working with Norman Brook and another person in South Africa. They will be able to guide us in behavior change.

Joanna commented: The para field is sometimes forgotten, but athletes with disabilities such as visual impairments and amputations are expanding in Ireland and are having a huge impact on the world. We try to be as equal as possible there, and I think it's great that para-athletes are included in the process of the program.

A. Ms. Crisfield: The target percentage is an ideal, but we will try to achieve it. We hope to be able to select from a sufficient number of applicants to meet our target percentage. It seems that there are not many

other programs that address the issues of disability, women, and developing countries, so we would like to promote them.

Steve's comments: I was interested in the idea of including referees and other leaders. I think it has something to do with World Para Volleyball, where I work, because I work very closely with the referees and so on.

A. Ms. Crisfield: It was good to talk about matters that are mutually beneficial. It is clear that we can influence each other for the better by learning more from each other's places.

Q. Audience3: There are different people, so how do they decide what they want to learn?

A. Ms. Crisfield: A pure mentoring program would be centered on the needs of each coach, referee and administrator. It is not like Low's program, which focuses on new skills. It is not tied to qualifications.

Finally, Ms. Harrison gave a summary. She summarized what he wanted participants to do as an action plan. She asked the participants to create a "wall of support" for themselves, their sport, and their environment, to create a coaching profiling form for themselves, and to create a system for effective coach support.



## **Voices from the participants of the 4th NCDA webinar**

A questionnaire about the webinar was sent to the listeners after the 4th NCDA webinar. The results are as follows.

What did I learn from the webinar?

- I was able to find a clear focus on helping coaches.
- I learned that philosophy and values are important in a mentorship program.

What to expect in future webinars

- Please don't have too many guest speakers. I think it is important to understand a topic correctly and deeply.

## **Speakers Profile**

### **Ms. Penny Crisfield (UK: World Triathlon )**

Ms. Penny Crisfield is an ICCE Master Trainer and with John Bales, initiated the NCDA Coach Developer Programme in Japan and pioneered the ICCE Coach Developer Programmes. She wrote the ICCE International Coach Developer Framework and is the Director of her own training company, Apollinaire. She is currently working with Norman Brook on a World Triathlon Mentoring program which aims to increase and sustain the number of women and people with disability in leadership roles and develop the skills of male and female coaches, technical officials and administrators/leaders through a sustainable mentoring program that will have a significant impact on the sport of triathlon.



**Ms. Hayley Harrison (Ireland: Sport Ireland Coaching)**

Ms. Hayley Harrison is the Head Trainer at Sport Ireland Coaching and an ICCE Master Trainer, delivering Coach Developer programs both nationally and internationally across 50+ sports. She trains Coach Developers and Trainers of Coach Developers and has a special interest in the skills required to design and deliver support programs. Hayley also heads up the High Performance Coach Support program in Ireland and is a High Performance coach in her own right, having coached athletics for over 30 years at a world and Olympic class level.



**Mr. Steven Dillon (Australia: Melbourne Victory Football Club)**

Mr. Steven Dillon is currently the Pre-Academy Coordinator at Melbourne Victory Football Club. He is an alumni of NCDA and was previously the National Coach Development Manager of New Zealand Football. Steven now oversees the leadership of a key junior football development program which includes players, coaches, clubs and parents and aims to facilitate positive and aspirational learning experiences for everyone involved.



**Ms. Linda Low (USA: Coaching Consultant)**

Ms. Linda Low has been at the forefront of coach education in the UK for many years, working with sportscotland, UK Athletics and Rugby Football League. She has designed, developed and implemented coach education systems, which resulted in her being awarded UK Coach Developer of the year in 2014. She is a lead facilitator on the Women’s Sport Leadership High Performance coaching program and has responsibility for training and supporting the leadership mentoring. She has a keen interest in leadership and sport specific mentoring and how this can support the development of high performance coaches. She is now a consultant working internationally. Based in Ohio she works collaboratively with e.t.c coaching consultants to support the delivery of high quality coaching education and coach development.



**Mr. Condrey Liu (Singapore: Singapore Swimming Association)**

Mr. Condrey Liu is currently employed at Singapore Swimming Association as a Coach and Club Development Officer. An Alumni of the NCDA Program, he led the creation of a coach development program for Swimming in Singapore. He was instrumental in the revamp of the previous coach education program for new coaches and is now working to create new Continuing Coaches Education and recertification programs for current coaches.



## 5th NCDA Webinar: Assessment in Coach Education

The 5th NCDA Webinar on Assessment in Coach Education was held on September 2, 2020. The number of participants was 226 and the number of participating countries was 44.

Mr. Liam McCarthy (University of Central Lancashire, UK) and dr. Claire-Marie Roberts (Premier League, UK) were invited as guest speakers. Prof. Masamitsu Ito and ICCE President Mr. John Bales served as navigators.

Coach assessment is a consistent feature of many coach education programmes, yet it is largely overlooked within the academic research literature. As such, there has been a general failure to recognise the potential for assessment to contribute to coach learning, which we argue is a significant oversight. Within this 5th NCDA webinar, we intend to: raise the profile of assessment in coach education, share concrete examples of assessment from around the world and introduce the ICCE Assessment in Coach Education Working Group.



### 【Liam McCarthy】

First, let me introduce the issue we will talk about: a paper published eight years ago is one of the few research papers that addresses assessment as a role of the coach. The first point we would like to focus on here is that while the paper describes how coaches learn and their experiences with assessment in coach education, assessment itself is overlooked. It is ironic that assessment is overlooked, because when we talk about a coach's experience in coach education, it is likely to be deeply connected to the assessment process that the coach went through. If a coach has had a positive experience with coach education, assessment will be one of the reasons why. However, when we talk about how coaches learn, we often overlook the fact that assessment facilitates learning and that assessment can contribute to coaches' learning.

The second point is that we miss an opportunity to support coaches in their learning and development of skills by not considering assessment. In this webinar, we will also talk about supporting coaches' learning and how assessment can help make that possible.

The third point is that by considering assessment, we are not only disrupting conversations in coach education, but we are also sacrificing opportunities for us to help coaches learn. For example, if we were to assess coaches on a one-time performance at the end of a program, there would be a huge inconsistency in the messages we send. This is because the coach may have had a great experience in the program, but the assessment may be inconsistent with that experience. Assessment and experience are contradictory, and there are many problems here.



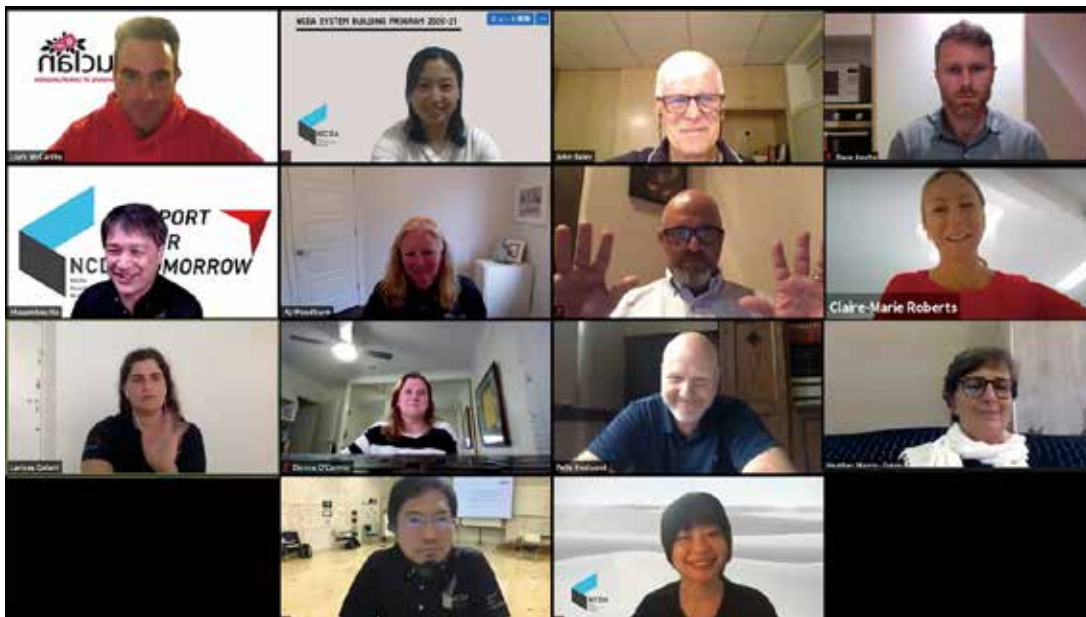
What I have raised may be perceived as pessimistic now, but as the webinar progresses, we will talk about how to solve some of these problems and hopefully develop further discussion on it.

To begin with, there are a few questions we can ask ourselves as program creators or coach developers before assessing coaches in our programs. First, "What do we want to achieve by assessing coaches?" is one of the most important questions we should ask ourselves at the beginning of a program. In other words, you should understand why you want to assess the coach, what you want to achieve, and how best to achieve it. There are many ways to assess a coach, but you should also understand who is involved in the assessment process and what they bring to the table. By thinking about assessment in more detail, we hope to ultimately identify who gains what by assessing in a particular way, who gains what through the assessment process, whether the coach gains a certificate or credential, whether the coach gains a fulfilling learning experience, and whether the coach developer. We hope to clarify the role of the coach developer as an assessor. What I have listed here is a sampling of data from UK sport federations and associations and ongoing collaborative research projects. In addition to these, I have included data from interviews I conducted with some programs about why they assess in this way. I believe that these data show a general response.

At the end of the paper, it is written that "for us, assessment is just a black hole." This is because it is a long and complicated path from having an idea in your head of how you want to do an assessment to actually conducting an assessment with coaches on the field.

By the way, what are we looking for in a coach? Here are a few examples from the research literature in this regard. In a paper from Brazil, when portfolios are used for assessment, coaches do not understand what is expected of them and the guidelines are not clear. In a Canadian paper, it was stated that coaches failed to react positively such situation. In this study, papers covering two different regions were intentionally used. These indicate that assessment has been overlooked in the coach education literature and has not been studied.

Given the fact that there is very little research literature on assessment, care must be taken to assess, which is the purpose of today's study. Despite the fact that most coach education programs include assessment, many



program creators do not have guidelines.

Assessments are important to do correctly. If assessments are done correctly, they have the potential to contribute to the coach's learning. When designing an assessment, one should be open to the fact that different coaches will react differently. This means that one assessment method does not apply all.

Next, dr. Claire-Marie Roberts will talk about how the

Premier League has been working on assessment, focusing on how they have tried to use assessment to support coaches in their learning and development.



### **【Claire-Marie Roberts】**

Our theme is to develop the best players and the best coaches in order to create the most attractive sports league in the world. I have been in the field of coach development since around 2013, and I would like to talk about our efforts in coach development.

The first initiative, launched in 2013, was the Elite Coach Apprenticeship Scheme (ECAS). Other than that, there are also schemes to introduce black and ethnic minority coaches and female coaches. New schemes such as the Coach Developer Scheme and a player-to-coach recruitment scheme in conjunction with the English Football League and the Professional Footballers' Association will also be coming online soon. These schemes are being implemented by the Premier League and all have academic accreditation. There is also a postgraduate diploma level programme, which is in response to feedback from the participants. Accreditation is very important to them and is something they want. The Premier League Coach Developer program also offers professional accreditation in partnership with ICCE and UK Coaching.

In the UK, there is a distinction between what the NF (the governing body of soccer), does and what the Premier League does: the NF provides the technical and tactical qualifications that coaches need, while the Premier League focuses on developing the professional coaching skills of individuals. Therefore, in terms of making coaching a profession, we recognize that these initiatives need to be educational in nature. In line with this, there is also the issue of assessment of coach development programs in terms of assessment.

We have conducted and designed informative and summative assessments of the modules. There, we have presented research findings on action learning, individual tasks such as mapping relationships, and assessment by mentors, but these assessment methods have become extremely academic. These activities showed that there are many different levels of assessment methods, and on the other hand, there has been no attention paid to assessment through observation. It also became clear that the participants in these programs were focusing only on the topic of assessment at the expense of many other things. In other words, there was a great deal of anxiety in terms of learning skills and assessment literacy.

So we have been continually evolving our assessment methods and leaving the assessment to each coach. However, it seems that we are far from getting it right. As Mr. McCarthy mentioned, one of the things we are struggling with is that we don't really have any sort of empirical evidence to suggest what works and what doesn't work. So we have taken a trial and error approach in our Coach Developer program. Whether it was a program that used portfolios to encourage coaches to reflect on their developmental practices, a project that focused on action learning research, or observation of mentor presentations, what we provided for these efforts was both structure and content. It was both structural and content. There is also a balance between how much instruction is given to the individual and allowing creativity and autonomy for the individual to reflect, which we believe is important.

**【Liam McCarthy】**

Finally, I will introduce the ICCE Global Working Group and the people who are working on the assessment in coach education. At the same time, I will address some of the questions I received in advance from the audience. The group includes experts from almost every continent with diverse roles, including researchers, policy makers, and program developers. The purpose of the working group's work is to document existing approaches to assessment in coach education that are being used in different places around the world and for different reasons, and to create a map of assessment. Rather than prioritizing assessment methods or privileging them, we hope to show that there is a vast array of options here.

We will now answer the questions. First, dr. Heather Morris-Eyton, University of Johannesburg, South Africa, will answer. The question is: "How does the assessment of entry level coaches compare to the advanced coaches?"

**【Heather Morris-Eyton】**

I will briefly discuss three different perspectives. The first is that the learning outcomes should be clear, no matter what the level of coaching qualification. If the program requires prior learning that is aligned with the level of coaching qualification or takes into account the experience that the coach has, then there are a variety of outcomes associated with that. In other words, the assessment of a coach is defined by the aims and objectives of the qualification. And that purpose is defined by the level of qualification.

Secondly, we need to look at the age range of the coaches. First, we need to understand the demographics of the coaches who will participate in the coach education process. This is because the coaching experience in addition to life experience will determine how the coach learns. There is a large body of literature on the coach education process. Some literature states that assessments are required regardless of the method or means by which they are delivered, and that adult learners respond to assessments in different ways.

Thirdly, assessments are scary, and no one wants to take an assessment. So how do we implement assessment in the coach education process and make it authentic and transparent? It is important to make sure that the coach understands what is expected of them, and have a enough discussion so that the coach feels comfortable to undergo the assessment process, and that it is contextualized.

Finally, answer the questions. For example, if the coach is at the beginner level, the coach's assessment will be adjusted to the learning outcomes. On the other hand, what about someone who is aiming to become a master coach? The learning outcomes for an Olympic coach or a high performance coach may be at a much higher level, and therefore a higher level of assessment may be required.

I do not believe that there is one assessment method that applies to all levels. I believe that federations that certify coaches at the international and national levels have an important role to play in how assessment is incorporated into the coach education process.

**【Liam McCarthy】**

Next, I would like to ask dr. Andrea Woodburn, Université Laval, Canada, another question about the purpose of assessment. The question is , "How can we assess coaches and assure them that they are meeting certain standards, and how can we contribute to their learning and development, or both?"

**【Andrea Woodburn】**

I sometimes liken assessment to cheese. To really understand how cheese can be useful, we need to understand the different characteristics of different types of cheese. When I think about assessment, I can think of three

different types of assessment: assessment for learning, assessment as learning, and assessment of learning.

Assessment for learning is the use of assessment for diagnosis. There are many ways to get to Japan, but it all depends on where you are starting from.

The second is assessment as learning, and Ms. Roberts gave an example of reflection using a portfolio. This is an assessment-centered method used to develop a coach's metacognitive skills.

And the third is the assessment of learning. This is where we get bogged down in certifications and discussions like this. The question of how to help with assessment, if it is to be useful, is clear.

Learners are very realistic and use their own goals as a benchmark for their activities. If their goal is to get certified, they will try to understand what is expected of them and will work towards it. For organizations, we believe they need to make sure they are using different types of assessments to clarify when and why they are doing it and what is happening.



### **【Liam McCarthy】**

The next question is for Mr. Dave Kealty of Volleyball New Zealand (VNZ). New Zealand's coaching strategy focuses on continuous learning rather than formal certification. Does volleyball in NZ follow that approach? If so, how is it implemented in practice?

### **【Dave Kealty】**

Currently, VNZ is not the only one reviewing coach development strategies in NZ. While I do not have an answer specific to VNZ, I believe that my answer will give you an idea of the future direction of the association.

To answer the question of why we do assessment, I believe the reason we do assessment is to enhance and amplify learning. Here, we follow a process to gain certain knowledge. How to frame this process is that some core content is taught in a formal setting. The coach is then given the opportunity to implement the knowledge learned in that course and, with the support of peers and coach developers, make sense of that knowledge. They may then need to evidence that knowledge by journaling and planning about how they are using and implementing the new knowledge when they return to the coaching on the field to make it their own.

Coach developers support or visit coaches to see how the coach is learning new knowledge and using the knowledge to change behavior. It allows the coach developer to actually see the coach's environment and how the information taught in a formal setting is being or is going to be implemented based on the context. They can then give feedback to the coach based on the conversation, and that conversation is based on a mutual understanding of the new knowledge the coach has learned. The content of the conversations there will be reflected in the coach's database and portfolio. These are used in the same way as the competency-related materials. Coaches and coach developers will have insight into where they believe they are in relation to these competencies. This is what VNZ aims to do and the thinking behind it.

In order for us to truly understand coaches and their influence, we need to be close to them and know their context and assessment. Conversely, an assessment outside of that context will not be as accurate as we would like it to be. For these reasons, VNZ has adopted the approach just described. In the future, many other sports in NZ will adopt the same great approach.

**【Liam McCarthy】**

Maybe the end of assessment should not only provide a snapshot, but instead start thinking about initiatives like the one in NZ. Dr. Donna O'connor of the University of Sydney, Australia, has a similar interest and concern about assessment.

**【Donna O'connor】**

What do you want to achieve?" and "What is the purpose of the assessment task?" will guide the kind of assessment you do. The timing of the assessment is also important. The type of feedback you actually provide to the coach, and the type of practical assessment you do on the field, will depend on whether you are a novice coach or an experienced one.

We believe that doing a practical type of assessment in the field is based on the assumption that the coach developer will be out in the field to coach the coaches. A practical type of assessment in the field is not just watching how they are teaching. In other words, you can see how they interact with players and other coaches on the field, and if you want to actually help them, you can role-play with them. Depending on the level of the coach, they might decide to show video footage instead. If the practical sessions work well on the spot, I think peer learning will be possible in many cases.

We believe that some of the criticism comes from the reality of the situation, such as the assumption that coaches can teach us everything about coaching. But as we know, coaching is a very complex and dynamic thing. If we are to improve it, we need to be transparent in terms of what we are assessing and how those decisions are made, rather than just taking a kind of snapshot or assessing certain elements. And by ensuring transparency, we can also ensure that feedback is part of the assessment process.

Another is the use of technology. Many sports have their coaches videotape themselves coaching and submit it to them. The assessment can be assisted by a coach developer or, if the coach is experienced, a fellow coach and the video can be used. In fact, from a logistics standpoint, we wish we could get video a little easier than going out into the field and observing. This is because the video footage would also reveal many things, such as the relationships that coaches have built with their players, their ability to read and react to their players' abilities, and to respond to changes. Reflection can also be used as part of that assessment.

**【Liam McCarthy】**

Such a balanced perspective is really important. There are times and places where different approaches can be used at different points on the continuum of coaching activities. Next, we will ask dr. Larissa Galatti (University of Campinas, Brazil) about assessment.

**【Larissa Galatti】**

There is already some research on assessment. For example, we are working on a review on assessment with the support of the Canadian Coaching Association. We did not find many papers, but we did learn some things about the research findings. We plan to research this as well as share a report that will help you think about what worked and what didn't work in your organizations.

If we focus on the coach's behavior, it may change immediately after attending the program, but there is not much information about long-term changes after attending the program. We believe that research on assessment can also help us understand how much of that change is retained after the course. And in fact, we can see that it is important that programs are contextualized, more personal if possible, and always practical and supported by the experience of the coach.

Such information can be found in scientific journals such as the International Journal of Sport Coaching and

Coaching Review. Materials can also be found on the ICCE website, in federations around the world, and in various other organizations. Coaches who are already implementing coach education programs, especially mature coaches, may have access to information about assessment. In the past, we had to organize how we delivered the program, but now that we have the program, we can think more deeply about assessment. I would like to share with you all not only the documentation, but also the podcasts and informal information.

**【Liam McCarthy】**

I have an experience to work in the United States for five years, and I feel that the United States is incredibly rich and diverse in the activities it engages in. So, I will ask dr. Cameron Kiosoglous (Drexel University, US ROWING, US) if he has any advice for organizations that are trying to address different opinions, perspectives, and challenges regarding assessment based on his experience in the US.

**【Cameron Kiosoglous】**

There is still much to be learned about the importance of assessment. Particularly in the US, there is a complexity of various environmental and contextual factors that come into play in the development of coach developers as well as coaching assessment. Our work as a working group is a very important aspect of this. There are many things we are learning around the world right now, and I think some of the comments from the Q&A touch on the complexity of the world we live in. Whatever brings us together, I feel it shows that the need for us to come together is even greater. And the importance of this working group is to understand what is currently being done and to identify where the gaps actually lie, not just in research.

**【Liam McCarthy】**

I think this is an aspect of collaborative research. It is important to collaborate in both research and practice to develop an understanding of what works. This is because, as has been emphasized, it is contextual and cannot be a one-size-fits-all approach.

Finally, I would like to ask a question to Mr. Pelle Kvalsund (Norwegian Olympic and Paralympic Committee), who has worked in two continents, Africa and Europe. I would like to ask him what his experience has been with culture, if any, being reflected in the assessments that are done.

**【Pelle Kvalsund】**

With the globalization of sport, I feel that coaches' assessments are becoming more standardized and based more on sport-specific culture rather than geographic culture and context. As a result, some sport organizations need a more conservative, standardized, and formalized system. There are also significant differences in the areas of coach education and coach developer development. In coach assessment methods, it can be noted that some of them are less structured but dynamic. In my experience, coach education is different from what is being talked about in this webinar because it mostly takes place in the practice of coaching.

I have observed some differences and similarities. Focusing on the maturity of the systems, it seemed that the less mature systems were less transparent and sometimes punitive in their assessment practices. It could be seen as a focus on assessment for accreditation rather than growth. This will change slightly depending on the maturity of the system. We also believe that how people take action after receiving feedback varies greatly. Sometimes we get great feedback through assessments, but what can we do next to grow our various systems? I don't want to overthink geography, but I do want to look more at the maturity of the various systems I have worked with.

## **Voices from the participants of the 5th NCDA webinar**

A questionnaire about the webinar was sent to the listener after the 5th NCDA webinar. The results are as follows.

What did you learn from the webinar?

- I learned about the importance of assessment in coach education and the various methods of assessment.
- I learned that assessment is not well researched, but is probably the most influential part of coach education.
- More research and various forms of contribution need to be devoted to this area. Coach developers need to establish trust in their relationships and processes with coaches so that they are safe and can focus on learning.

How would you like to apply what you learned in this webinar in the future?

- I would like to learn how to properly assess the competency of a coach in a more comprehensive way and apply it to my work in the field.

What do you expect from future webinars?

- I would like to know the impact of the assessment on the field activities by comparing the results before and after the assessment.
- I think it would have been a better webinar if the facilitator could have shown the questions from the different coaches on the slides for the participants to see.

## **Speakers Profile**

### **Mr. Liam McCarthy (University of Central Lancashire, UK)**

Mr. Liam McCarthy currently works at the University of Central Lancashire (UK) as a Lecturer in Sports Coaching and Development. He is an experienced sports coaching academic and coach developer, with a track record of high quality teaching, research and applied work. For more than a decade, he has worked within both National Governing Bodies (NGB) and Higher Education Institutes (HEI) contributing to the professional development of over 20,000 sports coaches and coach developers. Increasingly, this work is undertaken internationally, where he has made significant recent contributions in Japan (NCDA) and in the USA (USCCE). Mr. Liam McCarthy currently leads an International Council for Excellence (ICCE) global working group, exploring assessment as a feature of coach education.



### **Dr. Claire-Marie Roberts (Premier League, UK).**

Dr. Claire-Marie Roberts is a Chartered Sport Psychologist, a Chartered Scientist, and a BASES Accredited Sport & Exercise Scientist who works for the Premier League. She is responsible for the development of the English professional footballing workforce and runs initiatives aimed at Coach Developers and Elite Coaches in the game. In her role she has developed both academic and professional accreditation standards for Coach Developers in football in conjunction with the ICCE and CIMSPA.



In addition to her work at the Premier League, she is a Visiting Research Fellow in Sport Psychology at the University of the West of England in Bristol, and has authored over 30 scientific publications. Additionally, she has extensive experience in supporting high performance athletes and coaches from a wide range of sports preparing for international competitions including Olympic, Paralympic and Commonwealth Games. Dr Claire-Marie Roberts is a Non-Executive Board Director of UK Anti-Doping, a special advisor to Nike, a member of the World Series Coaching group and sits on the ICCE Global Working Group for Coach Assessment.

## 6th NCDA Webinar: SFT Tri-University International Sport Academy and beyond

The 6th NCDA webinar, "SFT Tri-University International Sport Academy and beyond" was held on October 9, 2020. The number of participants was 60, and the number of participating countries was 21. The webinar was held as a "Three-University Joint Seminar," a collaborative project of the Three-University International Sports Academy. The Three-University Joint Seminar has been held twice before at the Setagaya Campus in Tokyo. This year, we attempted to hold the seminar in an online format.

NCDA has been conducting the coach developer program for six and a half years as a part of Sport for Tomorrow Program, which is one of the initiatives of Japan Sport Agency. As an "International Sports Academy" Tsukuba International Sport Academy (TIAS) and The National Institute of Fitness and Sports in Kanoya (NIFISA) have been working toward building "Academy for Tomorrow's Leaders in Sport." Each academy has its own field of specialization, but each academy has collaborated with each other in terms of human resource development and has jointly held conferences, workshops and programs. As a result of such cooperation, the ties between the students of each academy have been strengthened, and then there are cases where they cooperated to develop the business after returning to their own countries. Therefore, in this webinar, graduates of the three universities' international sports academies will be asked to introduce examples of workshops held in cooperation after returning to their own countries and the projects they are currently developing. We hope that we can provide new perspectives and approaches to everyone who participates in the webinar by seeing such cases.

Mr. Glenn Cundari (COACH+) was invited as a guest speaker for the session. As alumni of the three universities, Mr. Juan Diego Blas Fernández (Guatemalan Olympic Committee) and Mr. Pedro Danilo Ponciano Nuñez (Guatemalan Autonomous Sports Federation) were invited from Guatemala, dr. Larissa Galatti (State University of Campinas), Paula Korsakas (Sports Consultant), Taciana Pinto (Brazilian Olympic Committee), Tatiana Freire (NCDA alumni), and Mariana Tsukamoto (University of Sao Paulo) from Brazil, Shema-Maboko Didier (TIAS and NCDA alumni) and Celestine Nzeyimana (TIAS and NCDA alumni) from Rwanda were invited. prof. Masamitsu Ito and Research Fellow Shigeki Sarodo served as navigators.

### 【Masamitsu Ito】

The SFT Tri-University International Sports Academies, which started in 2014, is now in its seventh year as a project commissioned by Japan Sports Agency. Over the past seven years, the participants of each academy have returned to their respective

#### Program

Time	Theme	Speaker
22:00	Introduction	Masamitsu Ito
22:05	Presentation by Cundari	Glenn Cundari
22:13	Presentation of Zimbabwe	Keon Richardson, Pelle Kvalsund
22:20	Presentation Summary 1	Team Guatemala
22:25	Presentation Summary 2	Team Brazil
22:30	Presentation Summary 3	Team Rwanda
22:35	Breakout room session	Team Guatemala, Team Brazil, and Team Rwanda
22:55	Closing	Masamitsu Ito



countries or regions after completing the academy to collaborate on various projects and hold workshops and conferences. In this webinar, we would like them to report on these activities.

We also hope that these webinars will be helpful for other graduates to learn more about the various collaborations. Let's start with Glenn Cundari, who has participated in NCD A as a participant and trainer, and also in NIFISA as a lecture, to share his experiences.

**【Glenn Cundari】**

Thank you very much for having me here today. I'm currently the Lead Coach Developer for Coach+, a company that aims to support coaches. My specialty is golf, but I am working with coaches from 10 different competitive sports.

In my presentation, I would like to share my experience working with two academies. I have had the privilege of being involved in the programs of two academies over the past few years. I have participated in NCD A programs four times, and I feel that the impact of these programs has now spread to a global scale (the distribution of NCD A alumni is shown in the picture). I also know the reality that three sports academies are changing the world of sports. And speaking of my own experience, I feel that participating in the program has helped me grow both as an individual and as a professional. What you learn is important, but even more important is how you learn together, how you collaborate, how you practice, and how you pay respect to other cultures. In this information-rich year of 2020, the contents of lectures can be easily looked up on the Internet, but connections are not like that. And it is very important. So I would like to share with you some pictures I took when I attended the two academies. You can see the similarities between the two academy programs. Such photos include those of Japanese cultural experiences and Karaoke. Such opportunities make the social bonds stronger. The SFT's goal of bringing the joy of sports to 10 million people in over 100 countries is inspiring people from all over the world. Thank you very much for the opportunity to be here today.

[Next, Mr. Keon Richardson, a TIAS student participating in the NCD A's Coach Developer Program as a cohort 7, introduced his journey]

**【Keon Richardson】**

Hello everyone. Thank you for inviting me to this webinar today. I'm from the UK and I'm currently a student at TIAS, and I'm also participating in the NCD A program. I've been studying at TIAS since September 2019 and I'm a coach developer in blind football. I had a three-month internship, in which I was involved in coach development and athlete development in Zimbabwe, and I want to make it better. I was also involved in programs in Zambia and Botswana. I also organized a cultural clinic for blind football in Botswana and visited several schools for the blind in New Zealand. Then I ended up in Zimbabwe, where I visited a special needs school for the blind, where I met many people and had the opportunity to do further research in that area, including the issue of blind football in Africa. There I wrote a report and published journal articles. An article on the barriers and facilitators pertaining to participation blindfold um with Zimbabwe as a case study will be published. As for the NCD A program, I am participating in the cohort 7 of NCD A (2020-2021) and am working on a project in Zimbabwe. Hopefully in the future, we can work with South Africa, Namibia, Botswana, Zambia, and other regions to share best practices in order to improve the sport.

[The next presentations will be an overview of the collaboration cases in Guatemala, Brazil, and Rwanda.]

**【Team Guatemala (Juan Diego Blas Fernández and Pedro Danilo Ponciano Nuñez)】**

Hello, I am Juan Diego. I am currently participating in the seventh phase of NCD A. Actually, I applied and was accepted to NIFISA and was supposed to go to Japan, but due to the Covid-19, I was not able to go to Japan. I am disappointed because I was looking forward to experiencing Japanese culture. Danilo is a TIAS alumni. [Communication is down.]

**6th NCDA Webinar for Coach Developers**  
**SFT Tri-University International**  
**Sport Academy and beyond**

Friday, October 9, 2020

7:00 Guatemala; 10:00 San Paulo;  
 15:00 Kigali and Harare; 22:00 Tokyo

Registration: <https://bit.ly/3l4Ek3U> Open to the first 100 people who register

**Brazil**

- Larissa Galatti, University of Campinas
- Paula Korsakas, Sports and Human Development Consultant
- Taciana Pinto, Brazilian Olympic Committee
- Thatiana Freire, Alumni of NCDA
- Mariana Harumi Cruz Tsukamoto, University of São Paulo

**Guatemala**

- Pedro Danilo Ponciano Nuñez, Autonomous Sport Confederation of Guatemala
- Juan Diego Blas Fernández, Guatemalan Olympic Committee

**Rwanda**

- Shema-Maboko Didier, Alumni of NCDA and TIAS
- Celestin Nzeyimana, Alumni of NCDA and TIAS

**Zimbabwe**

- Keon Richardson, Zimbabwe National Paralympic Committee
- Pelle Kvalsund, Norwegian Olympic and Paralympic Committee and Confederation of Sport

**Guest**

- Glenn Cundari, COACH+

**Navigator**

- Masamitsu Ito, Nippon Sport Science University

Logos: NCDA, NIFISA, TIAS, SPORT FOR TOMORROW, NSSU, 日本スポーツ庁 (JAPAN SPORTS AGENCY)

Hi Juan Diego, I'm sorry to hear that you're having trouble communicating. I'll talk to you instead. I'm Pedro Danilo from Guatemala, a third batch TIAS graduate and cohort 7 of NCDA. I work for the Guatemalan Autonomous Sports Federation and I also do research at the university in Guatemala. I am currently working with the Guatemalan Olympic Committee, the Autonomous Sports Federation and the NCDA to improve the coach education system currently in place in Guatemala. We want to make sure that the program includes values, life skills and cultural aspects. We would like to share more about it in the breakout room.

**【Team Brazil (Thatiana Freire)】**

Hi, I'm Thatiana and I'd like to give you an overview of the workshop we held in Brazil as NCDA and TIAS graduates. First and foremost, I would like to thank everyone involved, including the Japan Sports Agency, SFT, and the Nippon Sport Science University.

First of all, I would like to tell you about the situation of coach development here in Brazil. Coaches are supposed to be educated at universities.

There are nine NCDA graduates in Brazil, and among them, Larissa, Paula, Mariana, Taciana, and I are participating in today's webinar. We all worked together to organize the NCDA Brazil Coach Development Workshop in Sao Paulo in March 2020. There were 27 participants from sports federations, sports clubs, multi-sports organizations, the Brazilian Paralympic Committee, the Brazilian Olympic Committee, and NGOs, as well as 10 master's and doctoral students as observers. From Japan, Professor Masamitsu Ito joined us online, and I would like to express my sincere gratitude for his participation despite the 12-hour time differ-

ence. The goal of the workshop was to clarify the role of the coach developer in the coaching system, to explain the role and work of the participants in coach development, to bring back useful tools for coach development, to explain the important elements in learning, and to use the community of practice to pursue excellence in coach development. So we chose introductory content, day 1 covered introduction to coach development, micro-coaching, the GROW model, roles of institutions and people, etc. Day 2 was spent for using GROW and GRIP to review, learning about case studies from each kind of institution, and reflecting about entire workshop. Here is a video that shows how the workshop went. As you can see from that, the layout of the venue was very flexible and we used group discussions and reflections. We also had John Bales, the ICCE President, talk about global perspectives online, and we had Paula, who was in Canada, join us. In the breakout room that follows, we will share our vision for the future and what we have learned.

### **【Team Rwanda (Shema-Maboko Didier)】**

Hello everyone. I am sorry that my friend Celestine could not join us. I would like to share with you what I have experienced in the NCDA and TIAS programs. We had a great learning experience in Japan. I am now working as the Secretary General of the Ministry of Sports in Rwanda. I am happy to share about Rwanda with you. Here we had a chance to interact with the TIAS people. We were also able to organize a Rwandan coach developer program for local coaches. After that, I also held individual sessions with coaches, which was not an easy task. Nevertheless, we would like to continue to work with those who are interested. We are still under the influence of the Covid-19, but we want to make the connection even stronger. There are not many coach developers in Africa yet, so this will be a new program. It will also be an opportunity to create a platform for coaches.

### **Summary of each team in the breakout room (20 minutes each)**

#### **【Team Guatemala (Juan Diego Blas Fernández and Pedro Danilo Ponciano Nuñez)】**

- Introduction to Guatemala - Basic information about Guatemala
- Timeline since acceptance from NCDA program
- How the sports system is functioning in Guatemala
- History and current status of the National Sports Academy
- Legal framework of sports in Guatemala
- Introduction of curriculum for coach education
- Sharing of current issues and problems in Guatemala
- Expectations and opportunities for future initiatives
- Proposal for future coach developer development

(Using the methodology proposed by NCDA and ICCE, we will create a pilot project in partnership with a local university to create an introductory training course for coach developers)

- Coach Developers Formation in Guatemala
- Outline of coach developer training in Guatemala and present the general process.

Question from a participant: “How do you select criteria for your participants?”

There are three criteria: (1) they must have a bachelor’s degree related to sports or physical education, (2) they must be willing to try different and varied things, and (3) they must belong to an organization that is involved in sports-related development in Guatemala.

A participant asked, “Can anyone become a coach developer?”

We are working on translating the NCDA materials into Spanish so that more people can learn to be coach developers, and so that more people in Guatemala can use them. Also, we think it’s important to be willing to change things, and that’s exactly what NCDA is trying to do.

**【Team Brazil (Mariana Tsukamoto and Taciana Pinto)】**

- The participants shared their impressions of the workshop.
- The participants felt that the best learning points were the sharing of experiences, questioning and reflection, active learning and learner centered approach.
- Other good points included GROW, GRIP, micro-coaching, sharing of opinions, and working in a community.
- As for the points that could be improved, the participants suggested more time for discussion, holding the workshop in their native language (Portuguese), and making more use of the background of the participants.
- The impact of the workshop was to open channels with stakeholders of the sports system, to recognize coach developers as an key area, and moving from individual to organizational relationships.
- As a result of the workshop, an agreement was signed between the Brazilian Table Tennis Federation and the University of Campinas, and a new project was launched: a table tennis coach development project is being created by Larissa Galatti and Taisa Balli, who are in the third phase of the NCDA.

In addition, the Brazilian Handball Development Center also made a move. One of them was a participant in the NCDA Brazil workshop.

- There was also a movement at the Brazil Handball Development Center, where coach development programs were held for various levels of handball in the country. In addition, Thatiana Freire from the NCDA cohort 6 was invited to join the working group. It was also decided that the Level 1&2 courses would be held the following month.
- In the future, the goals are to have the University of Campinas open the first edition of online course on “Competencies for Coaches “ in November 2020, to increase awareness and strengthen connections between coach development organizations, including national federations, and universities, to further strengthen the Brazilian coach developer community, and to follow up with the participants of the NCDA Brazil coach developer workshop to build collaboration among them.

A participant asked, “I would like to develop a program in Brazil, what should I do?”

We are planning to develop more workshops in the future, so we can work together.

A participant asked, “How do you choose the content for the Coach Developer Program?”

I think the first thing we need to do is to understand the characteristics of our own situation (context). From there, we can see a lot of things. Also, we need to reflect on the results that come out and think about what we should do.

**【Team Rwanda (Shema-Maboko Didier)】**

- Sharing the situation of sports for people with disabilities in Zimbabwe
- Sharing the fact that lack of funding is a major problem.
- Sharing what various sports associations are doing and their connections.
- How can sports associations secure funds from sponsors?
- How can sports associations secure funding from sponsors?

- How can sports associations secure funding from sponsors?
- Sharing the current status of coach qualification.

## **Closing**

### **【Prof. Masamitsu Ito】**

Thank you very much for presenting your presentation today. I think it was difficult to talk about the details in such a short time, but I hope that this will be a starting point for further new collaborations. That is the purpose of this webinar. As Glenn Cundari said, connections are very important, and we at NCDA would like to help you connect. Pele, what do you have for us?

### **【Pelle Kvalsund (NCDA cohort 3)】**

Thank you for the opportunity to speak. It's great to see a large network of people who can build capacity together, not only across different generations of NCDA, but also across different organizations. I think it is important that others know what is going on. So far, we have held three coach developer programs with 28 participants from three different countries, including Zambia, and some of the graduates of those programs will be working with us later. So I hope we will continue to work together.

### **【John Bales, ICCE President】**

I am very happy to see these various examples of development around the world. I feel that this is connected to the goals of what Professor Ito has been doing for years at NCDA, and from the ICCE perspective, we would like to do more research in developing countries to see how we can implement programs in developing countries, what is needed, and how we can improve coach development. We hope that this opportunity will serve as a catalyst for such future initiatives. Thank you very much for your participation.

### **【Prof. Masamitsu Ito】**

Thank you very much, JB. The JSA commissioned project will end at the end of the fiscal year, but our efforts will continue in the future. That is what we would like to tell you. So, thank you very much for joining us today. I look forward to seeing you again soon.

## **Comments from the participants of the 6th NCDA webinar**

A questionnaire about the webinar was sent to the listeners after the 6th NCDA webinar. The results are as follows.

What did I learn from the webinar?

- I learned that the situation for coaches and coach developers is similar in many countries around the world.
- I was able to learn and get to know people who work in sports around the world in the safety and comfort of my own home.

How do you want to apply what you learned in this webinar in the future?

- I would like to implement the similarities in the system building of coach development that I am currently working on.
- I would like to invest in the development of coach developers while maintaining the coach development system.
- I would like to invest in the development of coach developers while maintaining the coach development system.

What to expect in future webinars

- More webinars like this one will allow us to connect and work together with people from all over the world.
- After the pandemic, I think it would be good for NCDA to hold face-to-face seminars and visit various countries (especially developing countries) to see what is actually happening.

## **Speakers Profile**

### **Mr. Juan Diego Blas Fernández (Guatemalan Olympic Committee, Guatemala)**

Mr. Juan Diego Blas Fernández is NCDA cohort 7 and also accepted to NIFISA 2020 (postponed due to the corona virus pandemic). He is also an active athlete who has a passion for sport for development. He has been involved in coaching athletes and coaches, teaching the values of sport and promoting the life skills learned through sport. He is the Head of Sport for Social Development in the Guatemalan Olympic Committee.



### **Mr. Pedro Danilo Ponciano Nuñez (Autonomous Sports Confederation of Guatemala, Guatemala)**

Mr. Pedro Danilo Ponciano Nuñez is a graduate presenter and silver medal award recipient for best research from TIAS. He has been involved in coaching grassroots and conducting research projects focused on sport for development and applied Olympism in Latin America, and recently received the "Emerging Scholar Award" from the Sport and Society Research Network which is part of Common Ground Research Networks, University of Illinois, USA. He currently leads the department of the research into the Directorate of Sports Academic Training of the Autonomous Sports Confederation of Guatemala. Also a PhD student in education, sports and health at University of Vigo, Spain.



### **Mr. Shema-Maboko Didier (Alumni of TIAS and NCDA, Rwanda)**

Mr. Shema-Maboko Didier is a TIAS (2017-2019) and NCDA (2018) alumni.



**Mr. Celestin Nzeyimana  
(Alumni of TIAS and NCDA, Rwanda)**

Mr. Celestin Nzeyimana is a TIAS (2017-2019) and NCDA (2018) alumni.



**Dr. Larissa Galatti (State University of Campinas, Brazil)**

Dr. Larissa Galatti is a professor at the State University of Campinas/Brazil. She is part of the NCDA family (cohort 3, 6 and 7) and a member of the International Council for Coaching Excellence Research Committee.



**Ms. Paula Korsakas (Sport Consultant, Brazil)**

A graduate from NCDA cohort 4 and one of the 5th cohort facilitators, Ms. Paula Korsakas has been working as a sport consultant for 20 years, with experience in Long Term Athlete Development Program design and Coach Development in Brazil and Latin America. She also lectures in Sport Psychology and Sport Pedagogy and is a PhD candidate at the State University of Campinas/Brazil.



**Ms. Taciana Pinto (Brazil Olympic Committee)**

Ms. Taciana Pinto is a TIAS and NCDA alumni and has been involved in the Brazilian Olympic Committee program to support national federations in the development of young athletes, with coach development as one of the most important pillars.



**Ms. Thatiana Freire (Alumni of NCDA, Brazil)**

Ms. Thatiana Freire is a cohort 6 graduate and has more than 15 years of experience in managing sports programs. Currently, she is contributing to the building of the Brazilian Handball Development Center to promote coach development.



**Dr. Mariana Tsukamoto (University of São Paulo)**

Dr. Mariana Harumi Cruz Tsukamoto is a participant in the 2018 NCDA Coach Developer Program. An assistant professor in the physical education and health course, works with disciplines aimed at training teachers and coaches in collective sports, gymnastics and martial arts. A Master's advisor for the graduate program in Japanese Language, Literature and Culture.



## 7th NCDA Webinar: Women in coaching -Creating a supportive environment

The 7th NCDA Webinar, "Women in Coaching - Creating a Supportive Environment," was held on December 18, 2020. There were 96 participants from 41 countries.

Ms. Michelle De Heiden (Gymnastics Australia) and Ms. Pauline Harrison (Women's Sport Leadership Academy) were invited as guest speakers for the seventh session. Navigators were Mr. Gene Schembri (Kaiwa Consulting), Mr. John Bales, President of ICCE, and prof. Masamitsu Ito. Women in coaching, as in other areas of life, are significantly underrepresented. Great programs and initiatives to address these shortcomings are often thwarted by real-world implementation and cultural issues.

This webinar will provide two short overviews of initiatives from Australia and Japan aimed at promoting a greater uptake of women into performance coaching. Both programs highlight the importance of the participating coaches having a greater voice, making more choices and feeling a sense of agency in their day-to-day work.

The webinar will explore ideas aimed at bringing about the cultural change that is at the heart of providing a workplace where female coaches feel valued and supported - a workplace where female coaches can make a positive contribution to the athletes they work with.

Two coaches from the Australian and Japanese programs will share their thoughts on what makes for a more friendly and supportive work environment and what a reimagined workplace might look like.



### Program

Time	Theme	Speaker
06:00	Introduction	John Bales, Gene Schembri
06:05	Presentation by Heiden and Q&A session	Michelle De Highden
06:15	Presentation by Prof. Ito and Q&A session	Masamitsu Ito, Pauline Harrison
06:25	Interaction with the audience (sharing of information obtained during pre-registration, activities using the menty meter)	Pauline Harrison
06:40	Case study presentation by Menzies and Q&A session	Tracey Menzies
07:00	Closing	Pauline Harrison, Gene Schembri



**【John Bales】**

Data from the last two Olympics shows that about 11% of coaches are women. For athletes, the number of male and female athletes was roughly equal, while the number of female coaches was only about 47. Continued efforts are needed to increase the percentage of female coaches, and this webinar will discuss this.

**【Gene Schembri】**

In this session, Ms. De Highden and prof. Ito will introduce examples of female coach development programs. This will be followed by a discussion on the supportive environment for female coaches to flourish. Ms. Harrison will facilitate the discussion as an expert in this field.

**【Michelle De Highden】**

We would like to share our "NextGEN Program" and discuss some of the challenges we face in supporting the development of women coaches.

My role at the Gymnastics Australia is to design and implement a coach development program. There are four levels of high performance coach development programs. The NextGEN Program, which I am responsible for, focuses on developing the skills of female coaches at Level 2 and coaches who work with junior athletes in competitive sports. The competitive sport is rhythmic gymnastics.

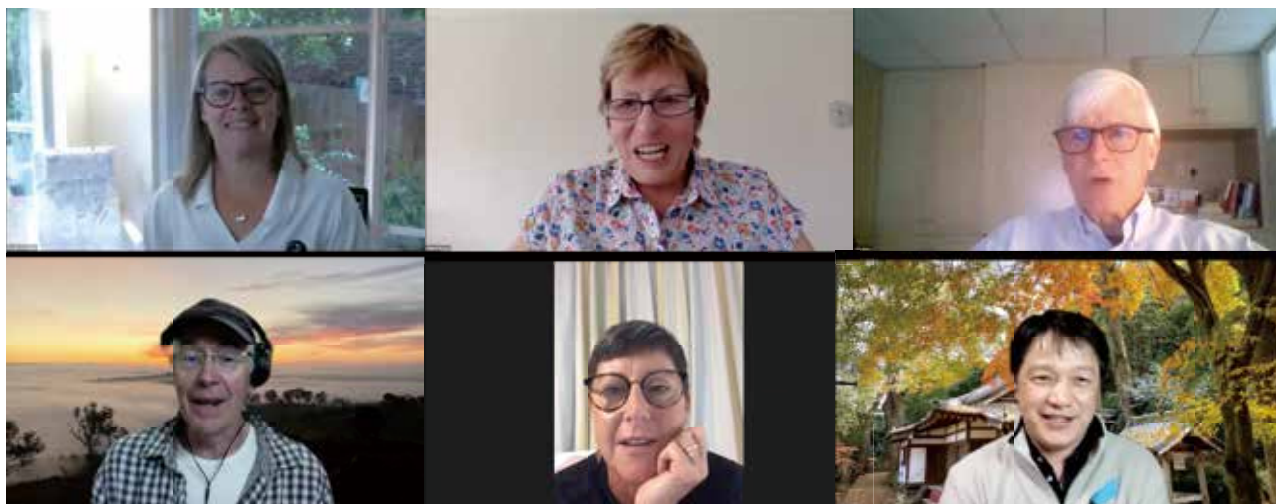
The outcomes in this coach education to date have been to deepen coaches' professional interpersonal and intrapersonal knowledge in the coaching field and to improve their coaching skills at the high performance level. We believe this is due to the fact that we were able to provide mentorship to female leaders in sport through a grant from Sport Australia. Funding has also been provided to enable the participants to participate in ongoing professional development programs offered and supported by the University of Queensland. In this way we aim to create an environment that will accelerate the development of coaches' leadership and coaching skills and strengthen the relationship between coaches and athletes. In addition to these, we need to design and provide an environment and support network that will help develop women elite coaches.

The program involves 12 coaches and focuses on six learning outcomes from the perspective of the Gymnastics Australia. An important aspect of this program is to accelerate and support the development of the responsiveness of coaches in international benchmark competitions. It is also important to build a network. Not only within the sport of gymnastics, but also to build a wider network outside of it, so that ideas and knowledge can be shared.

The following is an introduction to the major themes that we aim to address in our two-year program. First, we will discuss the program offered by the University of Queensland. It focuses on helping coaches to build a variety of networks within and between groups. The goal is to build a network of coaches, not only in the world of women leaders, but also with the wider coaching community, to build a community of practice within the group, and to connect that community to a larger space to encourage the technical development of the coaches. Ultimately, this will involve developing individualized learning plans for the coaches and discussing what support will be provided to meet their specific needs.

Although the first three months of the program had many limitations under the COVID-19 pandemic, we were able to focus on three things: first, laying the groundwork for building connections; second, building networks within the group; and third, creating coach self-assessment profiles and personal development plans.

Finally, I would like to highlight two areas of focus for this group: first, we brought a female leader to each session to introduce and talk about women's leadership. The goal was to learn about real-life examples of women coaches in action, build networks, and increase the visibility of women leaders in elite coaching. The second was to enable coaches to use a tool to self-assess their knowledge, based on the ICCE's International Sport Coaching Framework.



The coaching skills are presented and the tool can be used to identify some personal goals. Not only that, but the needs of the group can be aggregated and the goals can be clarified as the program develops over the next 12 months. The above is a brief introduction to the program.

**【Pauline Harrison】**

Such a program is needed to support the development of women coaches, especially those involved in high performance. I found the way it combines both sport-specific elements and leadership behaviors to be very good. This is because I see lack of confidence as one of the obstacles to women's careers.

**【Gene Schembri】**

An audience asked, "How do you build a good network?"

**【Pauline Harrison】**

What we call building social capital is an essential part of career advancement, and women are lagging in this area. An important aspect of Ms. De Highden's program is that she has formed a network of female coaches among her students. However, by bringing in women from fields other than sports, they can also mentor the students and contribute to their development. I think the first step would be to contact those who are supportive of this topic and encourage them to contact each other through the available platforms.

**【Masamitsu Ito】**

To give you an idea of the program, I introduce the program we are running in Japan. In 2016 the Japan Sport Council launched a program to develop female elite coaches in collaboration with various sports federations in Japan. This is a two-year program and is funded by the Japan Sports Agency.

Our goal is to train coaches with the basic skills to act as standard coaches in the first year; to reach an advanced level in the second year, and to be ready to work in the field as elite coaches upon completion of the program. However, the two-year program is not the end of the learning journey; it seeks to develop a foundation that will allow the participants to continue to grow as innovative lifelong learners. In terms of specific skills, the program aims to build strength in the following six areas: set vision and strategy, shape the environment, build relationships, practice and prepare for competition, read and react to the field, and learn and reflect.

The program is trying to provide a variety of learning opportunities. This is similar to what Ms. De Highden introduced earlier. We are trying to create blended learning that integrates formal, informal, and non-formal learning opportunities, learning through mentoring and communities of practice.

The program has 12 female coaches who specialize in different sports such as boccia and basketball. Learning to be a coach is not easy, but fortunately the experience of running the NCDA since 2014 has helped.

The online program have began in September, 2020. Three one-week workshops have already been conducted. In the first week, we aimed to build a team. In the second week, we had an on-the-job training (OJT) after the first week. The participants brought up issues from their experiences in the OJT and discussed ways to improve their practice. They also discussed the main theme of the second week's workshop, which was to create an environment and build good relationships with all stakeholders. In this process, the coaches revealed their unconscious culture and climate, and role-played how to communicate with stakeholders in difficult situations. At the end, they came up with a growth plan for the next round of on-the-job training, which they are now implementing in the field, with plans to conduct one more session by the end of March 2021. In order to improve the quality of coaching, the program is being structured to combine workshops and OJT.

Mentoring has been conducted with one mentor per coach; from December 2020, two mentors will be assigned to one coach. In order for female coaches to develop their careers as high performance coaches, it is not enough for them to become competent coaches, so we asked a company to support female career mentors. These female mentors were people who were working or had worked in the business world in the past.

One of the participants stated that she felt psychologically safe to express her opinions in a women-only workshop, and that sharing ideas helped her broaden her horizons. She feels that learning with others from diverse backgrounds in the women's coaching community has broadened her horizons and helped her to improve her coaching skills in her OJT.

**【Gene Schembri】**

It is interesting to note the similarities between prof. Ito and Ms. De Highden's program and other leadership programs around the world. One of the clear features is that it is a women-only program. Some of this has already been proven by research, which shows that women-only programs provide a safe and supportive environment for participants, especially when it comes to boosting their self-confidence.

What I like about prof. Ito's program is the provision of mentors, and it is interesting that he chose two mentors to reflect the two components (the leadership part and the coaching part). Overall, the three major obstacles for women and certain coaches to step up are lack of networking, lack of confidence, and lack of feeling comfortable with themselves and being able to express that. Throughout the program, these three elements are approached and I feel they have a great impact on the individual coach.

Before moving on to the next section, I would like to ask prof. Ito why he decided to hire a business mentor as second mentor for coaches.

**【Masamitsu Ito】**

The program started with one mentor for each coach, and we had eight coaching mentors and four business mentors. I acted as a coaching mentor, but the coaches wanted to hear only about coaching. So we thought, "They might talk to their mentors on the coaching side about specialized knowledge and professional skills. However, the evidence shows that in order to actually go out into the world and build a career, you have to operate like any other business". For this reason, we decided to have many experienced mentors sent to us. They were female managers and executives who were able to break through and reach the top level in the male-dominated business world.

**【Pauline Harrison】**

When your registered for the webinar, we asked if you were aware of any programs that train women coaches, and we received several responses. I will now select a few of these responses to share with all of you, as they highlight the points of this webinar.

Ms. Linda Low mentioned the Women's Sports Leadership Academy High Performance Coach Program as one

of the programs that are influencing high performance coaches. I would like to ask about whether there are any similarities or characteristics that highlight the stories of Ms. De Highden and prof. Ito. I would also like to ask if they have any pointers or advice on how to create the same kind of environment online as in a face-to-face workshop. I will then ask dr. Abbe Brady a question. She is involved in the Women's High Performance Coach program in the UK.

**【Linda Low (Audience)】**

One of the important things, I believe, is to create a network of support and understanding for coaches. Also, like Prof. Ito's program, I think it is important to have more than one mentor.

We were fortunate in that we were able to do an overnight program at the beginning of our program. There, the coaches were able to network with each other, which facilitated the subsequent online activities.

However, even in online workshops, if you give a lot of group tasks, you can make the participants work and think. In order to do this, I feel it is important to give them information about the tasks and agenda in advance. Since English is a second language for some of them, I think it is important to give them time to prepare for the discussion.

**【Abbe Brady (Audience)】**

Our university has been selected as one of the Women's Soccer High Performance Centers and is engaged in research on effective coaching.

What we started to think about is that effective coaching has a lot of characteristics, mainly relationships and the need for female role models. In this regard, we believe that female athletes are important. Also, as Ms. Low mentioned, I feel that we need to create a place to think. In other words, not workshops that provide information, but places where people can think in a safe and stimulating way.

I spent an interesting week with some colleagues in Bristol. There we discussed how to create opportunities for behavior change based on the knowledge we have gained from research and theory and from the experiences of many people. We recognize that these are very difficult things to do, and we are not trying to do everything. However, we believe that the key is to create a good and safe space through critical thinking and conversation.

**【Pauline Harrison】**

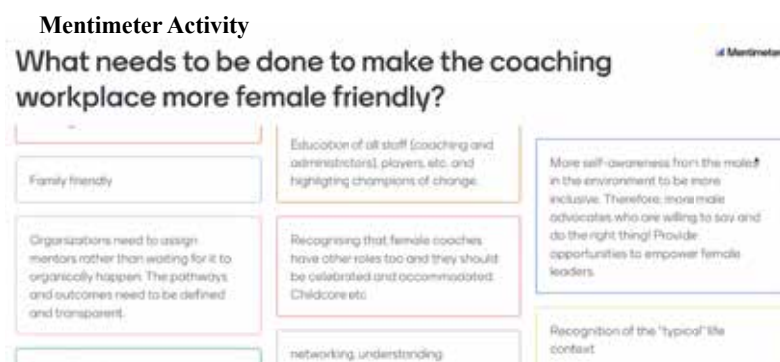
I was asked to add an important perspective on programs that provide a safe space where people can clarify their thoughts by thinking and listening.

**【Gene Schembri】**

Next, we will do an activity using the Menti Meter. The question is: "What do we need to do to make our coaching workshops more women-friendly? The first thing that struck me in the comments from the audience was the need to distinguish between "helping women grow as individuals" and "creating a safe environment for women to grow and thrive." The second was the importance of changing the culture and moving towards the whole area of gender equality. This is because inclusion indicates the need to modify and change the environment, not to involve people in something that already exists.

There are some great examples on how it can be done. One example is the system for providing care for the children of coaches.

Creating a family-friendly environment should be a priority. We believe that this is something that can be easily accomplished with a little bit of funding, if we work at it rationally. I was also impressed by the participation of men in this whole process. If the goal is to provide an environment that nurtures women's talents in a safe environment, it is obviously important to



have men who are decision makers in the sport who can influence change. To do so, it is necessary to include men in discussions and decision making, as in this webinar. Today, we have a large male audience, which is great, but at the same time, we need to find ways for men and women to learn together.

**【Michelle De Highden】**

Ms. Tracey Menzies was an Australian Olympic swimming coach, a former coach of Ian Thorpe, the last five time Olympic champion, a World Championship and Olympic team coach, and has also worked for the Swimming Australian. During her career, she has faced many challenges as a coach. Today, she will share with us some of the challenges she has faced throughout her career as a high performance coach and as a woman.

**【Tracey Menzies】**

I think the hardest thing for me is to be true to myself and be myself. I think that is the biggest struggle for me. I have always had a fear that I need to excel. I thought perhaps I hadn't done enough to fully celebrate my accomplishments. Even when Ian won the Olympic gold medal, one of his coaches said, "He didn't win the world record," and that stayed with me for a long time. But I think we have to look at it not only in terms of medals, but also in terms of how we are coaching people. It's about how we are training people.

As a coach, one of the things I value is developing good people. I feel that this is a characteristic of women coaches, although it is something that cannot be measured well. I think this is what builds a good personality for us as women coaches. Also, when I see coaches who are mothers leading busy lives, I feel that they can have a family and still play a high performance coaching role. Although I am back to the grass roots level as a coach, I have learned a lot from my experiences and believe that we need more women in coaching and educator roles.

Finally, I would like to ask you, "How do you think we can make the workplace and coaching field a place where women coaches feel valued and supported?". Perhaps most importantly, we need to actually listen to the voices of women. In the past, decisions have been made for me, but sometimes decisions have been made without asking me. I didn't want to question what was being said or done for me because I felt privileged to have the job, but in hindsight I probably should have negotiated a little differently.

When I gave birth to my son, I was not able to attend the national team training camp. When I called the national coach to ask why, he told me that he thought I couldn't go on the camp because I had my son. So I replied, "If you are ready, I can accompany you on the camp and I will do well. He then apologized and worked very hard with me, but this experience has made me realize that it is important to have people who listen and understand, and to discuss things with others. At the same time, we need to find the right champions for us. Although the world is changing, we need to educate our athletes and educate young men to become champions.

If I were to give advice to my younger self, I would say, "Be more proud of yourself." When I look back at myself in 2004, what I went through and how I succeeded back then was a huge accomplishment. I want to celebrate those achievements and give myself a pat on the back.

**【Michelle De Highden】**

It is difficult to define the impact that Ms. Menzies has had on the NextGEN Program, but I believe that building a story around a narrative and sharing it with many people is impactful and learning.

**【Pauline Harrison】**

Moving on to the question and answer session. A question was asked about personal growth in a controlled and safe environment. It is about how we think about our relationship with all the influences we are exposed to in our

practice. I have experience in implementing women's coach education programs around the world. Based on that, I think it might be a good idea to start coach development in a controlled and safe environment.

Transitioning from a safe and supportive environment to the coaching field can be very complex and challenging. This is because the current coaching field is a male-dominated environment. While women can grow in confidence and skills in a supportive environment, they also need to be supported to step out of their "comfort zone" and challenge themselves in such an environment. This requires program designers and program leaders to be constantly creative in changing their methods.

**【Michelle De Highden】**

In the NextGEN Program, we have been working and networking with sports organizations in other countries. At the beginning of the program, 10 female coaches were invited to participate in an online discussion. Of the total of 25 participants in the discussion, the rest of the students were mostly men. I didn't realize the impact until the next day when I discussed it with the students and realized that I actually needed to help them. And it comes back to Harrison's point that the first group was not confident, not confident enough. It was not something that others were telling them, but rather their own underlying perceptions, which led to their lack of confidence.

My role was to support them with outside help, and before the next session, I made sure to share their concerns, challenges, and beliefs with them. By the end of the third session, the participant stated, "I think I'm pretty good and I'm confident in myself."

**【Masamitsu Ito】**

The reason I am doing this work is because I believe that this is not only a women's issue, but also a men's issue. It is a societal problem and we need to do something about it. In other words, women coach development programs can also be seen as something for athletes. Athletes can benefit from having more female coaches. Sometimes it is not easy for women, especially young coaches, to talk to people in management positions. In that sense, think of them as gender sponsors. We need to think about that when we go to conferences and workshops for women.

We think it is very important for men to realize that we are trying to improve our society with the help of women. We need to raise such awareness. And we need to get more men to work for this purpose.

**【Audience 1】**

My question is: "Ultimately, will men and women participate in the program together, so that they can be exposed to a wider range of ideas from both sides? In this way, as prof. Ito mentioned, women will be able to help women. To do this, we believe it is necessary to bring as broad a level of expertise and interaction as possible into the group. In doing so, it would be good if there were proper rules on how to communicate with each other in a respectful manner. And I believe that the involvement of male coaches in various stages of the program (presentations, mentoring, etc.) would have many of the same benefits."

**【Audience 2】**

I believe that there are conscious biases, but I also feel that there are many unconscious biases. I believe that if women and men coaches can come together to talk about these things, albeit at a low level, we can break down the unconscious biases.

**【Summary: Pauline Harrison】**

As mentioned at the beginning of this article, it is important to distinguish between what we are doing for the self-development of women coaches and what we are doing to change the culture and environment in which women coaches work. And it is to change the culture and environment in which women coaches work. In order to do this, we need to be clear about what our purpose is.

## **Voices from the participants of the 7th NCDA webinar**

A questionnaire about the webinar was sent to the listeners after the 7th NCDA webinar. The results are as follows.

What did you learn from the webinar?

-How to prepare a better environment for female high performance coaches.

How do you want to apply what you learned in this webinar in the future?

-I would like to reflect on the details of the program presented and continue the conversation with the male coaches.

What do you expect from future webinars?

-Personally, I would like to see more friendly and relaxed dialogues like the one in this webinar. I also thought that having a leader to lead the webinar would have made it more fulfilling.

## **Speakers Profile**

### **Ms. Michelle De Highden (Gymnastics Australia, Australia)**

Ms. Michelle De Highden is the National Elite Coach Manager at Gymnastics Australia, an experienced high-performance coach and coach developer and extremely passionate about facilitating coach development at a high-performance level. With over 35 years' experience coaching, She is also a qualified teacher, an international coach developer, certified by the ICCE and the NCDA and holds a Master of Sports Coaching from the University of Queensland.



She has led the collaborative design and implementation of blended learning designs for grassroots to high performance coach accreditation frameworks in the club, State and National domains. She has also designed the national high performance coach development framework that involves a four-tiered approach with bespoke learning strategies. Key initiatives designed and implemented have involved International and National Immersion Programs, NextGEN female leadership Program, a Virtual Coach Program and weekly webinars and newsletters for Performance Coaches.

### **Ms. Pauline Harrison (Women's Sport Leadership Academy, New Zealand)**

Ms. Pauline Harrison is a coach and consultant specializing in executive coaching, strategy and leadership development. She has played a significant role in championing change for women domestically and internationally, advocating for and leading programs aiming to improve opportunities for women, especially in the leadership domain. She is Programme Leader for the Women's Sport Leadership Academy, a program dedicated to developing tomorrow's leaders of sport. She is currently leading the Women in Coaching project for the ICCE and is Chair of the IWG 8th World Conference on Women & Sport. Pauline is living in New Zealand and is on the Board of Women in Sport Aotearoa (WISPA). WISPA is New Zealand's leading advocacy group dedicated to gender equality in sport.



### **Mr. Gene Schembri (Kaiwa Consulting, Australia)**

Mr. Gene Schembri has worked for Gymnastics Australia in development and coach education. He was the Director of the Australian Coaching Council until it was absorbed into the Australian Sports Commission where he continued to work in sport education. He was a member of the ICCE/NCDA's Cohort 1 and a foundation board member of ICCE. Currently he consults for a range of local and international organizations in coach development.





## Messages from the Participants

### Cohort 2

#### Michel Milistetd (Brazil, State University of Midwest)

"The NSSU Coach Developer Academy experience was amazing. The need to change the perspectives in coach education, as we worked here, should be the first step to improve all levels coaching in Brazil."



#### Fatima Tembo (Zambia, National Organization for Women in Sport, Physical Activity and Recreation)

"The NCDA experience has been an eye opener for me and has given me an opportunity to develop myself. The program helped me come to a deeper understanding of the integrity of sport and coaching. I am able to contribute to coach development in my country, so am glad I was part of this program."

#### Hayley Harrison (Ireland, Coaching Ireland)

"The NCDA program has made the possibility of standardizing the training of coach developers across the globe a reality - what an achievement! I am delighted to be part of this program and to see what difference we can make to coach developers, coaches and coaching in our own countries."



#### Sean Douglas (Australia, Football Federation Australia)

"The NSSU/ICCE Coach Developer Program is absolutely essential for all sports organizations. We try to improve our coaching to help players learn, but not enough organizations improve the delivery of their coach education programs to help their coaches learn. The NCDA program provides everything an organization needs in this area."



## **Cohort 3**

### **Pelle Kvalsund (Norway/Zambia, Norwegian Olympic and Paralympic Committee and Confederation of Sport)**

My participation in the NCDA has been a tremendous experience. The learning and reflection has been absolutely great, let alone the network of NCDA staff and CD's from all over the world that gives me access to additional expertise and resources from some of the best in the world. To date three participants from Southern Africa have been attending the NCDA training, and hopefully a few more will come in the future. This will help us establish our own regional network, and build the capacity for coaches at all levels in the Southern African region. Our goal is to build up coaches through trained CDs and to make them better equipped to handle local athletic challenges, and that we together can achieve the vision of ten million people by 2020. Thanks so much for letting me become part of this journey.



Our goal is to build up coaches through trained CDs and to make them better equipped to handle local athletic challenges, and that we together can achieve the vision of ten million people by 2020. Thanks so much for letting me become part of this journey.



### **Larissa Galatti (Brazil, Campinas University)**

"NCDA was one of the most valuable experiences in my life. It was such a unique environment for personal development. I mean in particular the two weeks I spent at Nittaidai in contact with outstanding cohorts and facilitators. Those experiences offered me an opportunity for personal growth and gave me improvement and confidence to come back to Brazil and work harder to contribute to better developing coaches. Arigato (Thank you) NCDA, NITTAIDAI and Sport for Tomorrow for making all this possible. You are definitely making a huge difference in Brazilian sports coaching development!"

### **Glenn Cundari (Canada, PGA of Canada)**

"This once-in-a-lifetime opportunity has created a momentum that I wasn't expecting. Three overall observations emerged from the NCDA/ICCE Program; 1) How important it is to have a global perspective of sport and coach development 2) The breadth and depth of the content was at a very high level and 3) I have forged international relationships that I know will continue long after the program's completion. It is because of my participation that I believe my skills and competencies as a coach developer are now significantly better. This program is "a must" if you want to improve as a coach developer."



## Cohort 4

### **Paula Korsakas (Brazil, Instituto Reação)**

Participating in the NCDA has been one of the most life-changing experiences I have ever had. I also had the wonderful opportunity to learn from experts from around the world who have dedicated their lives and expertise to improving the sports experience for all. They were wonderful people, but also humble in character. Aside from the great professional interactions, being a part of NCDA has allowed me to be a part of an international network of coach developers, a community of wisdom that will last for a long time to come. For all the things I have learned, the friends I will miss, and the invaluable hospitality of everyone who has welcomed us at Nittaidai, I am so glad to have had the opportunity to join the NCDA family.



### **Andrea Woodburn**

**(Canada, Université Laval)**

Participating in the NCDA has been a wonderful gift to me. The experience of learning in this program with its global perspective on coach education was a blessing in itself. In addition, NCDA provided me with a unique opportunity to connect with coach developers from around the world through strong leadership and gracious hospitality. I am very fortunate that the coach developers I met there are now my friends and I am very grateful to the NCDA team.

### **Aku Nieminen (Switzerland, International Ice Hockey Federation)**

NCDA is not only about building better coach developers, but more broadly, fostering better people and better leaders. The combination of home study and face-to-face education was a perfect fit for my busy work schedule. The content covers all the important aspects of coach development and is broadly applicable to other areas of development. However, there is no doubt that the greatest value lies in the people I met. All of us knew that there were people who were our colleagues and friends who were always willing to support us at any time. I am very proud to be a part of this program and I can truly say that being a part of NCDA has been a life-changing experience for me.



**Sebusiso Keketsi (Lesotho, Ministry of Gender, Youth, Sport and Recreation)**

What a great program! When I think about my journey with NCDA, I feel filled with so many emotions. NCDA is the kind of program that takes you out of your comfortable lukewarm environment and I feel so blessed to have had the opportunity to participate in this program. Coming from a country that does not have a coaching network, it was difficult for me to even imagine how I could apply what I have learned here to my own country. I felt that I was standing tall, but I am still grateful to all the wonderful facilitators who brought me to up to their level. They were willing to help even after the session was over, and whatever difficulties I was facing, they were there for me to clarify them. After this program, I came back to Lesotho as a completely different "creature," so to speak, with the necessary tools to overcome the various difficulties and contribute to the overall development of the sport.

Not only that, but the NCDA has an environment and facilities that make you forget that we are all different and united, even though we come from all over the world and have different cultural backgrounds. This program connects each of us to the world, not just in person, but in a network that will last a lifetime. I may not be able to change my home country, but I will definitely use the toolbox full of ways I can make a difference there. The Coach Developer Program is designed to take you out of the cave you are stuck in and give you the tools you need to help those who are still in the cave and bring them out of it. VIVA NCDA



## **Cohort 5**

**Catherine Joy Lariosa (Philippines, University of Philippines Diliman)**

Participating in the NCDA program has been one of the best experiences of my life ever, both in terms of my professional growth and personal aspects. I have gained a lot of knowledge and learning as a coach developer. All of it was new to me. This is because coach development is still not common in my country. Thanks to this program, I have been thinking a lot about establishing a coach development system in the Philippines and hope to one day create a system to train and support coaches in my country. This program has pushed me to get out of my "comfort zone" and do many things beyond what I have always done. It also made me realize that I can do many things that might make a difference. My peers, the trainers, and the NCDA staff were all very supportive and encouraging. They provided an environment where everyone was free to express their thoughts and opinions, and they responded to my thoughts and opinions with a variety of responses in discussions that encouraged further learning. Thinking outside the box, doing critical thinking, and squeezing out creative insights were the norm in this program.

In addition to the program itself, which provided me with a lot of knowledge, this program also brought me personal growth. I was able to meet new friends from other countries, who were all wonderful people. I am so grateful to have had the opportunity to work with such wonderful people who are willing to openly share their thoughts and opinions on coach development. Not only did I gain insight into coach development, but I was able to collaborate, work, and learn from a wide variety of people with different backgrounds and contexts.



different backgrounds and contexts.

As I head home from Japan, I am hopeful that I will be able to realize my vision and fulfill my purpose. I hope to be able to help the coaches at my university and in my country and do something to make a positive impact on them.

**Rita Horvath (Hungary, Hungarian Coaching Association)**

My gratitude is expressed to all those who were involved in the success of the Coach Developer Program, i.e., NCDA, NSSU, Sport for Tomorrow and ICCE. Köszönöm (thank you)!

I feel very privileged to have had the opportunity to participate in the NCDA program. The professionally designed e-modules, the activities in the residential program, the interaction with the para-coaches, the home study assignments, the online meetings - all these valuable experiences have been extremely beneficial for my personal growth. I am truly grateful for the experience and knowledge that the trainers shared with us, and the support and humility they gave us boosted our confidence. I am also very grateful for the active involvement of my colleagues. Their willingness to participate was essential to my personal growth. With a changed mindset and a clear plan of action, I will continue to do my best to improve coach development in Hungary.



## Cohort 6

**Fiona Murray (Ireland, Special Olympics International)**

NCDA has been an amazing journey and has provided me with the richest learning experience I have ever had, both professionally and personally. There was a special environment in the sense that it was different from others. The coach developers, mentors and trainers from all over the world, working in different contexts, came together at Nittaidai to create an unparalleled sense of community. It provided a wonderful opportunity for all of us to share ideas and experiences, to help each other in problem solving, and to challenge each other to think and work differently, all with the common goal of developing better coaches. It has given me a special opportunity to learn and grow personally and professionally by stepping out of my comfort zone and challenging myself in a real way.

The Special Olympics has given me the opportunity to participate in this prestigious program, and I can confidently say that my experience with NCDA has left an indelible mark on our coach development efforts as we work to build a global coach development system. As I return to my own duties, I leave with a renewed sense of enthusiasm and passion, a toolkit full of ideas and resources, and most importantly, a great network of peers who have walked the same path. I sincerely hope that this marks the beginning of a long and fruitful relationship with both organizations, NCDA and ICCE. Thank you NCDA, NSSU, ICCE and Sport for Tomorrow for seeing the potential in our community and for welcoming us into your community.



## **Cohort 7**

### **Frauke Kubischta (Sport Consulting Services)**

My experience of the program has been great. The enthusiasm of each person participating in the current program, as well as the passion that alumni cohort members show and share within the NSSU-NCDA community is unique. Even though our cohort was unable to start the program with the traditional week long residential in Japan at the beginning of the joint journey towards development and growth, we nevertheless have been able to create a community through the online Zoom meetings, sharing our successes but also our struggles and frustrations. Our cohort will always be connected to the outbreak of Covid-19 in 2020, but despite the limitations it has placed on the program and us, the members of the cohort, we will come out of this richer in experiences, with a network of like-minded people, and each of us will continue to support each other on our paths towards development of the coaching community and the coaching systems all around the world.





# Letters of appreciation from Alumni



## An Ode to the NCDA

The finish of cohort six completes a remarkable journey. Finalists membership of a worldwide family that have shared in the NCDA. We few, we lucky few...

Those that shared a language of LEARNS, GROW and GRIP. Even though they didn't share a native tongue. We few, we lucky few...

Selected from across the globe, equal in gender From Universities, NGOs NSOs and Institutes in equal measure. We few, we lucky few...

An experience that on the surface changed behaviour. But on a much deeper level, for many changed lives. We few, we lucky few...

A journey that saw many, many laughs. And on departure, a few tears. We few, we lucky few...

From Temples to Tea Ceremonies. Our experiences were all different but all so much the same. We few, we lucky few...

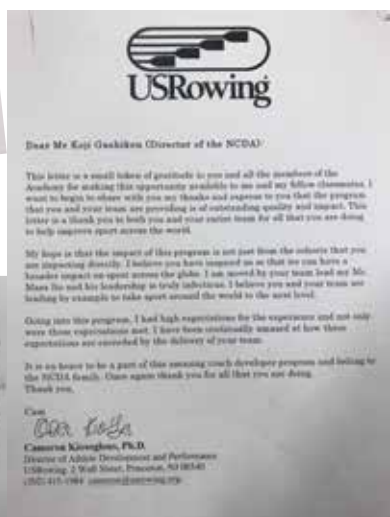
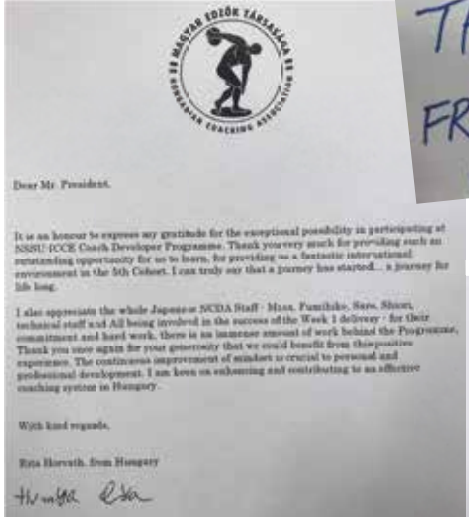
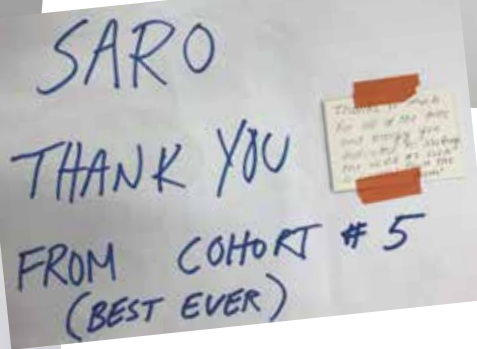
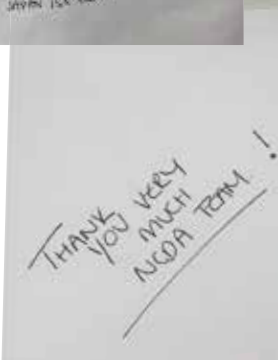
The NCDA has an overall sense of family in its greatest sense. Despite our independent pride in each of our individual cohorts. We few, we lucky few...

Of those that walked into the NSSU Guest house. That finally worked out how to operate a Japanese toilet. We few, we lucky few...

Of those that met and knew Masah and JB. Sara and Shiori. We few, we lucky few...

There will be other iterations of the NCDA. But there only be those that were IN the NCDA. We few, we lucky few...

To you, my friends. To you, my NCDA family, a group that is now defined forever. I remind you. We are few, we are THE lucky few...





# Activities of Alumni

## Coach Developer Training Program in Singapore

Date: ① Oct 21, 2017 ② Mar 5-7, 2018

Location: Singapore Bedok

Host Organization: CoachSG

Support Organization: NCDCA

Participants: ① 24, ② 21

NCDCA Alumni involved in this program: Troy Engle (Director of CoachSG/Cohort 1), Lynnette Chng (Senior Manager of CoachSG/Cohort 3), Jiaren Low (Deputy Director of CoachSG/Cohort 4)



On October 21-22, 2017, the CoachSG Introduction to the Role of a Coach Developer Workshop was held at Heartbeat, a sports facility in Singapore's Bedok district, in collaboration with the NCDCA. Three people from Singapore (Troy Engle, Lynette Chng, and Jiaren Low) have participated in the NCDCA's coach development program over the past four years, and they decided to take the lead in organizing a coach development program for Singapore. They had been talking about holding a coach training program in Singapore jointly with NCDCA for some time, and this joint program was now realized. On October 21, Engle and Low led a session on "What Kind of Coach Do We Want?" Professor Masamitsu Ito and Research Fellow Shigeki Sarodo then facilitated sessions on "How Coaches Learn" and "What Characteristics and Skills Do Coach Developers Need?" On October 22, after a review of the previous day's session, a session on "Characteristics and Skills Needed by Coach Developers to Support Coaches in the Field" was held. Sarodo then led the sessions on "Knowing Yourself, Your Strengths and Weaknesses" and "Making Your Own Personal Growth Action Plan."

On March 5-7, 2018, the "ICCE Coach Developer Programme" was held at the Singapore Sports Hub, with 21 participants from 17 sports organizations. The NCDCA supported the event by dispatching lecturers. This time, Penny Crisfield, ICCE Master Trainer, joined as the main lecturer. On March 5, the first day of the program, Engle and Professor Ito reviewed the previous October's program, and then reviewed learning theory and LEARNS, session implementation strategies, and micro-coaching theory and practice. During the morning of March 6, we reviewed the previous day's learning, the theory and practice of collaborative facilitation, and the GRIP process. In the afternoon, there was a session on facilitation planning, listening, and how to use questions differently, and on March 7, each participant practiced facilitation as a coach developer, and there was a general review.

Thanks to the active participation of the participants, the program turned out to be a fruitful one with a lot of learning, even though many of the participants were inexperienced coach developers. From a bird's eye view, Singapore has been focusing on coach development as well as sports management in recent years, and this coach development program is considered to be an important stepping stone for the future development of coaches in Singapore. The NCDCA will play a role in this program, and it will be extremely meaningful for the NCDCA to co-host and support the program.



**Day 1 Schedule (Oct 21, 2017)**

Time	Session
09:00	Welcome: Warm welcome from a lead facilitator
09:10	Climate Setting: Get to know each other well. Ideally meet everybody in the room.
	What kind of coach do we want?
10:00	Discussion on the ideal coach from different perspectives, i.e. the athlete's perspective, society's perspective, the coach's perspective, etc. The discussion done here will affect how the following activities go, so try to come up with concrete attributes and skills of the ideal coach as much as possible.
11:30	Lunch
	How are coaches learning?
13:00	Based on your own experience as a coach, think about how you have improved your coaching skills. Introduce the concept of learning opportunities, formal, non-formal, informal learning, mediated and unmediated learning. There are lots of learning opportunities.
	What are the needs of coaches for a coach development program?
14:30	Focusing on coach development programs, discuss the reason why coaches take these courses. Also discuss the pros and cons of the current coach development programs, based on coaches' experience.
15:30	Tea Break
	What attributes and skills do we need as those who deliver coach development programs?
15:45	Based on the preceding discussions on the coach's needs or society's needs, discuss what kind of program we should provide to coaches. Introduce an active learning concept.
16:45	Review of Day 1

**Day 2 Schedule (Oct 22, 2017)**

Time	Session
09:00	Climate Setting: Set the learning climate
09:15	Quick review of Day 1 and connect to Day 2
	How to facilitate CD sessions
09:45	We did exercises focusing on a coach development program designed for a group of people yesterday. This session was supposed to be dealing with individual program design and mentoring. Facilitators always have to be ready to accept and value the ideas of participants anytime and have courage to navigate the issues posted by the participants, but stick with the situation (both on and off the field).
11:30	Lunch
	Know yourself, your strengths and weakness.
12:30	Try to understand how you tend to see the world through tinted glasses. Nobody can see the world from a purely objective view point. To understand others, you first need to know yourself well. A person with high self-awareness is more able to detect other people's emotions (emotional intelligence).
	Specify the skills you need to develop as a coach developer.
14:30	Compare your strengths and weaknesses in your self-awareness sheet with the overall list of coach developer's roles from this morning. Clarify the points you need to improve.
15:30	Tea Break
15:45	Review of Day 2
	Make a personal growth action plan.
16:00	Based on the learnings over these last two days, make an action plan for yourself to develop the skills you need to improve. Make a SMART plan.
16:50	Closing



### **Coach Developer Training Program in Zambia**

Date: Nov 27 - Dec 1, 2017

Mar 13-17, 2018

Location: Lusaka, Zambia

Host Organization: ZAMCOACH360

Support Organization: NCDA

Participants: 15



NCDA Alumni involved in this program: Pelle Kvalsund (Norwegian Olympic and Paralympic Committee and Confederation of Sport, International Sport Development Consultant/Cohort 3), Glenn Cundari (PGA of Canada, Technical Director/Cohort 3)

The ZAMCOACH360, Coach Developer Programme 2017-18 was held at Sandy's Creation in Lusaka, Zambia from November 27 to December 1, 2017. Eight students from Zambia, six from Zimbabwe, and one from Malawi participated in the program. The instructors were NCDA alumni Pelle Kvalsund and Glenn Cundari, and Shigeki Sarodo, a Research Fellow from NSSU, participated in the program and provided support. The NCDA decided to dispatch a lecturer for this program, as Kvalsund has been making great efforts to organize it.

The first day, November 27, included an introduction to the entire program including self-introductions, the opening ceremony and media conference, and a lecture on African coaching philosophy. On the second day, November 28, there was a session on the participants' coach development environment, a session on coach development in Japan and Canada, and a session on the role of coach developers. On the third day, there was a session on coaching styles, a session on how to learn to be a coach, a session on how to use and listen to questions, and a session on facilitation methodologies. On the fourth day, the participants had a session to practice the facilitation they had learned so far, and a session on the study of philosophers. On the last day, the participants had a session to answer questions from the audience, a session to reflect on the entire program and plan for future growth, and a closing ceremony. The closing ceremony was held on this day.

The second program in March was held at Sandy's Creation as before, with Pelle Kvalsund and ICCE Master Trainer Penny Crisfield as the main trainer. Due to limited internet access for home study in Zambia, it was difficult to use the Academy's e-modules beforehand, so each participants took time after dinner each day to learn the basics of being a coach developer through the e-modules.

On March 13, the first day of the program, sessions were held on LEARNS practices, creating an atmosphere for coaching sessions, and self-reflection skills based on the first program. On March 14, sessions were held on designing and implementing task-based sessions and activities, and the GRIP process. On March 15, there was a session on micro-coaching and listening skills, and preparation for the facilitation session on the following day. On March 16, all participants practiced facilitation, one of the most important elements of the role of a coach developer. On the last day, there was a review of knowledge and skills, an overall review and future planning, an evaluation of the program, and finally a closing ceremony.

It is significant that NCDA was able to support this first program in Zambia, as the country has never hosted a coach developer program before. In addition, given the current state of coaching in Zambia, it was not possible to apply international coach development standards directly. It was very beneficial for the future management of NCDA to learn about this situation firsthand.



### **Coach Developer Training Program in Jordan**

Date: April 25-28, 2018

Location: Amman, Jordan

Host Organization: Jordan Olympic Committee

Support Organization: NCDA

Participants: 12 from within Jordan

NCDA Alumni involved in this program: Ms. Narin HajTass (Jordan Olympic Committee, Cohort 4)

At the request of the Jordan Olympic Committee (JOC), the NCDA managed a JOC-sponsored coach developer training course for training Level 4 coaches.

NSSU prof. Masamitsu Ito, Mr. John Bales (ICCE President and NCDA Deputy Director), dr. John Alder (NCDA Expert), and Ms. Narin HajTass (Education and Training Manager at JOC) were on hand as expert lecturers for the course, also handling course design and facilitation in course workshops.

Course sessions were held for four days, over April 25-28. On the first day, April 25<sup>th</sup>, the program focused on basic approaches as a coach developer, pondering one's own values and philosophy, and Jordan's Level 4 program practice at the conceptual level. Sessions on the second and third days, April 26<sup>th</sup> and 27<sup>th</sup>, centered around brushing up on the skills essential to a coach developer's practice, such as listening, questioning, observation, and managing coach mentoring meetings. On the fourth and final day, April 28<sup>th</sup>, the course reviewed the lessons to that point and had the participants build plans for their own future learning.



### **Coach Developer Training Program in Zambia**

Date: October 28-30, 2018

Location: Lusaka, Zambia

Host Organization: Zimbabwe Volleyball Association

Support Organization: NCDA, Norwegian Olympic and Paralympic Committee and Confederation of Sports

Participants: 4 from Zambia (Zambia Volleyball Association), 4 from Zimbabwe (Zimbabwe Volleyball Association)

NCDA Alumni involved in this program: Mr. Pelle Kvalsund (Norwegian Olympic and Paralympic Committee and Confederation of Sports, Cohort 3), Mr. Glenn Cundari (Professional Golfers' Association of Canada, Cohort 3)

A coach developer program was held over three days from October 28-30, 2018, in Lusaka, Zambia. This workshop program was held for four coach developers from each of the Zambian and Zimbabwean Volleyball Associations. The program was planned by Mr. Pelle Kvalsund, with co-facilitation by Mr. Glenn Cundari and NCDA research fellow Jun Sekiguchi.

The purposes of the program were to discuss the relationship between coach development programs in Zambia and Zimbabwe

## Activities of Alumni

and those of the Fédération Internationale de Volleyball Association, and then to examine coach development programs fitting the situations in each country.

On the first day, October 28<sup>th</sup>, the workshop program had sessions analyzing the state of coach development in each country's associations, searching for their respective identities. The first day's program was productive, providing each group the time to seek out their country's symbolic fundamental philosophy. This was followed by a discussion of each country's development plans, with reference to the long-term athlete development frameworks used in Canada, Australia, and other Western countries, as well as the skills and qualities required of the coaches to go with these development plans. In the following days, Day 2 (October 29<sup>th</sup>) sessions covered long-term athlete development frameworks, and Day 3 (October 30<sup>th</sup>) sessions covered how to profile coach performance, followed by a review of the material covered.

The program achieved its objectives, and the participants had high praise for the results once completed. Moving forward, the associations vowed to take this workshop program as a starting point from which to continue growing their coach development programs. The trainers ran into some difficulty explaining how athlete and coach development tie together and how to keep them separate in a language the participants could understand. This will have to be rethought in planning for future workshop programs.

This workshop was a reflection of the message of context-dependent coach development that NCDA has worked on to date. Licensing systems provided by international sports federations are highly valuable, offering plentiful information and being highly systematized, but they rarely account for the local sports environment or cultural differences among countries. Thus, installing such a system often results in much confusion and roadblocks being set up, risking a loss of diversity and uniqueness between countries. To mitigate these risks, it is vital to discuss coach development based on the context and identity of each country. The leaders in each country must feel a greater sense of ownership. When constructing and installing these systems, national identities and country-specific contexts cannot be ignored. Hopefully, this NCDA workshop program will continue to grow and can serve as a model to that end.



### Coaching System Workshop in Paraguay

Date: March 4-5, 2019

Location: Asunción, Paraguay

Host Organization: Paraguayan National Secretary of Sport

Support Organization: NCDA

Participants: 40 coaches, athletes, and coaching stakeholders in Paraguay

NCDA Alumni involved in this program: Mr. Ramon Ortega Montes (Cohort 2), Ms. Sharly Natsu Yazaki (Cohort 5)

NCDA assisted the Paraguayan National Secretary of Sport (Secretaría Nacional de Deporte, or SND) in holding a workshop entitled "Understanding and Designing Coaching Systems" (Comprendiendo y Diseñando Sistemas de Coaching). NSSU prof. Masamitsu Ito, ICCE President Mr. John Bales, and NCDA research fellow Shigeki Sarodo acted as expert facilitators for the event.

The morning of the first day, March 4<sup>th</sup>, started with an overview of the workshop's objectives: 1) Learning to identify the key elements in a coaching system, and 2) Understanding how you can contribute to the nation's coach development plans. The overview was then followed by introductions of NCDA and ICCE. The morning was rounded out with sessions on determining the state of coaching in Paraguay and on values and philosophy in coaching and coaching systems.

Next, the afternoon sessions covered the meaning of investing in coaching, leadership in coaching systems, and a perspective on practicing leadership in a sports organization. For review, the first day closed by having participants consider the kind of groups or individuals that should be designing coaching systems and what they as individuals could do to improve coaching in Paraguay.

As usual, the morning of the second day, March 5<sup>th</sup>, opened with a review of the previous day. Next were the morning sessions: one on coaching education and the coaching development process (explanation, demonstration, observation, analysis, feedback), and a demonstration of micro-coaching, which is now used in coach development internationally. Sessions resumed in the afternoon: one on coach evaluation, and one on how to reflect coach feedback in coaching systems. The second day closed with a review.



### **Coach Developer Training Program in Malaysia**

Date: September 29, 2019

Location: Sarawak, Malaysia

Host Organization: Sarawak Sports Corporation

Support Organization: NCDA

Participants: 50 from across Malaysia

NCDA Alumni involved in this program: Mr. Ahmad Che Muhamed (Cohort 1), Mr. Troy Engle (Cohort 1)

On Saturday, September 29<sup>th</sup>, 2019, the NCDA held an introduction to coach developer training workshop as a pre-event to the 12<sup>th</sup> International Sports Science Conference, held in Malaysia. The workshop venue was the Sarawak Sports Corporation's Aquatic Centre in Kuching, Sarawak. Speakers included prof. Masamitsu Ito, as well as Mr. Troy Engle, a Cohort 1 participant from Singapore. Showing the commitment of NCDA graduates worldwide, the workshop was planned by another Cohort 1 participant, Mr. Ahmad Che Muhamed. The workshop was attended by 50 local coaches, who worked vigorously to actively learn. First, the morning session dealt with conducting learner-centered sessions, various session styles, and session methods, followed by how to use the IKMR process and skills such as questioning and listening to conduct sessions in practical contexts. The afternoon was spent on coach assessment skills and principles of assessment, then practicing the use of this knowledge. The workshop garnered some attention; it was covered by local media and made the next day's edition of the newspaper. After the workshop, representatives from the Sarawak Sports Corporation asked us to continue helping them to build their coaching systems and coach development. We expect this to lead to future cooperation in coach developer training.



**Schedule**

Time	Session
09:00-09:15	Welcoming Remarks and Officiating of the Coach Developer Workshop
09:15-10:00	Coach Developer Induction Programme
10:00-11:00	Facilitation Skill Package - Part 1 <ul style="list-style-type: none"> <li>• Learner-centered delivery</li> <li>• Delivery styles</li> <li>• Delivery method</li> </ul>
11:00-11:30	Group practical session
11:30-12:30	Facilitation Skill Package - Part 2 <ul style="list-style-type: none"> <li>• IKMR process for delivering in a practical context</li> <li>• Questioning skills</li> <li>• Listening skills</li> </ul>
12:30-13:00	Group practical session
13:00-14:30	Lunch Break
14:30-15:00	Assessment practice in coaching
15:00-16:00	Assessment principles
16:00-17:00	Group practical session
17:00	Closing of the Coach Developer Workshop



### **Coach Developer Workshop in Australia**

Date: February 6, 2020

Location: South Australia, Australia

Host Organization: South Australian Sports Institute

Support Organization: NCDA

Participants: 18

NCDA Alumni involved in this program: Mr. Ashley Ross (Cohort 4)

On Thursday, February 6<sup>th</sup>, 2020, NCDA assisted the South Australian Sports Institute (SASI) in hosting an introductory coach developer program. Mr. Ashley Ross, Mr. Dave Reynolds and Mr. David Threadgold acted as trainers, and NSSU prof. Masamitsu Ito and NCDA research fellow Shigeki Sarodo supported as leads. The program was attended by 18 in total, comprised of SASI coaches aspiring to be coach developers, coach development managers in state sports associations wanting to learn more about the role and skills of coach developers, and sports recreation office managers and team leader office staff wanting to know how to review sports performances once completed. Program participants learned about the GROW and GRIP models used by coach developers in their field support, including the significance and actual usage methods for these models. Also, in addition to the model theory, the participants furthered their knowledge by actually putting it to use with role playing and other exercises.



### Coach Developer Workshop in Brazil

Date: March 11-12, 2020

Location: Brazil

Host Organization: Brazilian Industrial Social Services (Serviço Social da Indústria, SESI)

Support Organization: NCDA

Participants: 17 (and 10 observers)

NCDA Alumni involved in this program: Dr. Larissa Galatti (Cohort 3), Ms. Paula Korsakas (Cohort 4), Dr. Mariana Tsukamoto (Cohort 5.5), Ms. Tatiana Freire (Cohort 6)

Over Wednesday and Thursday, March 11-12, 2020, a workshop with the theme "Introduction to coach developers and coach development systems" was held at the Vila Leopodina, a Brazilian Industrial Social Services (Serviço Social da Indústria, SESI) facility in São Paulo, Brazil. NSSU prof. Masamitsu Ito was the lead facilitator, with dr. Larissa Galatti, dr. Mariana Tsukamoto, Ms. Tatiana Freire, and Ms. Paula Korsakas serving as facilitators. Unable to attend in person due to Covid-19-related factors, Professor Ito participated using an online video conferencing system. There were 17 participants, coming from sports organizations, the Brazilian Olympic Committee, and the Brazilian Paralympic Committee. In addition, 10 graduate students in Master's and Doctorate programs attended as observers. The workshop's objectives were for participants to clearly understand the roles of coach developers in a coaching system, teaching them the required concepts and tools for developing coaches, and preparing them to explain the key elements of learning. On the first day, participants took part in an introduction to coach development exercise using the "Tell, Sell, Ask, Delegate" approaches to coaching, followed by another exercise clarifying issues in coach development specific to Brazil. This was followed by a session addressing the roles of sports federations and associations in coach development. The second day's central theme was what Brazil needs. The day consisted of a practical learning session using the GROW model and GRIP review process, both used to help coaches in the field, and a session about building Communities of Practice. In these sessions, the participants learned how to solve problems together through a fishbowl clinical case study, as used in Wenger's workshops. Finally, the workshop ended with a session to reflect on the workshop itself using the LEARNS framework. All participants engaged eagerly in the exercises and will hopefully contribute to the development of coach development systems in Brazil.



Photo by Zen Tachibana



Photo by Zen Tachibana



**Schedule for Day 1 (March 11, 2020)**

Time		Theme: Introduction to Coach Developer
09:00	Opening	
		Icebreaker activities (Get to know each other)
		- Lining-up (make a circle) in the alphabetical order of your name, introduce yourself to people next to you
09:10		- Lining-up in the order of your birthdate (not year!), introduce yourself to your neighbors
		- Make a human map, by locating yourself in a virtual map of Brazil, introduce yourself to your neighbors
09:30	Participants' experience regarding developing coaches	
		Micro-coaching (Theme: Tell-Sell-Ask-Delegate)
		- Explanation of the activity
		- Clarification (Q&A) and preparation (decide what & how to coach)
10:00		- Micro-coaching (15m/p: Preparation (3m)-Coaching (5m)-Professional Discussion (5m)-Changeover (2m))
		- Group reflection
		- Whole group reflection
12:00	Lunch	
		Introduction to coach developer (work) from the global perspectives
		- Introduction to NCDA
13:30		- Global perspectives
		- Q&A
		Issues in coach development in Brazil
		- Explanation of the activity
		- Small group discussion (What do you want to see, and why?, What do you see now?, What are the options?, What will you do?) ->Use Google Docs to log discussion results
14:10		- Whole group sharing
		1. Read the discussion results from the other groups and write questions in Google Docs.
		2. Answer the questions in Google Docs.
15:30	Break	
		Role (responsibility/commitment) of federations/institutions/people/etc. for creating quality coaches (encouragement from us)
16:00		- Explanation of the activity
		- Small group work (Keep a log with Google Docs)
		- Whole group sharing
16:50	Reflection of the Day 1	

**Schedule for Day 2 (March 12, 2020)**

Time	Theme: What we need to do in Brazil
09:00	Kick-off the day's activity (Pin-Pon-Pan)
	Micro-coaching (Theme: GROW and GRIP to support coaches in the field)
	- Explanation of the activity
	- Demonstration of GRIP
	1. Kendo coaching by Coach (A)
09:15	2. Coach (A) reviewed by CD (B)
	3. CD (B) reviewed by Trainer (C)
	- Preparation
	- GRIP exercise (Preparation (2m), Micro-coaching (5m), GRIP by CD (4m), GRIP of GRIP by Trainer (4m))
	15m×4 Round
	- Group reflection
11:25	Preparing CoP exercise
12:00	Lunch
13:30	Making action plans using CoP exercise (Case-clinic Fishbowl) 4 groups x 30min = 2 hours
	- Explanation (3m), Clarification (5m), Discussion (12m), Wrap-up (5m), Changeover (5m)
15:30	Break
16:00	Reflection on the process of the workshop (LEARNS)
16:50	Closing



## **Coach Developer Training Program in Zambia**

Date: Dec 7-8, 2020

Location: Lusaka, Zambia

Host Organization: Zambian Olympic Committee

Support Organization: ZAMCOACH

Participants: 8

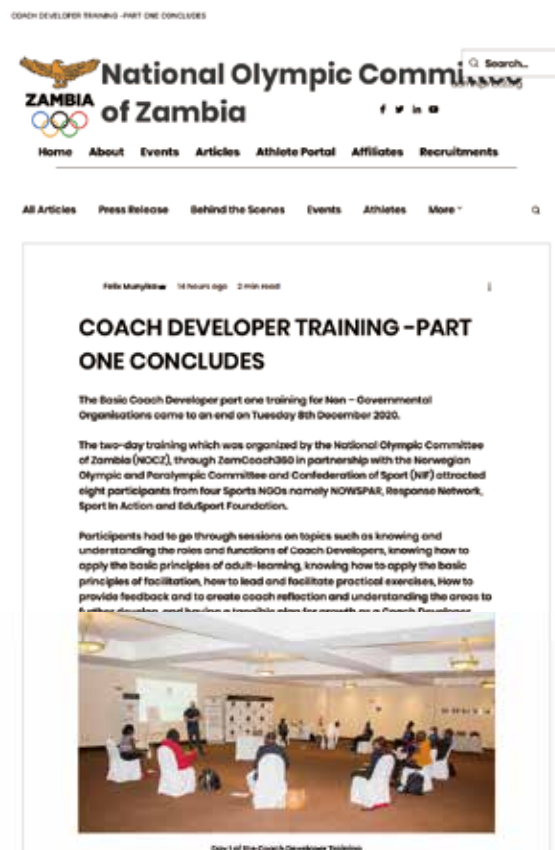
NCDA Alumni involved in this program: Mr. Pelle Kvalsund (Norwegian Olympic and Paralympic Committee and Confederation of Sport, International Sport Development Consultant/Cohort 3)

The Basic Coach Developer part one training was held in Lusaka, Zambia on December 7 and 8, 2020. A total of 8 participants from 4 different organizations (NOWSPAR Woman in Sport, Response Network, Sport In Action, EduSport Foundation) attended the training. The instructors were NCDA alumni Mr. Pelle Kvalsund and three others.

The aim of the course was to know and understand the following six things. Specifically, the role and function of the coach-developer, how to apply the basic principles of adult learning, how to apply the basic principles of facilitation, how to facilitate practical activities, how to give feedback, how to encourage reflection, and how to intensify said reflection. In addition to these, other topics were discussed. In addition to these, other topics included developing a specific growth plan as a coach developer.

NIF IDT Advisor and Coach Developer Pelle Kvalsund led a team of International Council for Coaching Excellence (ICCE) Coach Developers that included Football Association of Zambia (FAZ) Technical Director Lyson Zulu, Zambia Rugby Union Project Manager for Youth Rugby Tom Chaloba, and Sport In Action Programmes Manager Mwape Konsolo.

Speaking at the end of the training, one of the participants Ms. Bertha Phiri thanked the organizers for holding such a training session considering the restrictions that are currently in place with the COVID-19 situation. “The training was really insightful and eye-opening to learn that a coach can have somebody who can help them. This training was relevant as we try to develop the sports sector either at the eye-opening grassroots level or professional level,” she said. On the other hand, Mr. Kvalsund called on the participants to continue practicing and to communicate amongst themselves so as to encourage each other.



website of the Zambian Olympic Committee

URL: [https://www.nocz.org/post/coach-developer-training-part-one-concludes?fbclid=IwAR119FKdRQe0JFutnEnmFR-ClonpF\\_ZfxXcAD0IJeFCCedf3sVwkUVOiXQxA](https://www.nocz.org/post/coach-developer-training-part-one-concludes?fbclid=IwAR119FKdRQe0JFutnEnmFR-ClonpF_ZfxXcAD0IJeFCCedf3sVwkUVOiXQxA)

### Practice and Theory as a Coach Developer

We asked Cohort 3 to write an article about their own coach developer practice and theory. Below is a title list of each article; to read them, please visit <https://www.ncda.tokyo/blog>

In the next page, we feature the post of Mr. Pelle Kvalsund, titled Cultural-Political Challenges of Coach Development in Southern Africa.

Name	Title
Torsten Buhre	Coach Developer, Sweden
Pelle Kvalsund	Cultural-Political Challenges of Coach Development in Southern Africa
Lynnette Chng	Coaching / Coach Developer activities
Maiju Kokkonen	Good Questions and Puzzle Pieces
Shlomo Sabia	My Challenge to Develop and Promote Coach Issues
Christine Nash	Working with Cognitive Coaches
Larissa Galatti	Being a Coaching Developer: Between no experience and strong beliefs
Glenn Cundari	Questioning my Questions
Jon Casson	Creativity and Innovation in Coaching
Kristen Dieffenbach	NSSU Blog Post
Rob Holden	NCDA Blog Article

### **Cultural-Political Challenges of Coach Development in Southern Africa**

**Pelle Kvalsund**

So, I have been part of a team trying to support the creation of a sport coach development framework for southern Africa since 2011. The establishment of the framework has been officially mandated by the government's sport structures and recently also been acknowledged by the Olympic movement in the region. The program has been moving in stages, and moving very slowly the last couple of years. However, the southern African regions' Member States (Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa (RSA), Swaziland, Zambia and Zimbabwe) are independently pushing progress according to readiness (and willingness) of the national stakeholder in sport in their respective countries. South Africa has played a leading role and launched their National Sport Coach Framework in 2013 (in fact prior to the ICCE's ISCF). Others like Botswana, Zambia and Zimbabwe are also making some progress. Since I am based in Zambia I am better placed to contribute to and support the work here, but have spent quite some time over the past months reflecting on why we are failing to make significant rapid progress. Without claiming to know the answers, here are a couple of issues, obstacles and limitations that are being tossed around in my head.

What started as a technical challenge has in the process changed into a highly adaptive one. With this I mean that establishing a framework to improve the quality and recognition of coaches should be a straightforward technical issue, easily addressed by technical experts in coaching. However, few sport coach specialists have been involved in the process, and the issues around outcomes, design, content and accreditation of content have been left to be addressed by political and sport administrative personnel. Actually, the process became more about securing that each country had a representative rather than the competency the person brought to the team. The same team of political representatives that would meet to make decisions would also be in charge of the involvement of sport bodies at home in their respective nations. Their job would be to take what they understood and "sell" the concept at home to move the process forward. However, the varied level of conceptualization and understanding made this very challenging. This was additionally challenged with a big turnover in representation to the "technical" team, ensuring more people benefitting from the allowances offered to government officials traveling abroad.

Another issue that I feel might be hampering the process is access to funding. The governing sport body in RSA is the SASCOC, a singular body representing the National Sport Council and the Olympic Committee. This construct has allowed RSA to tap into funding provided through the Olympic Solidarity, a program from IOC supporting capacity development in countries of needs. Frustratingly, the remaining countries in the Southern African region have to date not been able to benefit from this, as the relationships between the National Sport Councils/Commissions, a governments sporting arm, and the Olympic Movement has traditionally been filled with conflicts regarding power and economics over collaboration toward mutual goals. This has left the coach development framework (a government initiative), largely dependent on government support and contributions from external donors.

To end on a positive note, a regional initiative is now being developed to streamline efforts and strengthen the connection between the regions' sport governing bodies (including the Olympic movement) to allow them to jointly support the initiatives that will benefit sport coaching down the line. Any advice on how to better maneuver the challenge and support the process is very welcome. In the meantime, we will continue to do what we can where the climates are positive and warm, to support coaches in their efforts to elevate the sports they love.

### Coach Developer Session "NCDA get together" by NCDA Alumni

On July 30, 2017, a Coach Developer Session "NCDA Get Together" was held by NCDA Alumni at Liverpool John Morse University, UK. The session was attended by 27 former NCDA graduates (Cohort 1-3), 4 current year participants (Cohort 4), and 3 lecturers. From our university, prof. Masamitsu Ito, assistant prof. Jun Sekiguchi, research fellow Fumihiko Iwahara, and research fellow Shigeki Sarodo participated.

In this session, Mr. Troy Engle, Cohort 1, introduced the background and history of CoachSG in Singapore, and the participants and lecturers exchanged opinions on its activities. Next, Mr. Jouko Lukkarila, Cohort 2, introduced the case of "Athlete-Centered Coaching" in her home country of Finland, followed by a discussion on the significance of the activity among the participants. It became apparent that both presenters were putting into practice what they had learned at NCDA even after returning to their respective countries. The other participants seemed to be greatly impressed by these activities.

Dr. Diane Culver of the University of Ottawa gave a workshop on "Communities of Practice." dr. Culver explained the formation process, the reality, and the significance of "communities of practice," and then the NCDA alumni and this year's (2017) participants had a session to think together. Through this session, it became clear that the NCDA itself is forming a "community of practice," so to speak.











Collaboration between Alumni of NCDA

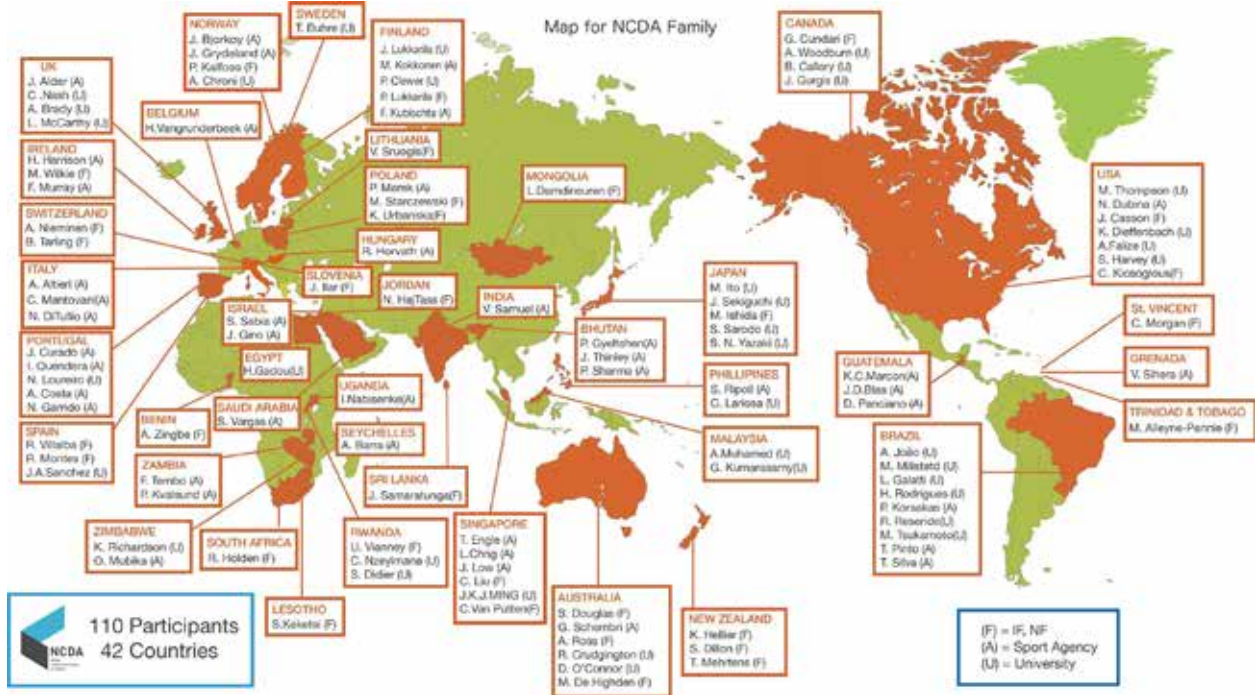




# Report on the Number of Beneficiaries from NCDA

## First Beneficiaries (1) The number of participants in NCDA Programs

The following is a report on the number of participants in the program from 2014 to 2020. The Academy has accepted 110 coach developers from 42 countries around the world and has provided them with opportunities to learn as coach developers.



### 受講生別

#### 2014-15 : Cohort 1

1	Andréa João
2	Gene Schembri
3	Ahmad Munir Che Muhamed
4	John Alder *2
5	Troy Engle*2
6	Masamitsu Ito*2

#### 2015-16 : Cohort 2

1	Chester Morgan
2	Fatima Tembo
3	Hayley Harrison *3
4	Jan Ilar
5	John Anders Bjorkoy
6	Jose Curado
7	Jouko Lukkarila
8	Jun Sekiguchi *3
9	Kirsten Hellier
10	Masato Ishida
11	Melissa Thompson
12	Michel Millistedt
13	Nadine Dubina
14	Piotr Marek
15	Ramon Ortega-Montes
16	Rubén Villaiba
17	Sean Douglas *3
18	Sebastian Ripoll
19	Alexis Zingbe

#### 2016-17 : Cohort 3

1	Lynnette Chng
2	Shlomo Sabia
3	Steven Dillon
4	Robert Holden
5	Christine Nash
6	Maiju Kokkonen
7	Torsten Buhre
8	Pelle Kvalsund *4
9	Glenn Cundari *4
10	Kristen Dieffenbach
11	Jonathan Casson
12	Larissa Galatti *6
13	Ashley Fallaize *3

#### 2017-18 : Cohort 4

1	Paula Korsakas *5
2	Andrea Woodburn *5
3	Heitor Rodrigues
4	Belinda Tarling
5	Aku Nieminen
6	Michal Starczewski
7	Stephen Harvey
8	Sebusiso Keketsi
9	Robert Crudgington
10	Ashley Ross *5
11	Narin HajTass
12	Jiaren Low
13	Shigeki Sarodo

#### 2018-19 : Cohort 5

1	Cameron Kiosoglous *6
2	Pekka Clewer
3	Bettina Callary
4	Jon Grydeland
5	Jacob Gino
6	Angelo Altieri
7	Rui Resende
8	Matthew Wilkie
9	Catherine Lariosa
10	Tammy Mehrtens
11	Abbe Brady
12	Rita Horvath
13	Joseph Gurgis
14	Sharly Natsu Yazaki

#### 2018 : Cohort 5.5

1	Michelle Alleyne- Pennie
2	Sara Vargas
3	Valencia Nataly Sihera
4	Condrey Liu
5	Mariana Tsukamoto
6	Uwambaza Jean
7	Ivo Igueiredo
8	Taciana Pinto
9	Shema- Maboko Didier
10	Celestin Nzeyimana

#### 2019-20 : Cohort 6

1	Donna O'Connor
2	Per Elias Kalfoss
3	Fiona Murray
4	Thatiana Freire
5	Nuno Loureiro
6	Stiliani Chroni
7	Penjor Gyeltshen
8	Pyry Lukkarila
9	Michelle De Highden
10	Tharaka Samaratunga
11	Liam McCarthy
12	Hans Vangrunderbeek

#### 2019 : Cohort 6.5

1	Hossam Gadou
2	Vaidotas Sruogis
3	Varughese Samuel
4	Kelly Cesco Marcon
5	Anna Barra
6	Lkhamsuren Damdinsuren
7	Irene Nabisenke
8	Jorge Acebes Sanchez
9	Ganthi Kumarasamy
10	Katarzyna Urbanska
11	Joshua Kwee

#### 2020-21 : Cohort 7

1	Juan Diego Blas
2	Pedro Danilo Ponciano Nuñez
3	Nicolo' Di Tullio
4	Claudio Mantovani
5	Keon Richardson
6	Oripa Mubika
7	Jigme Thinley
8	Puspapal Sharma
9	Aldo Matos Costa
10	Nuno Garrido
11	Coen Van Putten
12	Fiona Murray
13	Frauke Kubischta
14	Aku Nieminen

\* 発展プログラムを受講した期を示す

例) \*2=第2期育成プログラムにおける発展受講生

Sorted by Programs								
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	SUM
<b>Development</b>	6	19	12	13	14	12	14	90
<b>Advanced</b>	-	3	4	2	3	2	-	14
<b>Introduction</b>	-	-	-	-	10	11	-	21
<b>SUM</b>	6	22	16	15	27	25	14	125

**First Beneficiaries (2) The number of participants in NCDA Webinars**

The following is a report on the number of participants in the online seminars conducted by the Academy in the 2020 fiscal year. In addition to providing a learning opportunity for coaches and coach developers around the world who are facing various difficulties due to the spread of the Covid-19, we aim to use this as online learning materials for NCDA Cohort 7.

**Number of webinar participating countries**

	1st	2nd	3rd	4th	5th	6th	7th
Asia	12	15	13	7	11	7	11
Oceania	2	4	1	1	4	1	4
Europa	12	8	5	6	16	4	14
North America	3	1	2	2	6	2	4
South America	2	0	7	3	6	4	5
Africa	3	1	6	1	1	3	3
<b>Total</b>	<b>34</b>	<b>29</b>	<b>34</b>	<b>20</b>	<b>44</b>	<b>21</b>	<b>41</b>

**Number of webinar participants, by continent**

	1st N (%)	2nd N (%)	3rd N (%)	4th N (%)	5th N (%)	6th N (%)	7th N (%)
Japan	186 (61.0)	61 (37.2)	27 (27.3)	5 (11.1)	50 (22.1)	14 (21.7)	11 (11.5)
Asia (Except Japan)	28 (9.2)	57 (34.8)	21 (21.2)	10 (22.2)	24 (10.6)	11 (16.7)	12 (12.5)
Oceania	13 (4.3)	33 (20.1)	1 (1.0)	4 (8.9)	12 (5.3)	1 (1.7)	12 (12.5)
Europa	40 (13.1)	11 (6.7)	9 (9.1)	15 (33.3)	70 (31.0)	4 (6.7)	31 (32.3)
North America	12 (3.9)	1 (0.6)	21 (21.2)	7 (15.6)	31 (13.7)	3 (5.0)	16 (16.7)
South America	8 (2.6)	0 (0.0)	12 (12.1)	3 (6.7)	38 (16.8)	27 (43.3)	10 (10.4)
Africa	18 (5.9)	1 (0.6)	8 (8.1)	1 (2.2)	1 (0.4)	3 (5.0)	4 (4.2)
<b>Total</b>	<b>305 (100)</b>	<b>164 (100)</b>	<b>99 (100)</b>	<b>45 (100)</b>	<b>226 (100)</b>	<b>63 (100)</b>	<b>96 (100)</b>

**Report on the Number of Indirect Beneficiaries from Practices of Program Participants**

This section reports the number of coaches (indirect beneficiaries) who have taken a coach development session held by an NCDA Coach Developer Program participant from 2014 to 2021.

After the residential program, NCDA participants practice coach development in their country or organization using what they have learned in the program. Most of the NCDA participants are already engaged in coach development and education with ample opportunity to utilize the lessons they have learned and develop what they learned through practice. We count the number of coaches taught by participants when they used material or concepts learned in NCDA program. As this is for sessions held after the program, reporting is on a voluntary basis. In terms of tracking, we contacted the participants by e-mail, prompting them to report to us by filling out an NCDA-prepared online form. Participants were asked to fill in the date, times, session activities, topics, number of participants, sport, and participant organizations on the forms. Also, when possible, participants were asked to take pictures of the practice in session.

The reported events included coach development workshops and seminars, classes at academic institutions, conference speeches, coach meetings and mentoring, and program design meetings on coach development. For prolonged seminar series and university courses, only actual participants in the coach development-related session were counted.

To date, NCDA has trained and provided learning opportunities to 110 coach developers from 42 countries. As seen on the table on the following page, NCDA participants and graduates taught their NCDA lessons to more than 29,000 coaches and coaching stakeholders worldwide. We are elated at being able to contribute to coach development in so many international sporting federations and sporting organizations in so many countries. In the future, we hope that the NCDA-established community continues to solidify, and that we can continue to contribute to coach development practices in different countries and organizations.



Report on the number of Beneficiaries from NCDA

No.	Country	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Total
1	Ireland	400		88	2978	10		3476
2	United States			274	2711	940		3925
3	United Arab Emirates			6		24		30
4	Argentina					213		213
5	United Kingdom	42	42		193	1005		1282
6	Israel							0
7	Italy				45	1100		1145
8	India				17	15		32
9	Ecuador				20			20
10	Egypt				15	95		110
11	Australia	176	142	152	211	1200	12	1893
12	Canada		145	35	469	197		846
13	Colombia					50		50
14	Zambia	273	20	45	58	65	8	469
15	Singapore	1134	136	606		262	52	2190
16	Switzerland			15	103	30		148
17	Sweden		213		84	73		370
18	Spain				34			34
19	Sri Lanka					841		841
20	Slovenia	95			22			117
21	St. Vincent	131	147		31			309
22	Thailand				25			25
23	Chile					283		283
24	Germany				173			173
25	Turkmenistan				20			20
26	Nigeria				20			20
27	New Zealand	216	134		272			622
28	Norway	276	191		155	54		676
29	Vanuatu					28		28
30	Hungary				569			569
31	Philippines	65	136		3	60		264
32	Finland		209	154	647	1253		2263
33	Bhutan					59		59
34	Puerto rico					24		24
35	Brazil	250	1685	498	382	2134		4949
36	Bulgaria				86			86
37	Belarus				150			150
38	Peru					11		11
39	Belgium					175		175
40	Poland	298	460	50	401	200		1409
41	Portugal				233	161		394
42	Malaysia	12	14		130	50		206
43	South Africa		26					26
44	Jordan			10				10
45	Lithuania				45			45
46	Lesotho			6				6
		<b>3368</b>	<b>3700</b>	<b>1939</b>	<b>10302</b>	<b>10612</b>	<b>72</b>	<b>29993</b>



Region	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Total
Asia	1211	286	622	195	1311	52	3677
Africa	273	46	51	93	160	8	631
Oceania	392	276	152	483	1228	12	2543
North America	131	292	309	3211	1161	0	5104
South America	250	1685	498	402	2691	0	5526
Europe	1111	1115	307	5918	4061	0	12512
Total	3368	3700	1939	10302	10612	72	29993



# **Observation of Coaching Development in Overseas, Public Relations, Research Reports, and Workshops**

## Observation of Australian Institute of Sport (AIS) and others

Associate prof. Masamitsu Ito and Jun Sekiguchi, research fellow of NCDA visited Auckland (New Zealand) and Canberra (Australia) to investigate the current situation of the coach education and coach development program in New Zealand and Australia on July 4-11, 2015.

### Schedule

Date	Time	Topic	Survey Subject
7/4-5		Japan to New Zealand	
	11:00-12:15	AUT Millennium Campus Tour	Brett Raid
	12:15-13:00	Lunch and Exchanging Information	
7/6	13:00-15:00	Coaching Research in AUT	Sarah-Kate Millar
	15:00-16:00	Meeting with officers of High Performance Sport New Zealand and Active Coach	
7/7	11:00-13:00	Aktive Sport & Recreation coach developer	Andy Rogers
	13:30-14:30	Sport New Zealand	Brett Raid
	AM	New Zealand to Australia	
7/8	15:00-16:30	AIS Tour	Dion Russell
	16:30-17:00	AIS and NSSU (NCDA)	Nick Brown, Andrew Logan
	09:30-11:30	The AIS High performance coaching and leadership	Darlene Harrison
7/9	11:30-12:30	The possibility of sport governance and business	Kevin Thompson
	14:00-15:00	The Athlete Pathway and Development	Juanita Weissensteiner
7/10-11		Australia to Japan	



A Visit to the High Performance Sport New Zealand



A Visit to Aktive Sport & Recreation

### 10 Principles of Effective Mentoring for Coach Developers

1. Mentoring requires a trusting, confidential relationship based on mutual respect.
2. Mentoring involves a clearly bounded relationship that is close and uncoerced (unlike friendship or parenting).
3. Mentoring involves a definite time commitment.
4. A mentoring relationship is planned for enhancing specific growth goals of a coach developer; not for organisational requirements such as evaluation.
5. The purpose of mentoring must be mutually established by the mentor and coach developer with clearly defined goals/outcomes.
6. Mentors should model behaviours and attitudes for coach developers thereby providing them with opportunities to observe and develop insights.
7. Mentors provide quality descriptive and evaluative assessments, especially of a coach developer's self-assessment.
8. Coach developers must show learning by 'raising the bar' for themselves as their insights and skills increase.
9. The mentoring relationship ends when the coach developer is able to operate independently.
10. Mentors follow a servant leadership model by providing value to another without receiving extrinsic rewards in return.



**Meeting on the Athletes Pathway**



**AIS Information Centre**

Following the guidance of Mr. Brett Raid, who is responsible for coach education in Sport New Zealand in Auckland, we visited Millennium Campus of the Auckland University of Technology and the newly built office of Sport New Zealand. Having a meeting with High Performance Sport New Zealand and Auckland Sport & Recreation, we could get information on the coach developer program in the high-performance sport and community sport. The meeting with coach developer team led by Mr. Andy Rogers, whom we had invited to NCDA program in February, was especially fascinating. Their team has already utilized the coach developer system, and we could get the information or knowledge that can lead to the improvement of NCDA about the concept of coach development.



**Meeting on the Possibility of Sport Governance and Business**

In Canberra, we visited the Australian Institute of Sport (AIS) and its parent organization Australian Sports Commission (ASC). We had a meeting with those responsible for coach development in high performance sport and community sports. When we visited AIS in 2011, only two staff members worked in the section of high-performance coaching, but now they have six staff members. We could see that they realized the importance of coach education and focused on improving it. Since the high-performance coach education differs from the community sport coach education, they are concentrating



**With Mr. Thompson and Mr. Schembri (NCDA Cohort 1)**

on the program specialized in high-performance coaching. ASC is responsible for the community sport coach education, many of the instructional materials can be read and viewed by anyone free of charge on the internet, and it is designed, aside from the licensing system, to help many people study what good coaching is. Additionally, we could exchange opinions and information with the researcher who compiled the Foundations, Talent, Elite and Mastery (FTEM) framework that is a sport participation framework incorporating both high-performance and community sports, which now receives considerable attention on a global basis. The FTEM framework is beneficial to consider not only the athlete training but also the coach education and is thought to have many possible ways it can be used.

Mr. Andrew Eade (NZ) and Mr. Gene Schembri (AUS), who had participated 1st NCDA program in February 2015, kindly supported our public relations and research trip in New Zealand and Australia. It showed that the establishment of an international coach developer network, which is one of the NCDA aims, worked very well. We are further looking to actively establish a wider



Observation of coaching development in overseas etc.

network in the world and create a means for NCDA to gather the world's most advanced knowledge on coaching.

### 10th ICCE Global Coach Conference 2015

Prof. Ito, Mr. Sekiguchi, and dr. John Alder, research fellow of NCDA participated in the ICCE Research Fair 2015 and the 10th ICCE Global Coach Conference 2015 in Vierumaki, Finland on August 19-27, 2015.

The Research Fair (21-22) is a meeting mainly for the researchers studying coaching studies. Many of the world's leading scholars of coaching studies attended the meeting. NCDA presented two sessions of an 80-minute workshop in collaboration with West Virginia University. The workshop dealt with the coach developers and provided information related to the research conducted in February 2016 by NCDA. Many people attended the workshop, and some of them told us their intention to participate in next year's program.

Over 300 coaches and coach developers across the world attended The 10th ICCE Global Coach Conference (23-25th). Japan Sport Council (JSC) staff and the coaches who are dispatched to overseas countries by JOC, and the representatives of the organizations willing to discover and develop the talent also participated the conference. In the final session on the final day of the conference, we gave a presentation about our NCDA. Quite a few people took an interest in our enterprise.

In the general assembly of the ICCE, Mr. John Bales, the president of ICCE. expressed his sense of gratitude to NCDA and its parent organization "Sport for Tomorrow" for developing international coach development, and we received a big round of applause from the audience. Development of coach developers is becoming a significant trend across the world. We are very proud to take part in it, and this conference gave us a great opportunity to reconfirm that we have a responsibility to fulfil.



A Joint Session on the Research Fair



A Presentation on the Global Coach Conference



## Visit Sport New Zealand and others

From September 3-9, 2016, research fellow Jun Sekiguchi visited a coach developer course and leadership education program in New Zealand to investigate the characteristics of the program.

### Program Description and Information of note

#### 1) Coaching Program organized by Oakland Sports & Recreation (September 5-6, 2016)

TLC (Talent, Leadership, Character) is a program that aims to develop leadership and character through sport. The program is being rolled out to nine secondary schools in the Auckland area, and we were able to observe practice sessions at two of the schools, Rutherford College and Glendowie College.

The program is being implemented in Rutherford for the leaders of the various athletic departments. The day of the visit was in the eighth week of the program. During the previous seven weeks, the student leaders had discussed the importance of sports and then summarized the relationship between the importance of sports and the values set by the school. On this day, they were preparing to present their findings to the school principal. Meanwhile, in Glendowie, two meetings were held: one with a total of 12 people in charge of the school's athletic department (teachers and external coaches), and the other was a lecture to about 30 leader students. In the meeting, each participant shared with the whole group the results they had achieved so far and the challenges they were facing. In the subsequent lecture to the students, they discussed leadership under the facilitation of the program director.

This TLC program aims to bring out the self-leadership of various people who participate in sports. The people in charge of this program support this process. The leaders are asked to work with their sporting peers to develop a shared purpose and values, and to create an environment where participants can support each other. The content of this program is customized based on the school culture and environment of the target school. In addition, the support period was mid- to long-term, and its format was supportive of autonomy. It was very interesting to see how the program progressed so that the participants could think independently. In addition, the more I observed, the more I could see that through this program, students' awareness as leaders and a collaborative environment between teachers and coaches were being fostered.

Dr. Ralph Pim, a former professor of physical education at the United States Military Academy, was also a facilitator for the program during this period. Dr. Pim is an advisor to Sport New Zealand and is very involved in this program. His words at the schools he visited were very empathetic, mostly praising the initiative and thanking the schools for their efforts.

P to P (Pathway to Podium), which we visited on September 3, is a program for youth athletes. The program provides support such as training facilities and workshops to athletes at the preliminary elite level. The participants were 95 athletes from 14 disciplines selected from all over New Zealand. On the day of the visit, dr. Pim gave a lecture. Not only athletes but also their parents and coaches were present at the lecture. The lecture was titled "Growing into Greatness," and was intended to provide tips on how to take on the challenges of sports at a high level in the future. During his talk, dr. Pim asked the athletes various questions about their approach to sports and encouraged them to face themselves. Specifically, he asked them questions to promote self-awareness, such as why they are playing sports, what their goals are, how to reach them, and what they are willing to invest (effort, time, etc.) to achieve those goals, as well as questions to make them aware of their own character strengths. The P to P program is aimed at enhancing self-leadership among young athletes, but it is also an initiative that promotes not only athletic performance but also personal growth. It was very interesting.

From the observation of both programs, I could see that New Zealand is aiming to develop better people through sports as a whole country. In this sense, it was a very informative program.

#### Coach Development Training Course organized by Sport New Zealand (September 6-9)

The Coach Developer Training Course is a coach development skills training program for coach developers from various sports federations in New Zealand. This course started in July 2014 and has been held six times with about 140 participants. At the time of the visit, the course was held for 16 participants under the guidance of four trainers, and this was the seventh time it was held. First, an information exchange was held with the coach development staff of the New Zealand Football Association on September 3. After that, we were able to observe the course for a total of four days, from the pre-course meeting held on September 6 to the end of the session.

What struck me most about this training course was that in just three days, the participants had developed a basic idea of what it means to be a coach developer, and their practice reflected this idea. This basic idea is to let the coach practice coaching and to let the coach think as a coach. This is not an easy task, as most coach training to date has been based on knowledge transfer. The factors that made this possible were the many opportunities for participants to practice, appropriate demonstrations and simple guidelines, the creation of an atmosphere that encouraged active engagement with the issues, and support from individuals, groups, and the whole.

Otherwise, the number of participants was limited to 4 per trainer, and the overall number of participants was limited to 16 at a time. The progression of the program was based on a unique behavioral guideline (mental model). The five guiding principles are: learner-centered, active involvement, application and practice, reflection, new knowledge, and stretching (challenging oneself to do something a little harder than one's current ability). The trainers worked to ensure that this policy was not a mere formality, but was implemented both during and outside of the sessions. As for the development and evolution of the program, the content was not strictly fixed, but developed dynamically. In order to do so, they were refining the content and progression of the program based on the responses and feedback from the participants so far. In addition to the feedback, they are also collecting and reflecting necessary information from outside the sport, such as world-class coach development practices, business, and education. After the course, participants can receive practical support from the trainers online.

As a coach developer, it is never easy to get the basic idea of facilitating the coaches' learning and be able to put it into practice. This course was very well thought out, and the trainers were well prepared and improvised to create a high level learning environment. There was so much to learn from this course.

During this visit, we could not observe the summary session on the last day due to the flight. However, we were able to observe the preparation and implementation of a very high quality coach developer training practice, and discover its characteristics. As for leadership education, by observing the program, we were able to ascertain the characteristics of a flexible framework of practice based on strong beliefs. It was a very meaningful trip that provided us with enough information to improve the Academy's coach developer program in the future.

By way of future tasks, we will first need to redefine the program's action guidelines and re-evaluate the results we want to achieve through the program. The NCDA program aims to create a learner-centered learning environment, and there was a lot that we can refer to in this regard. We would like to reflect the information gained from this visit so that we can realize this in our future programs.

## Research report and publicity at the 2nd Asia Pacific Conference on Coaching Science

At the 2nd Asia-Pacific Conference on Coaching Science, organized by the Asian Coaching Science Association, at the Shanghai Institute of Physical Education, Shanghai, China, on November 11-13, 2016. Associate prof. Masamitsu Ito and research fellow Shigeki Sarodo gave keynote speeches and research presentations, respectively. This conference was mainly for coaching science, and Asian coaching science researchers gathered mainly from China, Korea, and Japan.

Associate prof. Ito gave a lecture titled "New Era of Coach Development" as the keynote speaker of the conference. In the lecture, he reported on the current status of coach development in Japan and the network of coach developers that will be built around the Academy.

Sarodo also gave a presentation titled "Searching for a Better Community for Coach Developers to Learn." In his presentation, he reported on the Academy's contributions to various countries and sports organizations around the world. In the question and answer session that followed, there were questions about the participation of Asian countries and details of the Academy's activities, indicating the high level of interest in the Academy among the conference participants.

In addition to the research presentations, we received a variety of questions from prospective participants of the NCDA program from Asian countries, and in this sense, we believe that the conference contributed to the future development of the Academy's activities.



## Visit to the National Institute of Fitness and Sports in Kanoya (NIFISA) Sports Academy

Research fellow Jun Sekiguchi and research fellow Shigeki Sarodo participated in NIFISA's 5th Seminar (Sports Performance Course) held from March 1 to 8, 2017, as a symposium speaker and as a researcher, respectively, from March 3 to 6.

On the 3rd, lectures on "Top Coaching Theory," "Olympic History," "Olympic Legacy," and "Anti-Doping" were given. On the 4th, the 3rd NIFISA International Symposium "What is Olympic Legacy?" was presented. In his presentation, we explained why coach training is necessary and introduced the methodology and practices that the Academy is working on. We also gave a brief overview of the NCDA program, and the symposium participants asked for more information about it, indicating that they were interested in the program. Furthermore, on the 6th, there was a session on data acquisition and utilization using high-speed camer-

Observation of coaching development in overseas etc.

as, ball speed and spin measurement machines, tracking devices, and force plates. By observing these sessions, I was able to gain new knowledge.

During this period, we also had a meeting with Professor Shunichi Takeshita, who is in charge of the project to support the formation of a sports academy at the Kanoya University of Health and Sport Sciences, and other specially appointed assistant professors to discuss cooperation between the academies. They confirmed the past activities in order to develop each other's academy projects. In addition, we discussed the outline of possible cooperation in the future. We believe that this will help us to further improve our past efforts.



### Participation in the ICCE Global Coaches Conference 2017

Professor Masamitsu Ito, assistant prof. Jun Sekiguchi, research fellow Fumihiko Iwahara, and research fellow Shigeki Sarodo participated in the ICCE Global Coach Conference 2017 held at the Liverpool Arena Convention Center in Liverpool, UK, from July 31 to August 2, 2017, to promote the Academy Program and Sport for Tomorrow and to gather information related to coach development.

For the publicity of the Academy Program and Sport for Tomorrow, which was one of our objectives, we were able to distribute the English version of the previous year's program report, the pamphlet for recruiting program participants for the next and subsequent years, and the Sport for Tomorrow pamphlet that we brought from Japan to the conference venue. The English version of the previous year's program report, the pamphlet for recruiting participants for the next and subsequent years, and the Sport for Tomorrow pamphlet were distributed to participants at the conference venue. With the help of past participants



of the Academy, we were able to achieve very successful publicity.

As for gathering the latest information on coach development, I was able to participate in many keynote speeches and research presentations at the conference, and was able to come into contact with a lot of the latest research. In the keynote speech by Mr. Eddie Jones, former coach of the Japanese national rugby team (now coach of the British national team), one of the topics was "Coaching with Japanese qualities," which could be reflected in the NCDA program. Among the various research presentations, "How coaches in the field can build their coaching philosophy," "How coaches can develop their resilience as coach developers," and "New Zealand Football Association's approach to coach development" were some of the topics that could be incorporated into our program. In the group of presentations on "Research on Coach Development Systems" led by Ms. Penny Crisfield (ICCE Master Trainer) and dr. John Alder, who were also lecturers at NCDA (various presenters provided subjects), the current status and prospects of building coach development systems and revising coach development frameworks were discussed. The current status and prospects for revising the framework were shared.



### Workshop at the Polish Coaches International Conference

At the international conference entitled "Conference on Training for Trainers for the Tokyo 2020 Olympic Games" held in Spala, Poland on November 20-22, 2017, prof. Masamitsu Ito gave a presentation on November 21 entitled "Preparing for 2020: cultural differences, practicalities of living in Tokyo, climate, Japan." Information from the Olympic Committee - Practical Advice for Coaches" and "Possibilities for Pre-Olympic Exploration: Sports Facilities and Environment in Tokyo, Recommended Sports Facilities, Contacting Representatives of Regional Sports Clubs and Centers -Training in Japan" and a workshop entitled "Workshop, (to review specific topics) Coaches against Coaches" on the 22nd.

Prof. Ito was asked to give a lecture on coach development and the 2020 Tokyo Olympics because of the relationship between Poland and NSSU, where one student from each has attended the second and fourth terms of the NCDA Program, and because it is difficult to obtain information on international coach development in Poland, where English is not widely spoken.



### Workshops at Korea National University of Fitness and Sports and other institutions

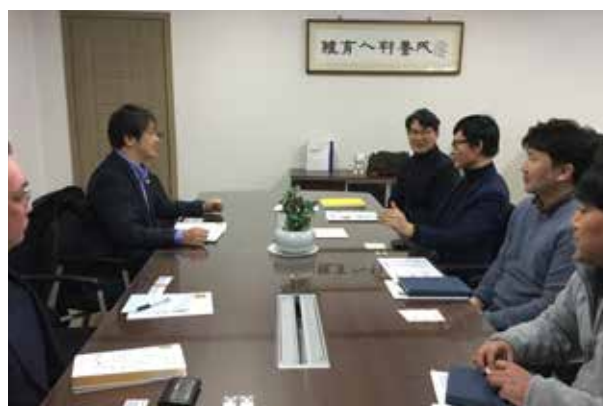
On February 13, 2018, we had a meeting with prof. Choi Kwan-Yong and his team at the National Sport University of Korea for future cooperation and development in coach development practices in Asia. Prof. Choi and his research team, and dr. Song from the National Sports Science Research Center of Korea participated in the meeting, as well as prof. Masamitsu Ito, research fellow Fumihiko Iwahara, and research fellow Shigeki Sarodo from NCDA. They first discussed the possibility of making various attempts in Asian countries to take the lead in the development of coaches in the world, which has so far been dominated by the West, with Asian countries taking the lead in the future. In addition, a workshop was held with prof. Choi's research team (including

Observation of coaching development in overseas etc.

graduate students), and a presentation was given on the purpose of NCDA Program and Sport for Tomorrow. In the workshop, they not only confirmed the outline of the program, but also exchanged opinions on its details, such as the implications of "coach development" and "coach education," and how they should be considered in Asia.

After that, they visited the National Sport Science Center of Korea and exchanged opinions on coach development, and also explained the purpose of the NCDA Program and Sport for Tomorrow. Director Chung, researcher Song, and assistant manager Yoo from the National Sport Science Center of Korea participated, as well as Professor Ito, Iwahara, and Sarodo from NSSU.

NCDA provided basic information and characteristics of the university, and also introduced its current coach development efforts. Considering the fact that no coach development programs have been held with an Asian perspective, and that the coaching context specific to the Asian region remains undeveloped, we were able to grasp the possibility that our academy can play a significant role through these conferences and workshops.



### Workshops at Ohio University and West Virginia University

From March 12 to 17, 2018, Shigeki Sarodo, a research fellow, visited Ohio University and West Virginia University in the United States to observe and conduct workshops related to coach development.

On March 12, he visited Ohio University and had a meeting with associate prof. Stephen Harvey (College of Education, Ohio University, NCDA Cohort 4) to discuss the overall program and the possibility of developing coaches at universities from the perspective of coaching science, which is his specialty.

On March 13, I had a meeting with the coaches in the athletic department of Ohio University. First, we had a meeting with Mr. Rodney Santos, the assistant coach of the Ohio University volleyball team. At the beginning of the meeting, I gave him a pamphlet about NCDA and Sport for Tomorrow, explained about NCDA's Coach Developer Program, and told him about Sport for Tomorrow's project.

In addition, he was able to give his opinion on his own efforts and the current situation on top of problems in coaching (indi-



vidual, team, and the volleyball world as a whole) in the Ohio University volleyball team. This was followed by a meeting with Mr. Tommy Freeman, graduate student coach of the Ohio University basketball team. Mr. Freeman is a graduate student coach who is a member of Associate Professor Harvey's seminar, so I was able to observe the two of them mentoring each other first. The opportunity to see a university faculty member mentoring as a coach developer is rare, so it was a very thought-provoking moment. Afterwards, I asked him to reflect on what he has learned so far as a graduate student coach. He then showed us around and gave us a tour of the various facilities used by the basketball team. Finally, he informed them of their respective projects, referring to the NCDA brochure and the Sport for Tomorrow brochure. We also had a meeting with Ms. Ali Johnstone, the head coach of the Ohio University field hockey team. First, I explained about NCDA's coach development program and the Sport for Tomorrow project. Ms. Johnstone herself is a coach developer for the United States Field Hockey Association, so she was able to give us a favorable evaluation of NCDA's Coach Developer Program. Ms. Johnstone herself is a graduate of Ohio University, but is originally from Canada, so she was able to share her thoughts on the importance of cultural context in coaching. On the 14th, I had a meeting with associate prof. Harvey to hear about his activities as a coach developer in the United States Field Hockey As-





Observation of coaching development in overseas etc.

sociation.

On March 15, I visited West Virginia University and had a meeting with dr. Kristen Dieffenbach, associate prof. in the Department of Physical Education and Sport Science at West Virginia University, who is an NCDA Cohort 3, to learn about the current state of coach development at the university. The current status and problems of the United States Center for Coaching Excellence, of which dr. Dieffenbach is the current president, and her vision for the Coach Summit scheduled to be held in Florida in June 2018. We also heard about the concept of the "Coach Summit" scheduled to be held in Florida in June 2018.

We also held a workshop with faculty members and Master's degree students from West Virginia University, where we gave a presentation on NCDA's Coach Developer Program and the Sport for Tomorrow project, and introduced a specific case study of coach development that Sarodo is working on at the university. On the 16th, we participated in a research meeting related to coach development for faculty members of the Faculty of Physical Education and Sport Science and doctoral students.

On the 17th, we visited the sports-related facilities at West Virginia University, which has a vast site. Through these visits, it became clear that excellent facilities are one of the most important factors for coaches in terms of recruiting athletes. As a coach developer working at a university, it is important to keep this perspective in mind.

### Publicity at ICCE Global Coaches House 2018

At the ICCE Global Coaches House held at the Griffith University Gold Coast campus in Australia on April 9-13, 2018, NSSU prof. Masamitsu Ito facilitated a workshop and publicized NCDA activity to coaching participants from around the world in order to investigate international coaching trends and grow NCDA projects.

On April 9<sup>th</sup>, Prof. Ito was a facilitator in a workshop entitled "Challenges in Coach Development." The workshop was planned by ICCE President Mr. John Bales, with NCDA Cohort 2 graduates Ms. Kristen Heiller of New Zealand and Mr. Chester Morgan of St. Vincent and Grenadines joining Christopher Nunn of Australia as guest speakers. Interest in the session exceeded the prepared seating numbers with a lively discussion on coach development.

Under the theme of coach development, the workshop itself served as good publicity for NCDA programs, compounded by the participating coaches and developers providing information on NCDA programs during the Global Coaches House.



**Observation at the USCCE Coach Developer Academy and others**

On June 16-18, 2018, NCDA research fellow Shigeki Sarodo visited Florida to observe the United States Center for Coaching Excellence (USCCE) Coach Developer Academy program (June 16-18 AM) and North American Coach Development Summit (June 18<sup>th</sup> PM). Sarodo observed the Coach Developer Academy based on connections with USCCE President and NCDA Cohort 3 graduate dr. Kristen Dieffenbach, USCCE Secretary and NCDACohort 2 graduate, dr. Melissa Thompson, and 2015-17 NCDA Expert Ms. Penny Crisfield, who served as a main speaker for the USCCE program. Given the overlap in content covered in the academy and the NCDA coach developer programs, Sarodo’s objective was to evaluate the academy as an objective observer in the hope of it helping to improve the NCDA programs. There were 19 participants (12 male, 7 female) in the Coach Developer Academy from national sports organizations, US universities, and US coaching organizations.

The morning of the first day, June 16<sup>th</sup>, opened with introductory lessons for revealing the expectations of program participants and concerns, and for confirming everyone’s understanding of the difference between coaches and coach developers. Next, participants came to a better understanding of coach development with three activities: analyzing the circumstances of learning, determining the learning cycle, and a practical demonstration of push and pull. The afternoon consisted of coach development practices, with sessions on co-facilitation design and implementation, as well as on micro coaching methodology and implementation.

On the second day, June 17<sup>th</sup>, each of the participants got to practice the coach development methods learned on the previous day in a facilitation format. Meanwhile, the other participants evaluated this facilitation with the GRIP (goal, reality, input, plan) method. The facilitation exercises covered coach development over a broad spectrum, ranging from technical issues like methodology for steps in figure skating and basic teaching for Tai Chi to expressing appreciation in a team, setting goals in sports, and selecting core values.

On the third day, June 18<sup>th</sup>, after reviewing the previous day’s material, the academy concluded with a card exercise to review all the material learned from the beginning. The exercise was reminiscent of NCDA program exercises and was great in encouraging the participants to review all the material covered. Following this, each participant was asked to give their thoughts on the course, bringing the two-and-a-half-day program to a



Observation of coaching development in overseas etc.

conclusion.

Observation revealed that program content was much the same as that in the NCDA program, meaning that material from the current NCDA program is applicable as standard content even outside Japan. Additionally, it also highlighted that participants, especially in the NCDA program, need to work more on improving on the linguistic aspects of coaching. Compared to NCDA participants and Japanese coach developers, the general speaking ability levels of the USCCE academy participants were high in terms of things such as word choice and simple phrasing. This made the sessions run by the participants feel relatively more persuasive. Such linguistic aspects have not been a focus to date at NCDA. In order to train better coach developers, however, this observation showed that we need to focus on this point more than we have to date.

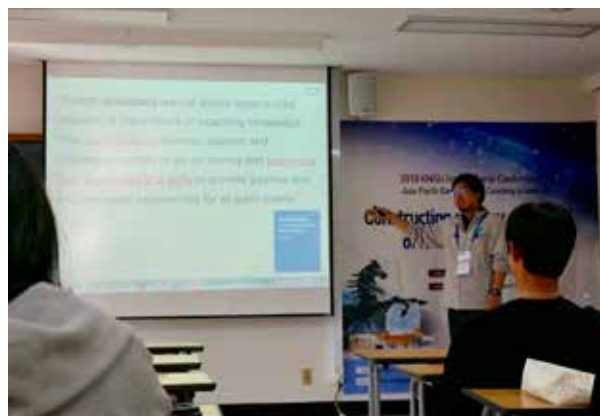
The afternoon of the 18<sup>th</sup> was the 2018 North American Coach Development Summit. In the opening symposium, NCDA deputy director prof. Masamitsu Ito took the podium to introduce NCDA's work, accompanied by ICCE president and NCDA deputy director John Bales and NCDA Cohort 3 graduate, Mr. Glenn Cundari. Then, the trio fielded questions from the attendees, sharing valuable information.

### Research Presentation and Publicity at 2018 Asia-Pacific Conference on Coaching Science

At the Asia Association of Coaching Science's 2018 Asia-Pacific Conference on Coaching Science, held at Korea National Sport University in Seoul, South Korea over October 24-25, 2018, NCDA Research Fellow Shigeki Sarodo gave a presentation on the NCDA coach developer programs. NSSU prof. Masamitsu Ito and associate prof. Fumihiko Iwahara were also on hand to promote the future expansion of the NCDA coach developer programs into more Asian countries to the attending coaches and stakeholders from Asian countries.

On the first day of the conference, October 24<sup>th</sup>, the keynote address was on coach education in the East Asian countries of Japan, China, Taiwan, South Korea, and Singapore. The speech revealed that only Singapore has coach developer training similar to that at NCDA. This suggests a few possible targets for future expansion of the coach developer academy business in Asia.

On the second day of the conference, October 25<sup>th</sup>, prof. Ito moderated a symposium entitled "A Common Direction of Coach Development in Asia," and research fellow Sarodo gave a presentation on the topic of the roles and potential of coach developers. Sarodo's presentation covered the theoretical aspects of the definition and roles of coach developers as seen from NCDA's coach developer training experiences to date. From the given definition and roles of the coach developer, Sarodo revealed the various coach developer training programs currently run in Japan, along with case studies of the specific desired coach developer roles in practical application. After the presentation, Sarodo fielded several questions from the audience on the coach developer program, a rarity in Asia, sharing information on NCDA's programs.



**Lecture at 12th International Sports Science Conference and others**

The 6<sup>th</sup> Movement, Health & Exercise Conference (MoHE) and 12<sup>th</sup> International Sports Science Conference (ISSC) took place in the Waterfront Hotel in Kuching, Malaysia over three days from September 30<sup>th</sup> to October 2<sup>nd</sup>, 2019. On the second day of the conference, NCDAs Professor Masamitsu Ito delivered a speech in English entitled “Coach Developers will be the key to support coach learning.” Professor Ito’s speech covered topics such as why a coaching reform is needed, why we must train coach developers, an overview of NCDAs operations, and the Japan Sports Association’s reforms to its Certified Sports Instructor development system. The speech was well received by the audience, resulting in requests after the speech from several attendees for further speaking engagements and to hold workshops in their country.



**Coach Developers Will Be The Key to Support Coach Learning**



Masamitsu ITO, Ph.D.  
 Nippon Sport Science University  
 Fukuoka 7-1-1, Setagaya, Tokyo, Japan  
 +81-3-5705-0905  
 itom@ntsu.ac.jp

**Abstract.** Coaches play an important role not only in athletes' development but also in our society. Many believe that sports can be used as a vehicle to foster good citizenship. However the reality is not that simple. Good coaches can use sports as a good tool to develop many virtues in athletes. It is unfortunate that coaches can lead their athletes to the opposite direction as well. How to develop good coaches has been our concern for many years. Nippon Sport Science University decided to run an academy which develops coaches of coaches, i.e., coach developers, in collaboration with the International Council for Coaching Excellence. The first program was held in 2014 and only six people participated. Since then, the academy has kept growing and word of mouth have attracted many others to apply to this program. More than 70 coach developers from 31 countries have completed a year long programs so far. The graduates of NCDAs have been

### Community of Practice Workshop for Coach Developers

Over October 27-28, 2019, Mr. Etienne and Mrs. Beverly Wenger-Trayner, the world authorities on Community of Practice, held a coach developer workshop at the TEPIA Advanced Technology Gallery in Tokyo. The workshop was attended by more than 40 in total, mostly comprising NCDA graduates but also including coach developers active in other countries. Dr. John Alder (England Institute of Sport), who has been active with NCDA since graduating from Cohort 1, coordinated the event.

First, they started the workshop by sharing the Community of Practice concept based on its evolutionary development. Next, the participants shared and discussed the challenges in building a Community of Practice, culminating in a problem solving session to resolve the challenges. In the session, Mr. and Mrs. Wenger -Trayner used a fishbowl discussion format to encourage all participants to approach the same challenge from different perspectives and expand the range of solutions considered. With coach developers from across Asia in attendance, the group discussed coach developing challenges common to Japan and Asia at large and their solutions. The workshop is likely to benefit NCDA in the future. Also, with so many NCDA graduates in attendance, the workshop was a valuable opportunity for the graduates to share the challenges they have dealt with as coach developers since graduating and exchanging opinions amongst them. Further, with non-graduates from other sports groups and organizations also in attendance, the workshop added more color to NCDA's diverse international network built up to this point.



### ICCE Research Fair 2019 and 12<sup>th</sup> ICCE Global Coach Conference

On Tuesday October 29<sup>th</sup>, 2019, the International Council for Coaching Excellence’s (ICCE) Research Council held the ICCE Research Fair 2019 at the TEPIA Advanced Technology Gallery in Tokyo. At the conference, NSSU prof. Masamitsu Ito spoke at a plenary session on the topic of “Bridging the Gap Between Western Research and the Global Coaching Community: Opportunities and Challenges. Is it sustainable?” The event was coordinated by dr. Jean Côté and dr. Larissa Galatti, with speakers including NCCA Cohort 4 graduate Mr. Pelle Kvalsund (Zambia) and Cohort 4 graduate Mr. Heitor Rodrigues (Brazil). One session introduced a joint research project by Brazilian and Canadian researchers that suggests advantages to the universities in both countries. The research fair also allowed us to gather information on coaching and coach development.

The 12<sup>th</sup> ICCE Global Coach Conference was held from Wednesday October 30 to Friday November 1, 2019 at the Nippon Seinenkan Hall and TEPIA Event Hall in Tokyo. During the conference, ICCE requested coach developers to act as facilitators as a learning challenge for the attendees, with prof. Masamitsu Ito acting as supervisor for the Japanese coach developers. On Thursday October 31<sup>st</sup>, NCCA research fellow Shigeki Sarodo gave a presentation entitled “Developing the Coach Developer: An Evaluation of the NSSU-CDA” on his joint research on “The Effectiveness of Blended Learning” with dr. Joseph Gurgis, a Cohort 5 graduate from the University of Toronto. Also, Cohort 2’s dr. Melissa Thompson, Cohort 3’s dr. Kristen Dieffenbach, Cohort 4’s dr. Andrea Woodburn, and Cohort 5’s dr. Cameron Kiosoglous jointly delivered a symposium entitled “Coaching specialization and the ICCE International Coach Developer Program: NCCA Program impact and next steps beyond Tokyo 2020.” The conference gathered coach developers and coaching staff from around the world, allowing us to gather information on coaching development in other countries and promote the NCCA coach developer program.



### Visit to the South Australian Sports Institute (SASI)

From Wednesday February 5<sup>th</sup> to Friday February 7<sup>th</sup>, 2020, NSSU prof. Masamitsu Ito and NCDA research fellow Shigeki Sarodo visited SASI in Australia. At SASI, we visited Cohort 4 graduate Mr. Ashley Ross to observe how he has tied in what he learned at NCDA into her coach development practice over the past 2 years since graduating. The visit also presented them the opportunity to exchange opinions with coach development staff in South Australia on the global challenges facing coach development and understand the regional challenges faced.

On Wednesday the 5<sup>th</sup>, we first met with Mr. Ross, who shared the coach development challenges faced by him and SASI in the institute's supervised region. Ms. Alice Deeney and Ms. Irene Carr of the Tasmanian Institute of Sport, also visiting SASI at the time, joined the meeting to talk about challenges in coach development and otherwise in Tasmania. Next, the delegation discussed the coach developer introduction program to be held the following day. Then, the delegation moved to the Edwardstown Velodrome to sit in on a coaching session for the local South Coast Cycling Club and observe Dave Threadgold and his colleagues in their coach developing. As coach developers in Japan mainly lead training courses and few get the opportunity to support coaches in the field, it was refreshing to watch coach developer field support as promoted by SASI.

On Thursday the 6<sup>th</sup>, the delegation assisted in holding the coach developer introduction program, conducted at SASI facilities.

Then, on Friday the 7<sup>th</sup>, a morning video conference was conducted to prepare for an Australian nationwide coach developer training program. The conference was attended by NCDA graduate Mr. Gene Schembri and current participant dr. Donna O'Connor (University of Sydney), in addition to former NCDA trainer Mr. Andy Rogers (Sport New Zealand). The conference was used to identify a concrete course of action for spreading the concepts of coach development and coach developers in Australia into the future, in which the NCDA graduates visibly played a central role. That afternoon, a meeting was held with various experts with ties to coach development in South Australia to discuss the issues and possibilities for coach development. The meeting was attended by the aforementioned Mr. Dave Reynolds and Mr. Dave Threadgold, as well as Mr. John Palmer, coach developer for pro cricket in South Australia; Mr. Shane Pill of Flinders University (specializing in the Game Sense approach); and Mr. Sean Watt, Principal of Trinity College (specializing in visual learning theory), each of whom exchanged opinions based on their respective specialties. We also had the opportunity to introduce the NCDA coach developer program in this meeting.






**ZAMCOACH360, Coach Developer Programme 2017-18**  
 Date: 27th, Nov-1st, Dec, 2017/13-17th, Mar, 2018  
 Location: Lusaka, Zambia  
 Participants: 8 from Zambia, 6 from Zimbabwe, 1 from Malawi  
 Facilitator: Pelle Kvalsund (NCDA Cohort 3),  
 Glenn Cundari (NCDA Cohort 3),  
 Hikabwa Chipande (University of Zambia)  
 Penny Crisfield (ICCE master trainer),  
 Masamitsu Ito, Shigeki Sarodo



From ICCE Webpage

## Zambia



**Coach Developer Workshop**  
 Date: 28-31st, Oct, 2018  
 Location: Lusaka, Zambia  
 Participants: 4 from Zambia, 4 from Zimbabwe  
 Facilitator: Pelle Kvalsund (NCDA Cohort 3),  
 Glenn Cundari (NCDA Cohort 3), Jun Sekiguchi






Voices from Mr. Cundari and Mr. Chipande





## Coach Developer Program held in overseas



Singapore



**NCDA-Coach SG**  
 Introduction to the Role of a Coach Developer Workshop  
 Date: 21-22th, Oct, 2017/3-5th, Mar, 2018  
 Location: Singapore  
 Participants: 22 from 24 organizations in Singapore  
 Facilitator: Troy Engle (NCDA Cohort 1, CoachSG),  
 Lynnette Chng (NCDA Cohort 3, CoachSG),  
 Jiaren Low (NCDA Cohort 4, CoachSG)  
 Penny Crisfield (ICCE master trainer),  
 Masamitsu Ito, Shigeki Sarodo



**JOC High Performance Coach and Coach Developer Project**  
 Preparing for the JOC Level 4 Program  
 Date: 25-27th, Apr, 2018  
 Location: Amman, Jordan  
 Participants: 12 from Jordan  
 Facilitator: Narin HajTass (NCDA Cohort 4,  
 Jordan Olympic Committee),  
 John Alder (NCDA Cohort 1),  
 John Bales (President of ICCE),  
 Masamitsu Ito

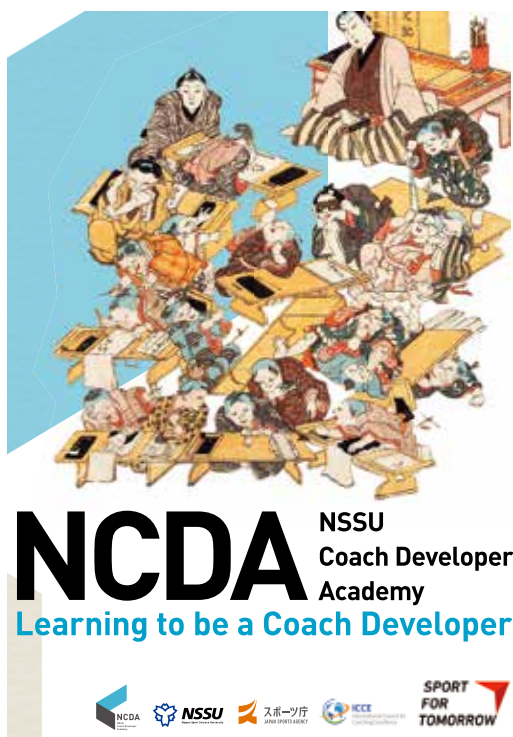




**Publication of NCDA Family Book "Learning to be a Coach Developer"**

NCDA Family Book “Learning to be a Coach Developer“ was first published in 2021. This book consists of contributions from participants (alumni) of the program, trainers, and NCDA staff. Each participants writes about their learning and memories of the NCDA, the changes that have taken place in them and their organization since the completion of the program, and they plans as a coach developer. The table of contents is listed below.

Preface	004	序文	326
Terminology	006	用語集	328
Message from President	008	学長メッセージ	330
What is NCDA?	012	NCDA とは	334
My NCDA Journey	020	私と NCDA	342
Leadership	020	代表	342
Participant	038	受講生	360
Coach Developer Program Report	292	コーチデベロッパーレポート	614
Trainer	296	講師	618
Research Fellow	306	研究員	628
NCDA Staff	314	NCDA スタッフ	636
Afterword	318	あとがき	640





# 1st Tri-university Joint Seminar

Date and time: Friday September 7<sup>th</sup>, 2018, 10:00-16:00

Location: Large Conference Room, Education Research Bldg. 5F, NSSUTokyo Setagaya Campus

Participants: 7 from NCDA (2 participants, 1 expert, 4 staff), 15 from NIFISA (13 participants, 2 staff), 3 from TIAS (2 students, 1 staff)

In a first for this academic year, NSSU hosted a joint seminar for the three SFT international sports academies: NCDA, NIFISA, and TIAS.

The morning started with a tour of NSSU facilities to watch the club teams practice and a visit to our training center, followed by a tour of the gym facilities. The club teams observed include volleyball, table tennis, judo, kendo, sumo, and softball. Then, a social exchange was held in the N Lounge Cafeteria with undergrad students and graduates students in NSSU.

In the afternoon, two seminars took place. The first seminar, entitled "My Lessons and Experiences in a Sports Academy", featured students from the three schools. Presentations were given by Mr. Gobinath Sivarajah and Ms. Niki Koutrou of NIFISA, as well as Mr. Shema-Maboko Didier and Mr. Celestin Nzeyimana of TIAS. From NCDA, Professor Ito reported on his lessons as a Cohort 1 graduate, followed by Mr. Glenn Cundari for Cohort 3, research fellow Shigeki Sarodo for Cohort 4, and Mr. Condrey Liu for the Cohort 5.5.

The second seminar, entitled "Why Coach Development Is Needed and How To Do It," showcased the Coach Development Academy of NSSU. The seminar was delivered by prof. Ito and dr. Sarodo. The seminar introduced the NCDA coach development programs to date, strengthening the idea that coaches should be developed alongside the attendees.





# SFT国際スポーツ・アカデミー 三大学連携合同セミナー

SFT International Sport Academy Tri-University Joint Seminar

2018年9月7日（金） 10：00～16：00

日本体育大学 東京・世田谷キャンパス  
教育研究棟5階 大会議室

主 催：日本体育大学 (NCDA コーチデベロッパーアカデミー)

共 催：筑波大学 (TIAS つくば国際スポーツアカデミー) 鹿屋体育大学 (NIFISA 国際スポーツアカデミー)

参加費：無料。事前のお申し込みは不要です。自由にご参観ください。

※使用言語は英語ですが、通訳はございませんので予めご了承ください。

時間 Time	内容 Content	場所 Venue
10:00-12:00	部活動・施設見学 NSSU Tour for Club Activity and Facility	学内各所 NSSU Setagaya Campus
12:00-13:00	交流会 Luncheon Gathering	N ラウンジ (教育研究棟1階) N Lounge (Educational Research Institute 1F)
13:00-14:10	セミナー① (Seminar①) スポーツ・アカデミーにおける私の学びと経験 (各アカデミー-受講生による発表) 「Our Learning Experience in Sport Academy」	大会議室 (教育研究棟5階) Large meeting room (Educational Research Institute 5F)
Break (14:10-14:30)		
14:30-16:00	セミナー② (Seminar②) コーチ育成が必要な理由とその方法を考える 「Why and How of Coach Development」	大会議室 (教育研究棟5階) Large meeting room (Educational Research Institute 5F)

ファシリテーター

・伊藤 雅充 (日本体育大学 体育学部教授、コーチデベロッパーアカデミー副ディレクター)  
・佐良土 茂樹 (日本体育大学 コーチデベロッパーアカデミー特別研究員)



問い合わせ先  
日本体育大学  
スポーツアカデミー形成支援事業室  
03-5706-0804 cdacademy@nittai.ac.jp





## 2nd Tri-university Joint Seminar

Date and time: Friday September 6<sup>th</sup>, 2019, 10:00-16:30

Location: Large Conference Room, Education Research Bldg. 5F, NSSU Tokyo Setagaya Campus

Participants: 14 from NCDA (7 participants, 3 experts, 4 staff), 18 from NIFISA (16 participants, 2 office staff), 3 from TIAS (1 student, 2 staff)

A tradition started last academic year, NSSU once again hosted a joint seminar for the three SFT international sports academies: NCDA, NIFISA, and TIAS.

The morning started with a tour of NSSU facilities to watch the club teams practice and a visit to our training center, followed by a tour of the gym facilities. Here, visitors watched the NSSU club teams practice. Then, they moved to a classroom, where the participants gave their self-introductions and spoke. Then, a social exchange was held in the N Lounge Cafeteria with undergrad students and graduates students in NSSU.

In the afternoon, the keynote speech was followed by two seminars. First, Mr. Jose Rodrigo Bejarano Restrepo, Secretary General of the African Paralympic Committee, delivered a keynote speech on how Japan changed his life. In his speech, Mr. Restrepo spoke about the importance of working with those with difficulties based on their circumstances rather than “helping” them unilaterally. The keynote speech was followed by a seminar entitled “My Lessons and Experiences in a Sports Academy,” featuring students from the three schools in which graduates from NIFISA, TIAS, and NCDA each reported what they had learned.

The second seminar, entitled “The Future of Collaboration,” offered a chance to discuss the significance behind holding a tri-university joint seminar such as this in the first place. The seminar was delivered by prof. Ito and research fellow Shigeki Sarodo. In it, they divided the participants of each academy into small groups based on their visions of the future to discuss how they would use the learnings from their academy to build a better sports environment in their own country.





## SFT国際スポーツ・アカデミー 三大学連携合同セミナー2019

SFT International Sport Academy Tri-University Joint Seminar 2019

### 2019年9月6日（金）10:00-16:30

日本体育大学 東京・世田谷キャンパス  
教育研究棟5階 大会議室

主 催: NCDA 日本体育大学コーチデベロッパーアカデミー  
共 催: TIAS つくば国際スポーツアカデミー  
NIFISA 鹿屋体育大学国際スポーツアカデミー  
協 力: CCE 本学 コーチングエクセレンスセンター  
NEPP 本学 パラリンピック参加国・地域拡大支援事業

参加費: 無料・事前のお申し込みは不要です。自由にご参加ください。  
※使用言語は英語です。通訳はございませんので予めご了承ください。

時間 Time	内容 Content	担当 Lead
10:00～12:00	部活動・施設見学、プロジェクト紹介 NSSU Tour for Club Activity and Facility, Introduction of our project	中村 貴之 (CCE 助教) Takayuki Nakamura, Assistant Professor of CCE NEPP、本学学生 NEPP and NSSU Students
12:00～13:00	昼食交流会 Luncheon Gathering	
13:00～13:45	基調講演 Keynote Speech 「私の人生を変えた日本での学び」 My Life Changing Experience in Japan	ホセ・ロドリゴ・ベジャラノ・レストレポ (アフリカ・パラリンピック委員会 事務総長) Jose Rodrigo Bejarano Restrepo, Secretary General of African Paralympic Committee
13:45～14:00	休憩 Break	
14:00～15:10	セミナー① Seminar① 「スポーツ・アカデミーにおける私の学びと経験」 Our Learning Experience in Sport Academy	各アカデミー受講生 Academy Participants
15:10～15:30	休憩 Break	
15:30～16:30	セミナー② Seminar② 「未来のコラボレーションを考える」 How can we collaborate in the sport field for the better tomorrow?	伊藤 雅充教授 (NCDA 副ディレクター) Prof. Masa Ito, Deputy Director of NCDA 佐良土 茂樹 (NCDA 特別研究員) Dr. Shigeaki Sarodo, NCDA Research Fellow



お問合せ先  
日本体育大学  
スポーツ・アカデミー部 育成支援事業室  
03-5706-0804 edcacademy@nttv.ac.jp



スポーツ庁  
JAPAN SPORTS AGENCY



TIAS



NIFISA





## 3rd Tri-university Joint Seminar

Date and Time: 9th, Oct, 2020 22:00-23:00

Location: ZOOM

Participants: 17 from NCDA (4 from Cohort 7, 7 Alumni, 6 staff), 8 from NIFISA (8 Alumni), 4 from TIAS (2 students, 2 Alumni), Alumni of NCDA and TIAS (4), Others (27)

NCDA hosted a joint seminar in collaboration with the three Sport for Tomorrow International Sports Academies (NCDA, NIFISA (National Institute of Fitness and Sports Administration International Sports Academy in Kanoya), and TIAS (Tsukuba International Sports Academy)).

Although each academy has its own area of expertise, they have been collaborating with each other in terms of human resource development and have been jointly holding conferences, workshops and programs. As a result of these collaborations, the students of each academy have strengthened their ties, and there have been cases where they have cooperated to develop projects after returning to their home countries. Therefore, the purpose of this joint seminar of the three universities was to have the graduates of the three universities' international sports academies introduce their workshops and current projects that they have held in cooperation with each other after returning to their home countries. The seminar was held with the aim of providing participants of the joint seminar with new perspectives and ideas by watching such case studies.





## Dispatch of Lecturers to NIFISA

(1) Prof. Masamitsu Ito, research fellow Fumihiko Iwahara, and research fellow Shigeki Sarodo from NCDA to give a lecture titled "Foundation, Enterprise and Challenge of NCDA" at the NIFISA 1st International Conference held on September 22, 2017. The presentation was titled "Foundation, Enterprise and Challenge of NCDA." In this presentation, he explained the origins of NCDA, its current activities, the feedback from past students, and its future plans. After the presentation, the audience asked for a more detailed explanation, which indicated that they were generally interested in our Coach Developer Program.



(2) Dr. Iwahara and dr. Sarodo from NCDA participated as lecturers in the Sports Performance Course of the 7th Seminar of the National Institution for International Sports Academy (NIFISA 7th Seminar) held from March 1 to March 8, 2018. On March 2, the second day of the seminar, they gave a session titled "Coach Development for Tomorrow." On March 2, the second day, they gave a session titled "Coach Development for Tomorrow," in which they introduced the role of the coach developer and the content of the NIFISA Academy Program in the same way as the NIFISA Academy Program in the form of active learning. After the session, we received comments from NIFISA students such as, "I understood that coach developers are very important," and we believe that the objective of the session is, "to have the students understand the role of coach developers and the details of our Academy Program," was largely achieved. We believe that we have achieved the objective of the session, which was to have the participants understand the role of a coach developer and the details of the Academy program.





# 1st Tri-University Showcase Conference

Date: 14th, Dec, 2017

Location: University of Tsukuba, Tokyo Campus

Speakers: Dr. Daichi Suzuki (Commissioner, Japan Sports Agency), Mr. Morishige Watanabe (President, International Gymnastics Association), Dr. Hisashi Sanada (Prof., University of Tsukuba), Dr. Shunichi Takeshita (Prof., National Institute of Fitness and Sports in Kanoya), Dr. Masamitsu Ito (Prof., Nipon Sport Science University), Mr. Troy Engle (NCDA Cohort 1 / Director, Coach SG), Ms. Yuka Uemura (TIAS alumni), Ms. M. K. A. Anoma Rathnayaka (NIFISA Alumni)

A three-university showcase conference to support the formation of the International Sport Academy was held at the Tokyo Campus of the University of Tsukuba in Myogadani, Tokyo, hosted by the University of Tsukuba (Tsukuba International Sports Academy: TIAS). The Academy participated as a co-organizer together with the International Sports Academy of the National Institute of Fitness and Sports in Kanoya (NIFISA).

The purpose of this conference was to report on the activities of each of the university projects that have been conducted since 2014 with the aim of fostering a movement toward human resource development for international sports in Japan, and to share the results and challenges of each university's efforts to establish a center for international sports human resource development.

Dr. Daichi Suzuki, commissioner of Japan sports Agency, gave the opening address at 13:30. This was followed by a panel discussion on "Initiatives and Challenges of International Sports Academies" by the sports academies of the three universities at 1:45 p.m. Prof. Hisashi Sanada from TIAS, prof. Shunichi Takeshita from NIFISA, and prof. Masamitsu Ito from NCDA took the stage to introduced each academy.

Next, at 3:00 p.m., Mr. Morishige Watanabe, president of the International Gymnastics Federation, gave a keynote speech on "International Sports Management Human Resource Development and Expectations for the SFT International Sport Academies Formation Support Project." In addition, from 3:45 p.m., a panel discussion featuring participants and graduates of the three universities' programs was held, with presentations by participants of each academy: Ms. Yuka Kamimura from TIAS, Ms. Anoma Ratnayaka from NIFISA, and Mr. Troy Engle from Coach SG: NCDA Cohort 1 took the stage. At 4:30 p.m., the last session of the day, "Theme Sessions and Poster Presentations by the Three Universities," consisted of a poster presentation by a participants from TIAS and an introduction to the Academy by prof. Akira Maeda from NIFISA. At 5:30 p.m., prof. Hisashi Sanada gave a closing speech, and the session was successfully closed

Date: (1) 22nd, Sep. 2017 (2) 2nd, Mar, 2018

Location: National Institute of Fitness and Sports in Kanoya (Kagoshima, Japan)

In 2017, NCDA dispatched two lecturers to NIFISA as follows.





# **2nd Tri-University Showcase Conference**

Date and Time: Monday, December 10<sup>th</sup>, 2018

Location: Tsukuba University, Tokyo Campus

Speakers: Ms. Yoko Fujie (Director General), dr. Tania Braga (IOC), prof. Joon-ho kang (Seoul National University), Mr. John Bales (President of ICCE/Deputy Director of NCDA), Ms. D.L Ishanka Harshani Kusum Peiris (Alumni of TIAS), Ms. Satori Kawamura (Alumni of TIAS), Mr. Aman Shah (Alumni of TIAS), prof. Hisashi Sanada (University of Tsukuba), prof. Masamitsu Ito (Nippon Sport Science University), prof. Futoshi Ogita (National Institute of Fitness and Sports in Kanoya), prof. Yoshio Takahashi (University of Tsukuba), and prof. Satoshi Shimizu (University of Tsukuba)

On Monday December 10<sup>th</sup>, 2018, the 2<sup>nd</sup> Tri-University Showcase Conference on the SFT Support for Formation of International Sport Academies was held to network between the three international sports academies.

The showcase conference had three keynote speeches by Dr. Tania Braga, Head of Legacy of the International Olympic Committee; prof. Joon-ho Kang, DTM Director at Seoul National University; and Mr. John Bales, ICCE President. Following the keynotes, representatives from NCDA, TIAS, and NIFISA gave a report on collaborations between the three universities. From NCDA, prof. Ito delivered the report. There was also a panel discussion with the above six participants on the topic of Olympic legacy and international sports academies.

After the panel, the three university representatives delivered poster reports. The NCDA report included an NCDA overview and details on a distribution map of NCDA participants, NCDA workshops held overseas, workshops held overseas by NCDA graduates, and information on the international symposium to be held at NCDA in February 2019.



# **3rd Tri-University Showcase Conference**

Date: 11th, Dec, 2020

Location: University of Tsukuba, Tsukuba Campus and ZOOM

Speakers: Prof. Hisashi Sanada (University of Tsukuba), prof. Masamitsu Ito (Nippon Sport Science University), prof. Futoshi Ogita (National Institute of Fitness and Sports in Kanoya), Mr. Pelle Kvalsund (NCDA alumni), Mr. Shema Maboko Didier (TIAS and NCDA alumni), Ms. Dyan Puspito Rini (TIAS alumni), Mr. Ryan Connors (NIFISA alumni)

On December 11, 2020, the "Sport for Tomorrow Sport Academy Formation Support Project 3rd International Sport Academy Tree-university Conference" was held as a debriefing session on the results of the seven years of the Tri-university International Sport Academy.

The showcase conference began with keynote speeches by Mr. Thomas Bach (Chairman of the IOC), Mr. Koji Murofushi (Commissioner of Japan Sports Agency), and Mr. Hidemasa Nakayama (Tokyo 2020 Organizing Committee). Presentations were then made by graduates of TIAS, NIFISA and NCDA: Mr. Shema Maboko Didier and Ms. Dayan Puspito Rini from TIAS, Mr. Ryan Connor from NIFISA, and Mr. Pelle Kvalsund from NCDA (Cohort 3). This was followed by a "report on the results and future prospects" by the representatives of each sports academy. Prof. Masamitsu Ito from NCDA, prof. Hisashi Sanada from TIAS, and prof. Futoshi Ogita from NIFISA took the stage to report on the results.





# Article Published on the Website and Journal

## ICCE Commemorative Journal

NSSU Coach Developer Program was featured in the 20th Anniversary Magazine published to commemorate ICCE's 20th anniversary. The commemorative magazine was distributed at the ICCE Global Coaches Conference 2017 held at the Liverpool Arena Convention Centre, Liverpool, UK, July 31 - August 2, 2017. The booklet introduces the NSSU Coach Developer Program as an attempt to practically apply the International Coach Developer Framework, which is currently considered an international standard in coach development. This clearly shows that our academy is playing a leading role in coach development internationally, and at the same time, it also shows that we have a firm position as an international sports academy.

### HOW TO BE A BETTER COACH?



- ! LEARN TO LISTEN, ESPECIALLY TO THE ATHLETES** – they are excellent teachers.
- HELP EACH ATHLETE DEVELOP** all of their capacities: physical, mental/emotional and social
- TAKE A STAND** against doping and cheating in sport
- THIRST FOR KNOWLEDGE** – attend coaching courses, get certified, stay up to date

[www.icce.ws](http://www.icce.ws)





# ICCE

## @20


Celebrating 20 Years of  
Global Coaching Development



**Quality in Sport Coaching Model (QSCM)**  
The Quality in Sport Coaching model is a diagnostic, developmental and quality assurance tool for coaching organisations. Developed by an IGA working group chaired by Dr. Adrian Burg, the QSCM helps organisations assess their coach education and development programme, as well as the leadership, strategic plans and evaluation of their coaching system.

An exciting example of the use of the QSCM is the work of the International Triathlon Union in adapting it into an assessment process to help their national federations review and improve their coaching systems. Ultimately, they plan to accredit those programmes that reach the ITU standards.

**International Coach Developer Framework**  
Coach Developers play a crucial role in the preparation of coaches, and the publication of the International Coach Developer Framework in 2014 has opened the eyes of many organisations to the importance of creating a strong Coach Developer workforce. Under the direction of ICCE Master Trainer Penny Criswell, learning materials, modules and standards for Coach Developers have been developed.

Penny Criswell, Chair, ICCE Coach Developer Workshop



Dr. Hiroshi NCDP, Secretary General

This work has been celebrated by the Nippon Sport Science University Coach Developer Academy (NCDIA), a programme of the Japanese government's Sport for Consensus initiative. The NCDIA delivers the ICCE Coach Developer curriculum with Penny Criswell, chair of the ICCE Coach Developer workshop and lead author of the ICDF, has served as Master Trainer. Thirty-six Coach Developers from 22 countries have completed the program to date.



NSSU Coach Developer Academy Cohort 2, February 2017

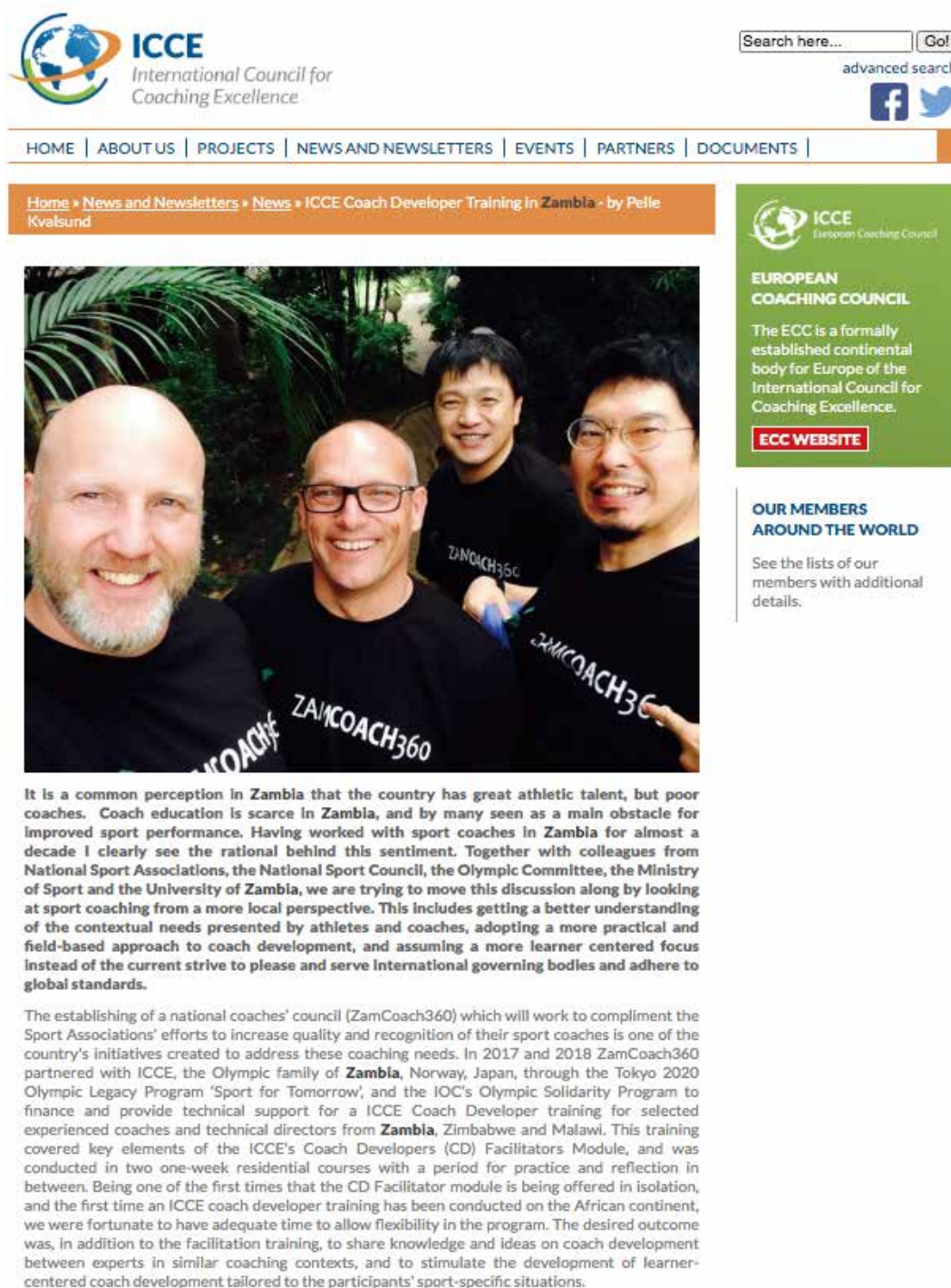
**Support to Members**  
In addition to the development of resources, ICCE has helped the following countries develop and deliver their coaching programmes:

Country	Project	ICCE Leads	Year
Philippines	Development of a coach and athlete athlete education programme for the network of National High Schools of Sport	Pat Duffy, Sergio Lara-Bercial, Lea-Catherin Damer	2013-16
Ireland	Specialised Coaches of Children Workshop Series	Sergio Lara-Bercial, Lea-Catherin Damer	2013-16
Scotland	Developing Multi-Skills in Sport Award	Sergio Lara-Bercial	2013-16
Japan	Review of Japanese Sport Coaching System	John Bales, Sergio Lara-Bercial	2014-15
Malaysia	Re-developing the Malaysian National Coaching System	Ludmila Petrovic, John Bales	2015
Poland	Supporting the Development of a Polish Sport Sector Qualifications Framework	Sergio Lara-Bercial	2015
India	Coaching System Scoping Study and Coaching Council	Ludmila Petrovic, John Bales, Penny Criswell, Sergio Lara-Bercial	2016

## Website of ICCE (1)

In December 2017, an article by Mr. Pelle Kvalsund (Cohort 3) was mentioned on the ICCE website. The article reports on the Coach Developer Training Course in Zambia by Mr. Kvalsund, Mr. Glenn Cundari (Cohort 3), prof. Masamitsu Ito, and research fellow Shigeki Sarodo.

URL: [https://www.icce.ws/news-and-newsletters/news/icce-coach-developer-training-in-zambia-by-pelle-kvalsund.html?searched=zambia&advsearch=exactphrase&highlight=ajaxSearch\\_highlight+ajaxSearch\\_highlight1](https://www.icce.ws/news-and-newsletters/news/icce-coach-developer-training-in-zambia-by-pelle-kvalsund.html?searched=zambia&advsearch=exactphrase&highlight=ajaxSearch_highlight+ajaxSearch_highlight1)



**ICCE**  
International Council for  
Coaching Excellence

Search here...   
advanced search

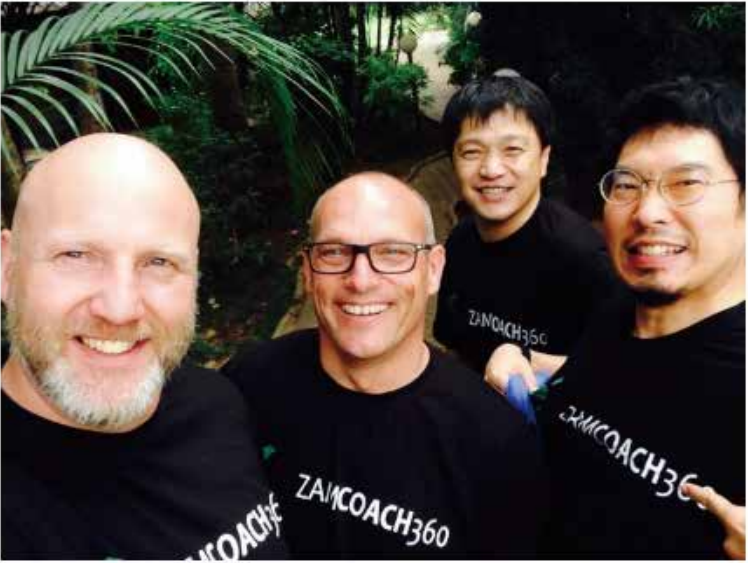
f

HOME | ABOUT US | PROJECTS | NEWS AND NEWSLETTERS | EVENTS | PARTNERS | DOCUMENTS

Home » News and Newsletters » News » ICCE Coach Developer Training In Zambia - by Pelle Kvalsund

**EUROPEAN COACHING COUNCIL**  
The ECC is a formally established continental body for Europe of the International Council for Coaching Excellence.  
[ECC WEBSITE](#)

**OUR MEMBERS AROUND THE WORLD**  
See the lists of our members with additional details.



It is a common perception in Zambia that the country has great athletic talent, but poor coaches. Coach education is scarce in Zambia, and by many seen as a main obstacle for improved sport performance. Having worked with sport coaches in Zambia for almost a decade I clearly see the rationale behind this sentiment. Together with colleagues from National Sport Associations, the National Sport Council, the Olympic Committee, the Ministry of Sport and the University of Zambia, we are trying to move this discussion along by looking at sport coaching from a more local perspective. This includes getting a better understanding of the contextual needs presented by athletes and coaches, adopting a more practical and field-based approach to coach development, and assuming a more learner centered focus instead of the current strive to please and serve international governing bodies and adhere to global standards.

The establishing of a national coaches' council (ZamCoach360) which will work to complement the Sport Associations' efforts to increase quality and recognition of their sport coaches is one of the country's initiatives created to address these coaching needs. In 2017 and 2018 ZamCoach360 partnered with ICCE, the Olympic family of Zambia, Norway, Japan, through the Tokyo 2020 Olympic Legacy Program 'Sport for Tomorrow', and the IOC's Olympic Solidarity Program to finance and provide technical support for a ICCE Coach Developer training for selected experienced coaches and technical directors from Zambia, Zimbabwe and Malawi. This training covered key elements of the ICCE's Coach Developers (CD) Facilitators Module, and was conducted in two one-week residential courses with a period for practice and reflection in between. Being one of the first times that the CD Facilitator module is being offered in isolation, and the first time an ICCE coach developer training has been conducted on the African continent, we were fortunate to have adequate time to allow flexibility in the program. The desired outcome was, in addition to the facilitation training, to share knowledge and ideas on coach development between experts in similar coaching contexts, and to stimulate the development of learner-centered coach development tailored to the participants' sport-specific situations.

## Website of ICCE (2)

In December 2017, an article by Mr. Pelle Kvalsund (Cohort 3) was mentioned on the ICCE website. The article reports on the Coach Developer Training Course by Mr. Kvalsund and dr. Larissa Galatti (Cohort 3) in Zambia.

URL: [https://www.icce.ws/news-and-newsletters/news/zamcoach360-and-icce-host-cohort-2-of-the-southern-african-coach-developer-programme.html?searched=pelle&advsearch=exactphrase&highlight=ajaxSearch\\_highlight+ajaxSearch\\_highlight](https://www.icce.ws/news-and-newsletters/news/zamcoach360-and-icce-host-cohort-2-of-the-southern-african-coach-developer-programme.html?searched=pelle&advsearch=exactphrase&highlight=ajaxSearch_highlight+ajaxSearch_highlight)

[Home](#) » [News and Newsletters](#) » [News](#) » [ZamCoach360 and ICCE host Cohort 2 of the Southern African Coach Developer Programme](#)



**OUR MEMBERS  
AROUND THE WORLD**

See the lists of our members with additional details.

**The 2019 edition of the ZAMCOACH360 and ICCE Coach Developer Training was held from 29 April to 3 May in Kafue, Zambia themed 'Facilitating Learner-Centred Coach Development'.**

The training attracted 15 participants from Malawi, Zimbabwe and **Zambia** representing Volleyball (including Para-volleyball), Football, Judo, Basketball, Rugby and Athletics. The programme aimed to provide the coach developers with key learning principles and tool that will enhance their efficiency in developing and supporting coaches in their individual contexts.

The training was facilitated by **Pelle Kvalsund** (Consultant for Norwegian Olympic and Paralympic Committee and Confederation of Sport), **Dr. Hakibwa Chipande** (Lecturer at University of **Zambia**) and **Dr. Larissa Galatti** (Sport Professor at UNICAMP, Brazil).

The opening ceremony was attended by **Mrs. Bessy Chelemu**, Director of Sport at the Ministry of Youth Sports and Child Development (MYSCD) and **Zambia's NOC President Alfred Foloko** whom both shared their appreciation and needs to develop Coach Developers skills. They also emphasized the need to encourage active participation and information exchange within coach development both on and off the field. Chelemu shared that the **Zambian** national sport policy advocates for quality training of Coaches, and that this training compliments national efforts to develop highly trained coaches. She added that **Zambia** is very proud to be the first country in Africa to host Coach Developer Training recognized by the International Council for Coaching Excellence.

In addition to focusing on important learning principles and the importance of translating the learning into relevant contexts, the participants also had a session with **Nchimunya Mweetwa** (Former **Zambia** National Football Team Player who was banned by FIFA for match fixing). This session focused on sport ethics and the importance of Coach Developer work to develop coaches embedded with integrity and character.

Zamcoach360 coach and the National Sports Council of **Zambia** would like to thank the National Olympic Committee of **Zambia** (supported by Olympic Solidarity), ICCE and the Norwegian Olympic and Paralympic Committee and Confederation of Sport (NIF) for the support hosting this training once more,

### Ohio News of Ohio Unievristy (USA)

On March 20th, 2018, an article by dr. Stephen Harvey, prof. of Ohio University (NCDA Cohort 4) was published on the Ohio News of Ohio University website. The article reports on dr. Harvey's experience at NCDA and how he plans to use that experience in the future.

URL: <https://news.ohio.edu/news/2018/03/patton-college-professor-one-five-complete-coaching-program-japan>



**OHIO**  
UNIVERSITY

## Patton College

# Professor is one of five to complete coaching program in Japan

---



Photo courtesy of: Stephen Harvey

Stephen Harvey (right) with Masamitsu Ito (left), founder of the program, and John Alder (middle), lead trainer.

Dr. Stephen Harvey, associate professor of Recreation and Sports Pedagogy, graduated from the Nippon Sport Science University (NSSU) Coach Developer Academy in Tokyo, Japan, in February. Roughly 50 people in the world have completed the program, and Harvey is only the fifth person from the United States to do so.

"This was an opportunity to gain professional development and learn new skills and competencies alongside other coach developers in a safe but challenging environment," said Harvey. "A driving force in completing the program was to bring some these skills back to Ohio University and integrate them into the programs that we have developed within [The Patton College](#)."

The NSSU Coach Developer Academy (NCDA) was established as part of Japan's

governmental project, "Sport for Tomorrow," which aims to make an international contribution through sports. It seeks to create coaching cultures that lead to positive experiences for all athletes and sports participants.

NCDA's mission is to develop coaches around the world and create a global community of effective facilitators, coach assessors, mentors, and program designers. It has partnered with the International Council for Coaching Excellence (ICCE) and offers a blended learning experience, which includes e-learning as well as two one-week residential experiences in Tokyo. Harvey was one of 13 people selected for the 2017-18 program, which only accepted

### Japan Times

On February 17<sup>th</sup>, 2020, an article on NCDA was published on the Japan Times website. In addition to giving a basic introduction of NCDA and reporting NCDA results to date, prof. Masamitsu Ito also discussed the history of NCDA establishment, NCDA today, future plans, and more. Also, dr. John Alder of the English Institute of Sport, and a founding member of NCDA explained how the concept of coach development has gained traction in recent years.

URL: [https://www.japantimes.co.jp/sports/2020/02/17/more-sports/university-program-boosts-number-coach-developers/?fbclid=IwAR2-Bn36lSXwUdrOHJWId0XM9cPaBeCZje1BNEEbtpYnBamidSF\\_i-wYeUs#.XmbmQpP7T65](https://www.japantimes.co.jp/sports/2020/02/17/more-sports/university-program-boosts-number-coach-developers/?fbclid=IwAR2-Bn36lSXwUdrOHJWId0XM9cPaBeCZje1BNEEbtpYnBamidSF_i-wYeUs#.XmbmQpP7T65)

thejapantimes

# SPORTS

NEWS OPINION LIFE COMMUNITY CULTURE

RUGBY SOCCER SUMO BASEBALL BASKETBALL FIGURE SKATING TENNIS MORE SPORTS

NCDA trainees participate in a group discussion earlier this month at Nippon Sport Science University in Tokyo's Setagaya Ward. | COURTESY OF NIPPON SPORT SCIENCE UNIVERSITY

MORE SPORTS

## University program boosts number of coach developers

BY KAZ NAGATSUKA  
STAFF WRITER

Faculty behind the Nippon Sport Science University Coach Developer Academy (NCDA) program are confident that the “athlete-centered” culture it is fostering has made positive international progress since its 2014 inception.

In collaboration with the International Council for Coaching Excellence, the grand vision of the NCDA has been to create a coaching culture that leads to positive experiences for everyone through sports.

FEB 17, 2020  
ARTICLE HISTORY  
PRINT SHARE  
PHOTOS  
CLICK TO ENLARGE



# Academic Article on Coach Developer published by NCDA Alumni

## International Journal of Sport Communication

In 2020, the International Journal of Sport Communication published an academic paper, "Making Sense of Coach Development Worldwide During the COVID-19 Pandemic," written by NCDA Cohort 5 graduates, dr. Bettina Callary, dr. Abbe Brady, dr. Cameron Kiosoglous, dr. Rui Resende, Ms. Tammy Martens, Mr. Pekka Clever, Mr. Matthew Wilkie, and Ms. Rita Horvath.

International Journal of Sport Communication, 2020, 13, 575-585  
<https://doi.org/10.1123/ijsc.2020-0221>  
 © 2020 Human Kinetics, Inc.

Human Kinetics  
SCHOLARLY COMMENTARY

## Making Sense of Coach Development Worldwide During the COVID-19 Pandemic

<b>Bettina Callary</b> Cape Breton University	<b>Abbe Brady</b> St Mary's University	<b>Cameron Kiosoglous</b> USRowing and Drexel University
<b>Pekka Clewer</b> Haaga-Helia University of Applied Sciences	<b>Rui Resende</b> Instituto Universitário da Maia	<b>Tammy Mehrtens</b> Netball New Zealand
<b>Matthew Wilkie</b> Irish Rugby Football Union	<b>Rita Horvath</b> Hungarian Coaching Association	

The commentary brings together the perspectives of a group of coach developers from across the globe who form a community of practice (CoP) from their involvement as "Cohort 5" in the International Council for Coaching Excellence and Nippon Sport Science University Coach Developer Academy. The CoP includes people from three types of organizations: university professors of sport coaching programs, national sport federations, and national multisport organizations' directors of coach education. While this CoP existed prior to the pandemic, the forced isolation has created a new structure and purpose to the CoP: The authors are all making meaning of the landscape of coach development within which they work by understanding the perspectives of others who work in their domain from across the world and the similar realities that they face in North America, Europe, the United Kingdom, and New Zealand. The authors outline the key themes that emerged from their weekly CoP video conference meetings to shed light on how this pandemic has changed the way they think about coach development.

## International Sport Coaching Journal

In 2020, the International Sport Coaching Journal published an academic article written by Ms. Ashley Follise, a graduate of NCDA advanced coach developer programme in 2017, and by dr. Paul Schempp, an invited lecturer at NCDA.

International Sport Coaching Journal, (Ahead of Print)  
<https://doi.org/10.1123/iscj.2019-0063>  
 © 2020 Human Kinetics, Inc.

Human Kinetics  
INSIGHTS

## Most Valued Experiences in an International Coach Developer Training Programme

**Sara M. Campbell, Ashley Follise, and Paul Schempp**  
University of Georgia

Coach developers provide education and support to coaches. Therefore, these individuals play an important role in coaching systems. However, the formal training of coach developers is a relatively new concept. Both practitioners and academics seem eager to understand how to effectively train these individuals. We had the opportunity to collect feedback from participants of an international coach developer training programme (CDTP). The primary purpose of this insights paper is to share this feedback and make recommendations for future CDTPs based on connections between participant feedback and relevant literature. A secondary purpose of this paper is to stimulate dialogue from programme participants and coordinators, who can offer additional insight regarding their experiences in CDTPs.





## **Open Space Learning**

Open space learning is an activity in which each participant selects a topic of interest to them and deepens their thinking with other participants in a variety of ways, requiring the participants themselves to work independently.

## **Problem-based learning : PBL**

PBL is a common method used in practitioner development programs. In coach development, it is used within the Canadian coach development system. The process used here was an eight-step process: 1) a task or situation is presented to or by the coach; 2) the group thinks about the task and shares information about what is known; 3) the group formulates a hypothesis; 4) the group identifies what is not known and considers how to find it; 5) the group gathers the necessary information; 6) the group uses the new information; 7) the group uses the new information to make a decision, 8) Reflect on the work of PBL as a team and think about how to apply it to your own field as an individual.

## **Community of Practice**

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

※ Excerpted from <https://wenger-trayner.com/introduction-to-communities-of-practice/>

## **Professional Discussion**

Professional discussions are discussions that coaches have with other coaches and coach developers in order to improve their skills as coaches. It is said that we learn through experience, but experience alone is not enough; we also need to reflect on our experiences (look back, evaluate, make improvements, and develop action plans). By using a combination of micro-coaching and professional discussion, effective coaching skills can be improved.

## **Adaptive Growth Challenge**

There are many problems that we work on every day that we already know how to solve. These are called "technical problem". On the other hand, there are problems that cannot be solved by conventional means, no matter how much authority or expertise one has in the field. These problems require repeated experimentation, new discoveries, and behavioral modifications throughout the organization or community. We call this the "adaptive challenge".

## **Push and Pull**

A useful way to look at delivery strategies is to examine the underpinning skills that predominate.

We can identify:

Push skills which are largely one way, where the teacher 'pushes' the information into the learner.

Examples: include reward, tell, praise, advise, instruct, present.

Pull skills which are more two-way where the teacher pulls knowledge and application from the learner.

Examples: include question, discover, generate feedback, facilitate.

Coach developers using push skills are on their own agenda, the communication is predominately one way so there is minimal involvement by the learner. Coach developers or capacity builders using pull skills are on the agenda of the learner and the communication is two way. You might assume therefore that if you were using questions, you would automatically be pulling but

that is not the case. It depends on the type of question. If the question is closed (having a yes/no or factual answer such as 'what are the training principles?') or leading (e.g. do you think you could do it this way?); you are pushing.

※ Excerpted from the NSSU-ICCE Coach Developer Programme Facilitation Skills Handbook.

### **GRIP process**

G (Goal): Reminding learners about their personal goal and the specific outcomes of their session.

R (Reflection): Asking questions that encourage critical self-reflection. Avoid 'how do you think that went?' For this question tends to elicit a vague answer and focuses on judgement rather than the all-important reflection. Use something that focuses on the positive points first; as necessary narrow down your question. Then switch to a more critical frame.

I (Input): This allows first the group and then you to input a few observations once you have drawn out as many personal reflections as possible.

P (Plan): Help the learner to plan by identifying the key learning points and then through questioning, enable them to work out precisely what they will do, by when, with who's support?

### **GROW model**

G (Goal): Establish goals: long term and for session purpose of session.

R (Reality): Raise awareness or current situation Descriptive rather than judgmental.

O (Options): Identify as many possibilities as possible. Help them to think differently.

W (Way Forward): Determine precisely what to do next Convert to action.

### **IKMR process**

I (Introduce): 'Today we are going to learn how to xx (how-to-coach) and use the what-tocoach/technical skill of yy'.

K (Key Points): Check the coaching points for the what-to-coach skill.

M (Micro-Coaching): Set up micro-coaching, ensuring coaches are wearing red hats. Remove hats from participants, remind them to act as participants but keep thinking as coaches.

R (Review): Use the 'bug' as a framework to enable the coach to reflect 'how did you...?'.  
 (Note: The original text contains a typo 'yy' in the first sentence, which has been corrected to 'yy' in the transcription above.)

### **LEARNS**

L (Learner-Centered): Uses a range of methods to suit each person's motivation, learning preference, pace and skill level; making things relevant to each person's situation.

E (Environment): Builds good relationships and creates a non-threatening climate where learning is fun, mistakes are accepted and self-esteem is enhanced.

A (Actively-Involved): Engage people, encourage them to do the thinking; let them apply their knowledge, practice their skills and receive high quality feedback.

R (Reflection): Use a range of ways to help people self-reflect on their own skills and knowledge; connect this with past experiences and apply their learning in the future.

N (New Learning): Provide new skills and knowledge that build on each person's experiences.

S (Stretch): Steepen the learning curve by providing the right amount of stretch to challenge.



## Afterword

---

A NCDA participant once said, "NCDA is like a campfire." As you know, people gather around a campfire to get away from their daily lives, to talk, to eat, to sing, etc. It seems that NCDA plays a similar role as a campfire as a place for coach developers to gather. This will become more apparent when we look back at the transition of NCDA program.

Looking back over the seven years of the NCDA program, the most significant change has been in the way the program has been organized. In fact, since the role of the "coach developer" is to support the coach, there has not been much change in the content of the program. Facilitation and assessment, which are used in coach development courses or workshops, and mentoring and observation, which are used to support coaches in the field, have been consistently dealt throughout the seven years of the program. On the other hand, there have been significant changes in the approach to how the trainers deliver such content and how the participants learn autonomously and subjectively.

For the first few years, Ms. Penny Crisfield, a mater trainer in ICCE, was a skilled facilitator who successfully guided the participants' learning. The participants were able to learn a lot of knowledge and skills from her. She was succeeded by Mr. Andy Rogers, who is responsible for training of coach developers in Sport New Zealand. The NCDA emphasizes a "Learner Centered" approach and learning, and the program itself has shifted in this direction. As NCDA has matured, so has the culture of coach developers around the world, and in parallel, participants with a wealth of experience, knowledge and skills as coach developers have been attracted to the program. In the midst of this trend, Dr. Andrea Woodburn, alumni of NCDA program, took over from Mr. Rogers as the program's trainer. Also NCDA alumni Dr. Cameron Kiosoglous and Dr. Larissa Galatti supported Dr. Woodburn as a senior coach developer. Under the lead of these trainers, the participants were able to share their experiences, knowledge, and skills to deepen their own learning with other participants. Furthermore, in the program of cohort 7 held in 2020-21, we were faced with a global pandemic of Covid-19, and then NCDA alumni served as mentors to support the participants' learning in the online-based program.

Looking at these transitions, we think you can see that the phrase "NCDA is like a campfire" is an apt description. The NCDA is not centered on one person, but rather on a group of coach developers who have been drawn together by the fire of "coach development," bringing their experiences and knowledge to each other and deepening their learning through various exchanges. Through such learning, the coach developers grew, the global network of coach developers expanded, and the mission of the NCDA to "foster future international Coach Developers" and "build a community of coach developers across the world" was fulfilled.

Of course, many people, not only by the NCDA, supported this project. Without the generous support from Japan Sport Agency and Sport for Tomorrow over the past seven years, the NCDA would not have been able to continue its activities and, more importantly, would not have been able to support the participants' learning to such an extent. We would like to express our deepest gratitude to Japan Sports Agency, Sport for Tomorrow, and all those involved.

We would also like to express our sincere gratitude to all the people who gave warm support to the NCDA participants coming from overseas and being unfamiliar with Japan, who informed them about the realities of coaching in Japan and let participants observe coaching sessions, who provided practical learning opportunities for the participants, and who helped the participants who wanted to experience Japanese culture. We would like to express our sincere gratitude to all the people who gave participants the wonderful opportunity to experience Sumo, Japanese drum, Kendo, Japanese dance, tea ceremony, Japanese flower arrangement, and Zazen.

The activities of the NCDA as a commissioned project come to an end in March 2021. However, as the name "Sports Academy Formation Support Project" indicates, the purpose of this commissioned project is to form an international sports academy, and

in this sense the future development of the NCDA will be crucially important. We hope that everyone who has read this book will continue to warmly care about the future activities of NCDA.

March 2021

NSSU Coach Developer Academy



**Project commissioned by Japan Sports Agency “Support for Formation of International Sport Academies”  
2014-2020 Project Report**

Published on March 31, 2021

Edited: Nippon Sport Science University Coach Developer Academy

Prof. Koji Gushiken, President of NSSU

Prof. Masamitsu ITO Ph.D., Deputy Director of NCDA

Shigeki SARODO Ph.D., Research Fellow of NCDA

Saori NAKAYAMA Ph.D., Research Fellow of NCDA

Published: Nippon Sport Science University Sport Academy Formation Support Project Office

Fukasawa 7-1-1, Setagaya, Tokyo, 158-8508, Japan

Printed: DIAMOND GRAPHIC Co., LTD.

©2021, Nippon Sport Science University, Printed in Japan