



National  
Coaching  
Certification  
Program

Programme  
national de  
certification des  
entraîneurs



## Sport: Wrestling

Discipline:

Context: Competition - Introduction

Participant age group: Secondary education system; 12-16 years

Estimated number of participants:

Age range of coaches: Varies; high school and club based coaches

Estimated number of coaches:

Date of conditional approval: March, 2005

Final Approval was: November 29, 2006

Official launch date (both official languages): March, 2006

### Outcomes trained and evaluated:

Outcome	Trained	Evaluated
Make Ethical Decisions	T	E
Plan a Practice	T	E
Support to Athletes in Training	T	E
Analyze Performance	T	
Design a Sport Program	T	E
Support the Competitive Experience		
Manage a Sport Program		
**Sport-specific outcomes		

Which multi-sport modules will the coaches access through the provincial / territorial delivery system?

Ethical Decision Making

### Training Description:

#### Summary of Training Requirements Competition – Introduction: Part A and B

##### Part A

Module	Wrestling Integrated (hours)
Introduction	1
Planning A Practice	11*
Nutrition	1

Ethical Coaching	3
<b>Total</b>	<b>16</b>

\* Includes 6 hours Wrestling CanCoach L-1

### **Part B**

<b>Module</b>	<b>Wrestling Integrated (hours)</b>
Designing A Basic Sport Program	4
Teaching and Learning	13*
Basic Mental Skills	3
<b>Total</b>	<b>20</b>

\* Includes 7 hours Wrestling CanCoach L-2

The NCCP Wrestling (Integrated) Part A is a 16 hour workshop and includes modules dealing with: Introduction to Coaching; Planning A Practice; Nutritional Advice; and Ethical Coaching. The National Coaching Certification Technical Guide Part A Technical content is integrated into the workshop. The NCCP Wrestling (Integrated) Part B is a 20 hour workshop and includes modules dealing with: Designing A Basic Sport Program; Teaching and Learning; and Teaching Basic Mental Skills. The National Coaching Certification Technical Guide Part B Technical content is integrated into the workshop. Upon completion of a module the coach is considered "trained" for that given module.

Professional development opportunities – Coaches will have access to opportunities to further their coach education through mentorship with more advance educated experienced coaches (i.e. national team training camps) and through attendance at additional coach workshops. Coaches may also access PD opportunities by enrolling in CPR, first aid and/or sport therapy courses offered provincially. One area CAWA has brought into the fold of professional development is the requirement of coaches to complete a pre/during/post competition plan addressing some of the aspects of supporting athletes in competition.

### **Evaluation Description:**

The CAWA has developed "Evaluation Standards and Process" necessary for the coach to move from "Trained" status to "Certified" status. The CAWA evaluation standards include evaluation in: *Making Ethical Decisions* and *Providing Support To Athletes In Training* (as required by the Coaching Association of Canada); and *Planning A Practice* and *Designing A Basic Sport Program* (as selected by CAWA). Evaluation in the *Providing Support To Athletes In Training* requires observation of the coach in a practice environment.

The CAWA has selected and trained a core of Master Evaluators to work with Evaluators on a regional basis to ensure coaches in all provinces have an opportunity to move from *trained* to *certified* status by completing the evaluation process.

The new NCCP recognizes competency gained by prior learning and experience. Coaches may move directly to the certification phase provided they go through the evaluation process and demonstrate their ability to adequately achieve the outcomes for each context.

Maintenance of *certification* in the new program will include a professional development component. Your original certification is in effect for a five-year period (Starting 2004) The Canadian Amateur Wrestling Association and the Coaching Association of Canada are in the process of finalizing appropriate activities to be considered as professional development.

### **Learning Facilitator & Evaluator training:**

#### LEARNING FACILITATORS

- Facilitator selection and training – In September 2004 Master Learning Facilitator training was conducted with representatives from each province (1-3 people/province depending on size). This mass training session was held at no cost to the participant. Individuals selected to participate in the MLF training included course conductors from the old NCCP system who also possessed the identified qualities of MLFs. Supplementary funding was then made available to each province to conduct provincial learning facilitator training in order to meet the demand of that specific region. LF training within each province will continue as needed to meet the demand for coach training. It has been strongly recommended that a 'buddy' approach be utilized in both the training of MLFs and LFs. After an individual has been trained as a LF the individual will 'buddy up' with a more experienced LF to co-deliver a Comp – Int workshops. This co-delivery method should continue until the LF is comfortable to deliver the workshop solo.
- Facilitator recruitment – It will be the responsibility of the individual provinces/territories to recruit and train enough qualified LFs to deliver the Comp –Int workshop as needed to meet the demand for coach training. It will be recommended to the PTOs that they only train an adequate number of facilitators to meet the demand, rather than training an over abundance of LFs creating minimal stress on human resources and to ensure LFs deliver an adequate number of workshops annually.
- Facilitator currency – CAWA recommends that accredited LFs deliver at least two Comp-Int workshops per year in order to stay current within the larger, active provinces. The delivery of at least one Comp-Int workshop per year is recommended for smaller, less populated provinces/territories.
- Meeting future facilitator demands – Again, the PTOs will be responsible to recruit and train an adequate number of LFs to meet the demand for coach training within their respective regions. For the remote areas of the country where the sport is still growing, CAWA may opt to provide supplementary funding to those regions to offset the costs associated with bringing a LF into the region from an active centre or bringing coaches from the remote regions in to an active centre.

*Note:* CAWA will be participating in the NCCP School Coach Certification initiative as one of four pilot sports. In participating in this pilot project we will be able to identify new LFs, generally teachers, within the school system and also ensure, through this partnership, that the integrated Competition – Introduction training for wrestling is made available to the targeted participant group. This should also address some of the challenges associated with rural delivery.

#### EVALUATORS

- Qualified individuals were identified within each province (1-3/province dependent on size) to take part in master evaluator training in conjunction with two championship events.

These trained master evaluators will be working within their respective provinces to identify and train qualified individuals to become provincial evaluators.

Individuals selected to become evaluators are recommended to have the following qualities:

- Course conductor or evaluator in the old NCCP
- Strong technical knowledge in the sport of wrestling
- Minimum NCCP level 2 certified
- Background in teaching

It has been strongly recommended that a 'buddy' approach be utilized in the training of evaluators. After an individual has been trained as an evaluator the individual will 'buddy up' with a more experienced evaluator to co-deliver a Comp – Int coach evaluation. The co-delivery method should continue until the evaluator is comfortable to administer a coach evaluation solo.

- Evaluator currency – CAWA recommends that accredited evaluators conduct a minimum of two coach evaluations per year in order to stay current within the larger, active provinces. The delivery of at least one coach evaluation per year is recommended for smaller, less populated provinces/territories.
- Evaluator consistency – Ensured through standardized evaluation package and training.

### **NSF Contact Information**

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### **3 most innovative features of your program:**

1. Recognizes prior learning and allows coaches to enter the evaluation process directly should they feel confident in their current abilities.
2. Provides coaches with an interactive CD-ROM including all the technical sport specific elements within the sport.
3. Enables a club or LF to adjust the delivery structure (i.e. deliver the content in a weekend format or break it into evening learning sessions) to best accommodate the community.

OUTCOME	CRITERIA	Multi-sport module	Integration
Make Ethical Decisions	<ul style="list-style-type: none"> <li>• Be able to demonstrate fair play, positive routines &amp; habits, critical thinking and supervision skills.</li> <li>• Reflect on the importance of behaving respectfully toward participants, officials, parents, and spectators.</li> <li>• Identify key issues in a common situation that can be encountered in the context of your coaching environment.</li> <li>• Describe a course of action for dealing with this situation that is consistent with the values and philosophy of the NCCP.</li> </ul>		
Plan a Practice	<ul style="list-style-type: none"> <li>• Choose from a bank of pre-designed activities suitable for age group.</li> <li>• Set appropriate structure for practice.</li> <li>• Identify risk factors and verify that facility and equipment pose no risk.</li> <li>• Develop EAP.</li> <li>• Make good use of available time and equipment.</li> <li>• Identify suitable objective(s) for the practice.</li> <li>• Incorporate appropriate means and methods to achieve particular training effects.</li> <li>• Be able to adapt practice for an individual as required.</li> </ul>		
Design a Sport Program	<ul style="list-style-type: none"> <li>• Over a period of 8 to 12 weeks, establish a sound progression of practices for the development of skills and some athletic abilities for wrestlers competing at local and provincial levels.</li> <li>• Work with wrestlers to set goals and success indicators.</li> <li>• Develop a one year planning chart that incorporates seasonal segments of 8-12 weeks.</li> <li>• Understand basic &amp; advanced control positions               <ul style="list-style-type: none"> <li>• Open</li> <li>• Wrist,</li> <li>• Double Biceps,</li> <li>• Collar &amp; Inside Elbow</li> </ul> </li> <li>• Two-on-one</li> <li>• Overhook &amp; Far Wrist</li> <li>• Underhook &amp; Far Wrist</li> <li>• Headlock</li> <li>• Be able to incorporate the CANCoach Level 1 &amp; Level 2 core techniques into the complete practice program.</li> </ul>		

	<p><b>Takedown Technique</b></p> <ul style="list-style-type: none"> <li>• Double Leg</li> <li>• Inside Single Leg (High Crotch)</li> <li>• Outside Single Leg</li> <li>• Fireman's Carry</li> <li>• Shoulder Throw</li> </ul> <p><b>Groundwork Technique</b></p> <ul style="list-style-type: none"> <li>• High Gut Wrench</li> <li>• Cross Ankle Tilt</li> <li>• Arm Bar Series (Chicken Wing, Half Nelson)</li> <li>• Leg Ride</li> <li>• Crossface Series</li> </ul>		
Analyze Performance	<ul style="list-style-type: none"> <li>• Identify the basic athletic abilities required for performance in wrestling.</li> <li>• Assess the status of the wrestler vs. basic skills and tactics needed for performance at this level</li> <li>• Identify appropriate corrective measures.</li> <li>• Communicate the result of the analysis to wrestler.</li> </ul>		
Provide Support to Athletes in Training	<ul style="list-style-type: none"> <li>• Verify that facilities and equipment pose no safety risks.</li> <li>• Deliver one session aimed at improving the basic technical abilities of wrestlers competing at either the local and/or provincial level, in a way that is consistent with the guidelines set for the age group, and that promotes self-esteem.</li> <li>• Adapt the activity for individual or group needs and abilities.</li> <li>• Apply basic teaching principles for explanation and demonstration of skills and techniques.</li> <li>• Provide feedback to wrestlers regarding their performance.</li> <li>• Influence team harmony positively.</li> <li>• Apply basic psychological skills of self awareness, relaxation techniques.</li> <li>• Be able to identify dysfunctional behavior.</li> <li>• Be able to communicate in an effective manner; verbal, non-verbal, listening, intervention, feedback.</li> </ul>		
Support the Competitive Experience	<ul style="list-style-type: none"> <li>• Communicate basic pre-competition nutritional strategies to the wrestlers and their parents.</li> <li>• Design appropriate competitive warm-up activities.</li> <li>• Teach basic mental skills to promote concentration and manage stress.</li> </ul>		