

AN EVALUATION OF THE NATIONAL COACHING
CERTIFICATION PROGRAM LEVEL TWO TECHNICAL
COURSE FOR THE SPORT OF JUDO

CENTRE FOR NEWFOUNDLAND STUDIES

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**An Evaluation of the
National Coaching Certification Program
Level Two Technical Course for the Sport of Judo**

by
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Abstract

The purpose of this evaluation was to assess the National Coaching Certification Program (NCCP) technical level two component for the sport of judo. The review of the literature provided background of the NCCP, the sport of judo and the evaluation methodologies that were considered and/or used in the evaluation. A modified version of Stake's (1995) responsive evaluation model was used as a guide in the project. The model was used because of its flexibility, use of audience concerns, as well as its standards development. Quantitative and qualitative data were gathered from all provinces and territories in Canada over a period of a year and a half. The stakeholders were identified and divided into two groups, primary (expert) and secondary (level two) coaches. The evaluation itself was separated into two phases. In phase one the primary stakeholders set the standards. In phase two the primary and secondary stakeholders evaluated the existing course by applying the standards from phase one. The consensus among all stakeholders was that the course was meeting the standards; however, they did offer recommendations for improvement of the National Coaching Certification Program.

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This thesis is dedicated to the memory of my parents:

Ronald T. Gallant

(1907-1994)

Alfreda Gallant

(1926-1986)

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CHAPTER 1

Background of the Study

Introduction

The basis of this study was to conduct an evaluation of one component of the coaching education program for the sport of judo. The program is jointly sponsored by the Coaching Association of Canada, under its National Coaching Certification Program (NCCP) and the coaching committee of Judo Canada. The purposes of the study were to ascertain the usefulness of the Level Two Technical coaching course for judo, and to build a framework on which to evaluate other courses in this and other sports. With this in mind, chapter one discusses the concept of coaching education in Canada from its broad historic perspective to the founding and development of the NCCP, and how coaching sport in Canada can be reflected in the more modern form of the art and sport of judo.

The Program

The National Coaching Certification Program (NCCP) was established in 1972, and since that time it has trained over 500,000 coaches from across Canada. The purpose of the program is to train Canadian coaches in all sports to meet the increased needs of Canadian athletes. One of the goals of the NCCP is to ensure the competence of coaches by requiring the attainment of certain predetermined progressive standards for each level of the training programs.

In judo there are 1434 coaches involved in the NCCP program. Fifty-eight percent [58%] of these are certified at level I, twenty-six percent [26%] at level two, and only five percent [5%]

at level three (NCCP, February 1996). The figures listed above reflect all ten provinces and one territory, the Yukon. As well, there were three coaches participating in the program from the United States

The program consists of five levels, each designed to offer progressive components of expertise eventually leading to certification. Levels one through three are designed for coaches who train recreational and developing athletes, or athletes who compete up to and including provincial teams. Levels' four and five are designed for the training of elite athletes of national and international caliber.

Each level has three components: theory, technical and practical. The theory courses are offered by NCCP representatives in all provinces and territories and are generic to all sports. The technical components are developed and offered by the National Sports Governing Bodies (NSGB) in each of the individual sports. The practical components entail coaches putting into practice what they have learned in the theory and technical components by coaching for a predetermined number of hours. When the time requirements are fulfilled, certification is granted after an evaluation process by the NSGB. To be fully certified at a given level, all three components -- theory, technical and practical must be completed. Table 1.1.gives an example of a coach who has completed all three components of level two, but only theory and technical at level three. This coach is certified at level two.

Table 1.1 NCCP Course Certification Requirements

Level	NCCP Certification Requirements			Certified
	Theory	Technical	Practical	
1	✓	✓	✓	C
2	✓	✓	✓	C
3	✓	✓		
4				
5				

Since its inception in 1972 and with one revision in 1989, the NCCP has had hundreds of thousands of dollars allocated in research and development (Robinson, 1993). The funds were allocated to the different Sport Governing Bodies to develop technical courses that were sport specific. In the spring of 1996 the NCCP did an overall evaluation of the program in order to effect positive changes in all programs. The Coaching Association of Canada (CAC) released only the preliminary report. In May 1997, the evaluation committee made its motions for change to the National Coaching Certification Council (NCCC). To ensure that changes will be positive, the evaluation must be done at all five levels of the NCCP program and in all the participating sports. In addition, each component at each level must be evaluated, e.g. Level Two Theory, Level Two Technical and Level Two Practical.

Significance of the Study

There has been considerable effort made over the past decade to elevate the level of coaching skills across Canada. The introduction of the NCCP was done to make Canada more competitive at Olympic and world championship events. To determine the effectiveness of the overall program, all existing courses should be evaluated summatively. An evaluation of the

NCCP Level Two for judo was necessary because it would provide “everyone associated with the operation of the program, the ability to measure results and to determine if it is the program that produced the results (and to what extent) or some other factor” (Robinson, 1993). This study is very important to the sport of judo, as there has never been any formal evaluation performed on any of its component courses.

Along with having the potential to improve judo technical courses, this summative evaluation complements evaluations previously completed on theory courses and technical courses from other sports. This evaluation also contributes to the existing pool of evaluative knowledge gained from applications in Canada and other countries.

Before the 1996 evaluation, the NCCP had not been formally evaluated in almost 20 years. This is surprising, considering that there are over 500,000 registered coaches in Canada who have taken courses in the NCCP. There are some possible reasons why the NCCP has not had any formal evaluation. Robinson (1993) recounted some of the ideas from a meeting between senior management of the Coaching Association of Canada (CAC) and members from the National Coaching Certification Council (NCCC) Evaluation Sub-Committee:

1. It may unlock 'Pandora's Box.' Stakeholders were a little unsure of what an evaluation study would find. In other words, evaluation may reveal serious problems with the NCCP's approach, that, until now, have been hidden. For example, upon completing a thorough assessment of Alpine Ski's Level Two Integrated Course, it was found that three particular modules failed to achieve the stated course objectives. The evaluation may

indicate fault with the course conductor, the learning activities, the content, or some other factor. This information would probably stimulate a host of reactions that some stakeholders may not be prepared to accept.

2. People generally dislike change. The NCCP has been operating for nearly 20 years and is considered successful. In that time, the program has acquired a privileged position of being well funded and dearly loved by its “keepers and customers.” In other words, people involved in the program have grown extremely comfortable with the status quo.
3. Lastly, although evaluation has been praised by educationalists and program designers as the key to instructional effectiveness, the comprehensiveness of the learning objectives contained in the NCCP makes the task of implementing a valid evaluation overwhelming (Robinson, 1993, p. 25).

The NCCP recently completed its evaluation on the entire NCCP. The evaluation did not include technical courses, which are the responsibility of the individual sport governing bodies such as Judo Canada. The completion date of this project was May 1996. This evaluation project served three goals:

1. It produced credible information for the coaching advisory committees to aid in improving the NCCP Program.
2. It produced credible information for the coaching advisory committees to assist with the revision of the Theory Component.
3. It included the involvement of the key stakeholder groups in the ongoing evaluation of the NCCP. (NCCP Evaluation Project, April 1996)

Limitations of the Study

The evaluation of the Level Two for the sport of judo had some inherent limitations. These limitations include:

1. It examined only one of the three technical courses designated for coaches who instruct developing athletes. The evaluator did not include Levels One & Three because Level One Technical had just been revised and Level Three courses were only offered every other year. A course was offered October 1995 and another in June 1997. The number of coaches participating in these courses was too few to effect a comprehensive and meaningful evaluation.
2. There were a limited number of participants evaluated. The evaluations took place in all ten provinces, and the Yukon. The course was not offered in the North West Territories because their small association has no qualified course conductors. Their coaches receive NCCP course training in Saskatchewan.
3. The evaluator is a member of Judo Canada and a Master Course Conductor for the course being evaluated. There is the potential for bias, and the selection of an evaluation model or approach, along with its implementation, was done with this awareness .

Definition of Terms

The following are some of the terms and definitions that will be used throughout this study.

Coaching Association of Canada .The Coaching Association of Canada (CAC) is the sport arm of the Government of Canada who are responsible for administering the policies of government and allocating funds as they pertain to sports in Canada.

National Coaching Certification Council (NCCC). The National Coaching Certification Council (NCCC) is the body responsible for the activities and direction of the NCCP.

National Coaching Certification Program (NCCP). The National Coaching Certification Program (NCCP) is a primary provider of educational information and courses for those coaches who work with athletes in Canada (CAC, 1996).

Judo. Frederick (1991) defined judo as “Way of gentleness, a nonviolent, basically defensive martial art created in 1882 by Kano Jigoro (1860 - 1938). In 1964 judo emerged from its former martial arts status to become a true Olympic sport.

Kodokan Judo. The proper name for the sport and art of judo which was founded by Kano Jigoro, more commonly known as judo.

Level Two Technical. There are three component parts to coaching certification for each sport within the NCCP: Theory, Technical and Practical. Each component of the certification process is accomplished by taking and passing a course at that level.

Organization of the Study

The evaluation of the NCCP Technical Two course for judo was organized around two phases. The first phase included a description of the NCCP technical two course for judo. It also included an identification of the stakeholders that were affected by the course, the audience

concerns and issues, the evaluation process and methodology, the evaluation standards, and their representative criteria. The second and final phase provided a brief description of the evaluation process, and included the findings from the standards' evaluation. The Level Two Technical for judo was then evaluated against the standards from phase one. The final report was produced with recommendations and conclusions derived from quantitative and qualitative data derived from the phase two evaluation process.

This thesis is organized into five chapters. Chapter One represents an introduction to the study, and a brief history of the NCCP (National Coaching Certification Program) in Canada. This chapter also discusses the significance of the study and its limitations, as well as the organization of the study. Chapter Two presents a review of the literature on coaching education and evaluation, as well as educational program evaluation. Chapter Three presents the rationale behind using the procedures that were followed and the selection of the evaluation model. In addition, this chapter describes the methodology used in the implementation of the study. Chapter Four presents the results of the evaluation, and Chapter Five presents the evaluators' conclusions and recommendations for course revision and improvement.

CHAPTER 2

Review of the Literature

Introduction

This chapter provides an overview of the historical development of both the sport of judo and evaluation. It discusses the chronology of judo events, from its inception to its inauguration into the modern Olympic games. It also discusses the categorization of evaluation methodologies from its founding to modern evaluation methods. As well, this chapter addresses the commonalities and differences of evaluation theory, by grouping the different models into six different categories. The remainder of this chapter concerns itself with providing an overview of evaluation within the sports community.

History of Judo

Introduction

The art of Kodokan Judo derived from the bujutsu (ancient martial or warlike) arts of feudal Japan. Predominant among these arts was that of jujutsu. The founder of Kodokan Judo (judo for short) was Dr. Jigoro Kano, a Rhodes scholar, and a noted educator in Japan, who took the art of judo and “used his influence to establish judo as the basis of a revitalized physical education program in Japan[ese schools]” (Reay & Hobbs, 1992, p. 15). This start was the instrument that put judo on the world stage and later into the Olympic Games. The sport of judo is practiced in over 92 countries throughout the world (Judo Canada, 1994).

Bujutsu.

The arts of combat have long been associated with Japan and come from a long tradition embodied in “a variety of forms, methods, and weapons, each of which constitutes a particular specialization of that art” (Ratti & Westbrook, 1992, p. 21). Ratti & Westbrook (1992) further categorized “the entire body of these specializations, the generic art of combat, ... [under the term] bujutsu” p. 22. The derivation of the word is from the Chinese bu or military dimension, and jutsu or art of military combat. Ratti & Westbrook, (1992) further divided bujutsu into sub-categories of specialization. Each specialization, in turn, is known as a jutsu, a [Japanese] word which may be translated as method, art, or technique and is indicative of the particular ways in which certain actions are performed. Historically, each art or method has developed certain procedures or patterns, which set it apart from the procedures and patterns of other arts. A specialization consists of a particular, systematic method of using a specific weapon. Very often, a specialization of combat was identified by the name of the weapon used by its practitioners. An example of this [kind of] system would be kenjutsu ... the art (jutsu) of the sword (ken) (Ratti & Westbrook, 1992, p.21).

This identification system did not use the name of the weapon exclusively as a means for identification. Identification was also accompanied by the principles used in the art. An example of this is that of the unarmed methods of combat, known as jujutsu. The word jujutsu came to mean the art (jutsu) of suppleness (ju) used in a certain way in order to defeat an opponent (Ratti & Westbrook, 1992). In other cases, original styles were improved upon or were changed to suit the particular style of that student, or to suit some other agenda. One such style is Aikido, Ai

(union, harmony), ki (vital breath, energy), do (way). Aikido originated from a more ancient style called aikijutsu (Frederic, 1991, p. 3-4).

Another method of identification in use was the naming of the style after the master of the school. An example of this method was Kodokan Judo. The Kodokan was the first school where the founder of judo, Jigoro Kano, first taught.

Feudal Japan.

The period of perfection of the various martial arts was, according to Ratti & Westbrook (1992), “the span of nine centuries, from the late ninth and early tenth centuries up to 1868, the year of the Meiji Restoration. This was the year the feudal era in Japanese history was officially proclaimed at an end” (p.22). Kano suggests:

The origin of jujutsu [the forerunner of modern-day judo] is lost in the mists of antiquity. The Nihon Shaki, “Chronicle of Japan”, a history, compiled by imperial command in 720 A.D. refers to a tournament of chikara-kurabe, the contest of strength, which was held in the year of the Emperor Suinin, 230 B.C. Some historians regard this as the beginning of sumo, or Japanese wrestling, which has something in common with jujutsu. The event is recorded as an important authentic historical proof showing the embryonic stage of both sumo and jujutsu (Kano, 1970, p. 21).

It was during the Tokugawa period, 1600 to 1867, that Ratti & Westbrook (1992) suggest was the period where specialization of the arts of bujutsu took place. Among these arts was jujutsu, the predecessor of modern day judo.

During the Tokugawa Period, also known as the Edo Period, schools of martial combat became popular where a novice or student could study bujutsu in a specialized school (ryu). These bujutsu ryu and were taught and attended by professional fighting men of feudal Japan. Publicly acknowledged experts in some weapon or fighting style taught these schools. The primary purpose of which was education, "in the sense that it involved the transmission of systematic knowledge in the specialization of jujutsu through the use of teaching specialists who were considered capable of producing fighting specialists" (Ratti & Westbrook, 1992, p. 154). It was from these ryu that judo matured.

The Japanese martial arts are classified in a number of ways. The most prominent of these are armed and unarmed bujutsu. Ratti & Westbrook (1992) have taken this division a step further by subdividing the armed forms into major, minor and collateral. (See Table 2.1).

Table 2.1 Martial Arts Categories

Bujutsu in Feudal Japan				
	Armed		Unarmed	
	Major	Minor	Collateral	
Archery:	kyujutsu kyudo shagei	Art of the war fan: tessenjutsu (tessen)	Art of the chain & other implements: kusarijutsu kusarigamajutsu manrikikusari chigirigijutsu gegikanjutsu	aikido akijutsu chikarakurabe chogusoku genkotsu gusoku hakushi judo jujutsu karate kempo kiaijutsu kogusoku koshi-no-mawari koshi-no-wakari kumiuchi roikumiuchi shikaku shinobi shubaku sumai sumo taido taidojutsu torite wajutsu yawara
Spearmanship:	sojutsu yarijutsu naginatajutsu (naginata) sodegaramijutsu sasumatajutsu	Art of the staff: jojutsu (bo) jodo tetsubojojutsu	Occult arts: ninjutsu toiri-no-jutsu shinobi-jutsu chikariri-no-jutsu shurikenjutsu yubijutsu koppo fukihari suijohokojutsu	
Swordsmanship:	tojutsu kenjutsu kendo iaijutsu iaido tantojutsu			
Horsemanship:	bajutsu jobajutsu suibajutsu			
Swimming:	suiei-jutsu oyagijutsu katchu gozen oyogi			

Source: Ratti and Westbrook, 1992, p. 23

Foundations of Kodokan Judo.

During the later part of the nineteenth century, some twenty jujutsu ryu existed. Chief among these, according to Kano (1970), were: “ the Takenouchi ryu, Sekiguchi ryu, Kyushin ryu, Kito ryu, and Tenshin-shen'yo ryu. The last two of which were especially studied by the late Professor Jigoro Kano” (p. 2).

Jigoro Kano was born in Mikage a seaside town near Kobe in 1860. At age eleven his family moved to Tokyo. During this period of Japanese history, Imperial rule was restored with the resignation of the last Shogun (military dictator) of the Tokugawa Shogunate, Tokugawa Yoshinobu, in 1867. The administrative power of the emperor was restored in 1868. After the collapse of the feudal system, Japan cast out all remnants of feudal life, including the bujutsu ryu, and looked toward Europe and America as role models to establish a new order. According to Kano (1970), the single most important happening which signaled a swift decline of bujutsu was "the ordinance in 1871, prohibiting the Samurai [feudal warrior] from wearing their swords. Jujutsu was no exception to this.

The Founder of Judo.

The young Jigoro Kano, a student at Tokyo Imperial University, took up the dying art of jujutsu in order to protect himself from bullies. Kano heard of the power of jujutsu, "an exercise by which a man of small strength can beat a man of herculean strength" (Kano, 1970, p.7). Since jujutsu was in a state of disrepute by the members of Japanese society for being a violent art which produced ruffians, young Kano had a difficult time in finding a school. He finally met and studied under Teinosuke Yagi and later under Hachinosuke Fukuda and Masotomo Iso, of the Tenshin Shinyo Ryu as well as Tsunetoshi Iikubo of the Kito Ryu schools of jujutsu (Kano, 1970). Reay & Hobbs (1992) further add that Fukudo & Iso were both instructors at the prestigious Komu sho (central martial arts college). Following the death of Fukuda, Kano trained briefly under Master Iso, before he finished his tutelage under Kuto, master of Kito Ryu school. The Kito ryu school dated back to the seventeenth century.

In 1882, when Kano had mastered the rudiments of these styles, he taught jujutsu at his own dojo (hall where the martial arts are practiced). Kano named his dojo the Kodokan. Instead of calling it jujutsu however, he termed it judo, the way of suppleness or harmony (Frederic, 1991, pp. 65). Frederic (1991) refers to the term judo as being previously used in the Jikishin-ryu style of jujutsu. When asked why the term judo was used instead of jujutsu, Kano replied “what I teach is not simply jujutsu. Of course I teach jujutsu, but it is upon ‘do’ [way or principle]” (p.9). In addition to encompassing the best of many jujutsu arts, Kano’s judo also reflected a broader range of techniques. But there were other reasons for avoiding the term jujutsu. These include:

Some jujutsu schools often indulged in violent and dangerous techniques in throwing or twisting arms and legs. Many people ... believed it was harmful. Kano wished to show that his techniques were not dangerous and would not needlessly injure any person. Jujutsu had fallen into disrepute. Some jujutsu masters were forced to exhibit their skills by way of demonstration just to make a living. Others staged professional bouts with other [martial] arts (Kano, 1970, p. 9).

Judo as Physical Education.

Judo has an inherent duality. Kano (1990) suggested judo is a mental and physical discipline whose lessons are readily applicable to the management of our daily affairs. The fundamental principle of judo, and one “that governs all the techniques of attack and defense, is that whatever the objective, it is best attained by the maximum-efficient use of mind and body for the purpose” (Kano, 1990, p. 25).

The second and perhaps the most important role for judo is that of physical education and sport. Kano (1990) gave what he saw as the aim of physical education as “making the body strong, useful and healthy while building character through mental and moral discipline” (p. 20). He further concluded that “as physical education, many sports cannot be rated highly – in fact, should be discarded or improved –for they fail to make the most efficient use of mental and physical energy and impede progress toward the goal of promoting health, strengthened usefulness” (Kano, 1990, p. 20). It was for these reasons that judo was promoted as a physical education program for Japanese schools. Kano also felt that judo fit the maximum of a physical education as well as or better than most sports in existence at the time. In his judo Kano created the Seiryoku Zen’yo Kokumin Taiiku (maximum-efficiency for physical education) as part of the do (way). This part of judo is one of the recognized kata (form) still practiced by judoka (practitioners of judo) throughout the world today. The kata of judo also train practitioners in basic principles and skills of self-defense.

Judo Outside Japan.

In the early part of the twentieth century, judo, as a competitive sport, spread its web throughout the world (Ratti & Westbrook, 1992). Judo came from Japan to North America first, before going to other continents.

In 1902 Theodore Roosevelt became interested in judo and as a sign of good will, Jigoro Kano sent Yoshiaki Yamashita, one of his best students, to the United States to be his personal instructor. A room was even set aside at the White House for training purposes. In 1903, judo

was established in Seattle, Washington State, and in Los Angeles in 1905. Judo never really reached its growth potential in North America or Europe until the years following World War II.

World War II turned out to be a mixed blessing for the growth and development of the sport of judo. The internment of United States and Canadian citizens of Japanese decent and the occupation of Japan after the war was the primary cause for the spread (Reay & Hobbs, 1992).

The internment camps in both the United States and Canada saw the governments of each of these countries forcibly stripping money and property away from citizens of Japanese descent. When the war was over these refugees, homeless and with no place to go, spread across both countries carrying their judo skills with them. In Canada, the focus of this exodus was Toronto and Montreal. The occupation forces in Japan mastered judo from skilled teachers at the Kodokan. These soldiers brought their new found skills with them to their homes all across North America, when their tours of duty were concluded.

The spread of judo to Australia and New Zealand came early in the twentieth century as it did in Canada and the United States of America. In 1928, a club was founded in Brisbane, Australia by Dr. A.J. Ross, whose parents lived in Japan . Ross studied judo at the Kodokan from the age of fourteen. It took a while longer before it reached New Zealand. In 1948, Mr. G. Grundy, who studied judo in Australia, opened a club in Auckland (Reay & Hobbs, 1992).

According to Reay & Hobbs (1992), Russia was the most successful newcomer to judo. In an effort to determine the best wrestling system in the world, Anatoly Kharlampries and his

Judo in Canada.

Judo in Canada had its start under the tutelage of Mr. Shinzo Takagaki, a native of Tokyo, Japan, who came to Canada to further his studies at the University of British Columbia in Vancouver. Mr. Takagaki studied there for three years, and during that time he was instrumental in setting up The Vancouver Dojo (practice hall where judo is performed) (Takagaki & Sharpe, 1974). One of the members of the original dojo, Mr. Steve Sasaki, who immigrated to Canada in 1922, helped start the first dojo in 1924 (Judo Canada, 1994). Mr. Sasaki took over the leadership of the club after Mr. Takagaki went back to Japan. In 1932, Mr. Sasaki became the first official judo instructor for the RCMP. "In 1936, Professor Kano came to Vancouver and invited Mr. Sasaki to accompany him on a tour of North America and Europe. They traveled to the United States, France, Germany and across Canada" (Judo Canada, 1994, p. 18). It was during this trip that the club was given a new name by Dr. Kano. The name of Canada's first dojo was called the Kidikan (Judo Canada, 1994).

On October 25, 1956, Mr. Sasaki was instrumental in forming the Canadian Kodokan Black Belt Association (CKBBA later Judo Canada). In 1958, he flew to Tokyo to confer with the members of the International Judo Federation in order to have Canada as a full member. The bid was successful and Mr. Sasaki became the first president of the CKBBA. His term of office lasted until 1959 (Judo Canada, 1994).

Another prominent judoka (practitioner of judo) was Mr. Umitsu, a student of Mr. Sasaki. Mr. Umitsu served as president of the association from 1958-1961. In 1958, Mr. Umitsu represented Canada as both a competitor at the second World Championships and as a delegate

to the congress of the International Judo Federation (Judo Canada, 1994). In 1961, Mr. Frank Hatashita became the third president of the CKBBA and held the position until 1978. It was during this time that Canada won its first medal in international competition. Mr. Doug Rogers, an airline pilot with Canadian Airlines, won a silver medal at the 1964 championship (Judo Canada, 1994).

In 1993, under the leadership of Mr. Jim Kojima, Canada hosted its first world championships in Hamilton, Ontario, and took its second silver medal. Nicholas Gill of Montreal won a silver medal in the under 78 kg weight division. This was his second world medal. At the Barcelona Olympics in Spain in 1992, Mr. Gill won a bronze medal for Canada.

Program Evaluation

Historical Perspective

According to Madaus, et al., (1984) six periods have elapsed in the life of program evaluation. The first is the period prior to 1900, which he called the Age of Reform. The second time period, from 1900 until 1930, was referred to as the Age of Efficiency and Testing. The third, from 1930 to 1945, was called the Tylerian Age. The fourth period in evaluation history, from 1946 to about 1957, was referred to as the Age of Innocence. The fifth period, from 1958 to 1972, was referred to as the Age of Expansion. The sixth and final period, from 1973 to the present, was referred to as the Age of Professionalization (Madaus, 1983).

The Age of Reform

The Age of Reform saw many societal changes which led on a path from which evaluation could never return. Primary among these was the Industrial Revolution, which transformed the very structure of 19th century society. This period was also marked by attempts to reform educational and societal programs and agencies in both the United States and Great Britain. In Great Britain there were continuing attempts to reform education, the poor laws, hospitals, orphanages, and public health. Evaluations of these societal agencies were informal in nature (Madaus, et. al., 1984). In the United States, during the period between 1838 and 1850, Horace Mann, Henry Bernard and later William Torrey Harris initiated the practice of data collection to rationalize educational decisions (Worthen & Sanders, 1987, p. 12).

The Age of Efficiency and Testing 1900 - 1930

It was the work of a noted American behaviorist of the early 1900s, Edward Thorndike, also called the father of the educational testing movement, who persuaded educators that measuring human change was worthwhile. In the first two decades of the 20th century, Thorndike led the testing movement to where it became the primary means of evaluating schools. The tests he used varied in purpose. Primarily they were used to diagnose specific weaknesses, to standardize curricula, to evaluate experiments, and to assess the overall performance of a system as well as to make important decisions about individuals in these systems (Worthen & Sanders, 1987, p. 13).

The Tylerian Age 1930 - 1945

There were many critics of the testing movement. Many of these came from educators who argued that the notion of progressive education, a pragmatic approach to education (Madaus, et. al.1984, p. 8), was unsound and that the students from these types of institutions would fare poorly in higher education programs, as compared to students educated in conventional Carnegie-unit curricula (Worthen & Sanders, 1987, p.15). Because of these criticisms, many leading universities refused to accept progressive-school graduates into their programs. To prove their notion sound, the Carnegie Corporation hired Ralph W. Tyler, a noted educator from Ohio State University, in the United States of America, to do a study (Madaus, 1983).

In 1932, Tyler managed to convince 300 colleges to waive their entrance requirements for graduates from 30 progressive schools. Tyler's approach consisted of measuring by the use of behavioral objectives. He developed instruments and procedures to measure a wide range of educational outcomes (Worthen & Sanders, 1987, p. 15). Evaluation, as envisioned by Tyler, was a comparison of intended outcomes to actual outcomes. The approach was popular among the scientific community because it reflected the scientific paradigm.

The Age of Innocence 1946 - 1957

The end of World War II marked the beginning of this era. Civilized society had just come out of a period of mass destruction, and it was ready to move swiftly into getting the world back on track and into rapid growth and development. Society appeared to give little regard to conservation or the safeguarding of the environment.

There seemed to be an endless supply of money from taxes to fund anything that would enhance this expansion, and education was regarded as the core to society's growth. Accountability was not looked upon as being important. In education many studies were done and data collected, "but education's rationale was to justify expansion, there was little evidence that these data were used to judge or improve the quality of programs or even that they could be useful for such a purpose" (Madaus, et al., 1994, p. 10.).

The field of evaluation did develop. However, this period marked the use of many standardized tests and the use of new technologies to score them. During the 1950s and 1960s, Ralph Tyler's rationale was used extensively to train teachers in test development (Madaus, et al., 1984). Testing was funded and handled locally. This practise came to an end, with the onset of the American/Soviet race for space.

The Age of Expansion 1958 - 1972

The age of expansion was marked by the launch of the Russian spacecraft Sputnik in 1957. The American public, was under the assumption the USA was losing the race to be first in space. This was interpreted as a failure in American know-how and ingenuity. They felt that somehow the whole structure of American science and education had to be improved in order for them to be world leaders in space.

This was the era that saw educational evaluation emerge into a profession, which came to depend on taxpayers' money for its existence. As a result of this dependence, the United States federal government enacted the National Defense Education Act of 1958. The act provided for

new educational programs in mathematics, science, and foreign language; and expanded counselling and guidance services and testing programs in school districts (Madaus, et. al., 1984).

During this period, all the [existing] approaches were used. As well, evaluators evaluated curriculum development efforts through the use of field experiments (Madeus, et al., 1984), the idea being to improve the core of American education in order to ensure the leadership of the United States in world technology and business. Cronbach (1963) noticed that despite all the efforts and funds, the results were far from promising. He criticized the guiding conceptualizations of evaluations for their lack of relevance and utility. Cronbach advised them to turn away from the experimental approach, where a treatment group is compared to a control group, using norm-referenced tests. He wanted evaluators instead to focus on gathering and reporting information that could help program designers develop curriculum.

As a result of Cronbach and others, evaluation in the United States of America became more focused. The efforts of politicians such as Senator Robert Kennedy and his colleagues were instrumental in changing the Elementary and Secondary Education Act of 1964 (ESEA), which included special evaluation requirements. These requirements forced educators to shift their concern in evaluation from theory to practice and implementation (Madaus, et al., 1984, p. 13). As a result of this shifting emphasis, educators found the tools provided by standardized testing did not work well with evaluation. Instead of measuring outcomes directly, they were, at best, indirect measures of learning (Madaus, Airasian and Kellaghan, 1980). When evaluators could not perform the tasks outlined by ESEA, the professional fraternity, Phi Delta Kappa, set

up a national Study Committee on Evaluation (Phi Delta Kappa, 1971). The Phi Delta Kappa Committee pinpointed many problems associated with the traditional Tylerian approach. Criterion-referenced testing was looked at as the alternative to norm-referenced testing. This was the era where new models of evaluation took shape. Stufflebeam, Alkin and Provis came up with their management-oriented approach, and Michael Scriven with his consumer-oriented approach to evaluation.

The Age of Professionalism 1973 to the Present

At this stage in its evolution, evaluation faced a turning point. It either had to attach itself to other professions, most predominant among these being research, or form a new paradigm. There were those who tried “unsuccessfully to fit their methods to program evaluation” (Guba, 1967); however, researchers look for different outcomes than evaluators were espousing to achieve. In order to address this lack of direction, journals were published as a measure of cohesiveness in evaluation ideas and methodologies. In addition, many universities began offering evaluation courses at the masters and doctoral levels.

To address the demand for some form of direction, a Joint Committee was formed in the USA to solidify some form of professional standardization for evaluations and evaluators. This committee was the result of twelve professional organizations pooling their expertise. Madaus, et al., (1984) postulated that during this period evaluators increasingly realized that the techniques of evaluation must achieve results previously seen as peripheral to serious research; serve the information needs of the clients of evaluation; deal with situational realities; meet the requirements of probity; and satisfy needs of veracity” (p. 16). The new profession, although in

its infancy, continued to develop techniques and resulted in a new paradigm, and continues to develop new techniques and models that are being used today.

Varving Philosophical Stances

Evaluation may be classified according to many different approaches. Madaus (1983) uses nine approaches. House (1980) proposed a taxonomy of eight major evaluation models. Worthen and Sanders (1987) divide the various approaches into six categories, each of which include a number of models. The author uses this taxonomy because of its clear and concise breakdown. The six categories proposed are: the objectives-oriented approach; the management-oriented approach; the consumer-oriented approach; the expertise-oriented approach; the adversary-oriented approach; and the naturalistic and participant-oriented approach (pp. 152-155).

Worthen and Sanders (1987) did a comparative analysis of the six groupings and analyzed eight areas of comparison. This analytical matrix included:

“the proponents, or individuals who have written about the approach; the purpose of the evaluation; the distinguishing characteristics of each approach; the past uses of each approach; contributions to the conceptualization of the evaluation, its distinctions, new terms or concepts, logical relationships, and other aids suggested by proponents of each approach; criteria for judging the evaluations, i.e. explicitly or implicitly defined expectations that may be used to judge the quality of evaluations that follow each approach; the benefits that may be attributed by each approach; and the limitations or risks associated with the use of each approach” (p. 151).

Objectives-Oriented Approach

Overview.

One prominent proponent of evaluating curriculum was Ralph W. Tyler, a faculty member at Ohio State University since 1929, who insisted that curricula be organized around certain objectives. He did a study called the Eight Year Evaluation Study of Ohio School Curriculum from 1932 - 1940. "Objectives were critical because they were the basis for planning, because they provided an explicit guide to teachers, and because they served as criteria for selection of materials, outlining of content, development of instructional procedures, and the preparation of tests and examinations" (Guba and Lincoln, 1985, p. 4). It was the belief that this approach served as a systematic and intellectual approach to the evaluation of instructional material. Tyler's approach is considered as the objectives-oriented approach to evaluation.

Tyler's objectives-oriented approach to evaluation is essentially the process of determining to what extent the learning objectives of any course are being realized. Objectives, from Tyler's viewpoint, are changes that occur in student behavior patterns during the course. Evaluation, from this perspective, is the process of determining the degree to which these changes in behavior are actually taking place" (Tyler, 1950, p. 69).

Proponents.

Some of the more noted proponents of the objectives-oriented approach to evaluation, in addition to Tyler, are: Provus, Popham, Taba, Hammond, Metfessel and Michael, and Bloom. They advanced Tyler's ideas, but essentially their ideas and methodologies were the same. The approach was used chiefly by curriculum specialists and educators in the education system.

Characteristics.

Tyler's philosophy of measurement included only measurable objectives. These were tested using pre-test and post-test approaches. Tests were given at the beginning of a course offering in order to determine the knowledge level of any course entrant. At the end of a course, the student was again tested in order to determine the level of knowledge gain. Gain had to be measurable, reliable and valid (Worthen and Saunders, 1987 p. 152).

Benefits.

The Tyler approach, according to Worthen and Saunders (1987) was simplistic and logical. It followed the scientific paradigm and its simplicity allowed non-evaluators to use its methodologies. It focused on outcomes pre-determined from set objectives. In addition, the approach fosters large amounts of empirical data.

Limitations.

The objectives-oriented approach has the following limitations:

1. it can be over simplistic, implying a linear or inflexible approach.
2. it assesses only the objectives, rather than necessarily judging the worth of the program.
3. the worth of the objectives are not assessed;
4. there is no standard from which to measure;
5. the approach also neglects any transactions that occur within the program, focussing entirely on pre-determined objective of the course offering;

6. Tyler's approach ignores significant outcomes of the program if they are not pertinent to the objectives being assessed. The objectives-oriented approach is primarily scientific, dealing with a very narrow scope (Worthen and Saunders, 1987, pp. 72-73).

Dealing with controlled variables is easy in a laboratory situation, but very difficult to accomplish in a setting where the subjects have rights.

The Consumer-Oriented Approach

Overview.

The consumer-oriented approach is "predominantly a summative evaluation approach" (Worthen & Sanders, 1987, p.88). Those who want to know if course material is working advocate the approach. These are, for the most part, educators and those who produce material for the educational community. As well, government agencies are heavy users.

Proponents.

Most notable among those who advocate the consumer-oriented approach to evaluation is Michael Scriven. His approach is referred to as Goal-Free. One of Michael Scriven's major contributions to evaluation was his distinction between "formative" and "summative" evaluation. Summative, he reasoned, was the basis for the decision by administrators, whether the entire finished curriculum, after being refined by formative evaluation procedures, made a significant contribution and alternative to the school system that it warranted the expense of purchase (Scriven, 1978, pp. 41-42).

Model

Michael Scriven suggested a seven point process by which to evaluate educational products. This seven point process included:

1. evidence of achievement of important educational objectives;
2. evidence of achievement of important non-educational objectives (for example, social objectives);
3. follow-up results;
4. Secondary and unintended effects, such as effects on the teacher, the teacher's colleagues, other students, administrators, parents, the school, the taxpayer, and other incidental positive or negative effects;
5. range of utility (for whom will it be useful);
6. moral considerations (unjust uses of punishment or controversial content);
7. costs (Worthen and Saunders, 1987, p. 88).

Characteristics

This approach advocates the use of checklists to evaluate educational products. Some advocates have discussed using guidelines to determine the worth of educational products, using standard forms to compile and then disseminate evaluation information. One such set of guidelines was proposed by Sanders and Cunningham (1974), who addressed four aspects of a product, which include: educational processes, content, transportability, and effectiveness.

Benefits.

The consumer-oriented evaluation approach has produced many benefits to educators in the field. Some of these include giving educators in the field a list of evaluated products that they would not have the time, or the knowledge to do for themselves. Consumer-evaluations have advanced the knowledge of educators about the criteria most appropriate for their use in selecting educational products (Worthen and Saunders, 1987, p. 96).

Limitations.

The consumer-oriented approach to evaluation has the following drawbacks:

1. The cost factor. The cost of providing the service of doing evaluations has to be absorbed by the consumer, in this case, the education system.
2. The local educators may lose initiative in doing their own evaluations on the products they use. There has traditionally been a place for local initiative in trying untested material in pilot projects.

Management-Oriented Approach**Overview.**

The focus of the management-oriented approach is directed primarily at management. Within the system, it is the decision-makers concerns, information needs, and criteria for effectiveness that guide the direction of the evaluation. According to Worthen and Sanders (1987) the developers of this method have relied on a systems approach to evaluation in which decisions are made about inputs, process, and outputs (p. 77). The focus of the management-oriented approach to evaluation is the ability of the management team to effect a quality

relationship in the evaluation process. Madaus et al., (1984) refers to this approach as the decision making approach to evaluation (p. 48).

Proponents.

The two major proponents of the management-oriented approach to evaluation are Daniel L. Stufflebeam and Marvin C. Alkin. The most notable of the models in this category is the Context, Input, Process, Product or CIPP Model, developed by Stufflebeam. The model was developed in the late 1960s as an alternative to the objectives-oriented approach which was the most prevalent at the time (Madaus, et al., 1984).

Model.

The CIPP Model of evaluation is formative in nature. Its main goal is to provide improvement in the system. Madaus et al., (1984) described the CIPP Model as an approach that “sees evaluation as a tool by which to help make programs work better for the people they are intended to serve” (p. 118). The CIPP framework for evaluation is broken down into four evaluation areas: context evaluation, to inform planning decisions; input evaluation, to serve structuring decisions, process evaluation, to guide implementing decisions; and product evaluation, to serve recycling decisions (Madaus, et al., 1984, p. 122). Table 2.2 represents the cross section of the four types of decision making and accountability frameworks of the CIPP Model.

Table 2.2 The Four Evaluation Types of The CIPP Model

Evaluation Types				
	Context	Input	Process	Product
Decision-making	Choose objectives and set priorities	Set program strategy Set program design	Implement evaluation	Decision to: terminate, continue, modify the program
Accountability	Record objectives and rationale. keep records of needs, opportunities and problems.	Give chosen strategy and reasons.	Record the process.	Give the recycling decisions.

Source: Madaus, et al., 1984, p. 122

Characteristics.

The information derived from the CIPP approach to evaluation would come from decision-making or a formative approach, and accountability or a summative approach. The type of information that the approach would yield is as follows:

1. What needs are addressed, how pervasive and important were they, and to what extent were the project's objectives reflective of assessed needs (addressed by context information).
2. What procedural and budgeting plan was adopted to address the needs, what alternatives were considered, why was it chosen over them, and to what extent was it reasonable, potentially successful, and cost effective response to the assessed needs (addressed by input information).
3. To what extent was the project plan implemented, and how and for what reasons did it have to be modified (addressed by process information).

4. What reasons, positive and negative, as well as intended and unintended, were observed, and how did the various stakeholders judge the worth and merit of the outcomes, and to what extent were the needs of the target population met (product information). (Madaus, et al., 1984, p. 124)

Benefits.

According to Worthen and Sanders (1987), the CIPP Model of evaluation was:

1. comprehensive,
2. sensitive to the information needs of those in a leadership position,
3. systematic in its approach which satisfied the needs of administrators,
4. process evaluation, in that it was ongoing throughout,
5. gave detailed information for implementation,
6. provided a wide range of information (p. 152).

Limitations.

This model, as with all the models of evaluations has its limitations. They are:

1. its emphasis is on organizational efficiency and production;
2. it makes assumptions of orderliness and predictability in the decision making process;
3. it can be expensive to administer and maintain;
4. it tends to focus on the concerns and issues of the administrative stakeholding audience only (Worthen and Sanders, 1987, p. 152).

Expertise-Oriented Approach

Overview.

The expertise-oriented approach assumes the evaluator is a recognized expert in the area to be evaluated. For example, the worth of a program would be assessed by curriculum or subject-matter experts who would observe the curriculum in action, examine its content and underlying learning theory or, in some other way, glean sufficient information to render a considered judgement about its value (Worthen and Sanders, 1987, p. 98).

Proponents.

The expertise-oriented approach to evaluation has been practised ever since credentials have been bestowed on others. Educational institutions have been given degrees to students for centuries by experts or teachers in certain disciplines. The most widely used approach in this group is the Connoisseurship model, proposed by Elliot W. Eisner. Eisner proposed “evaluators, like other critics in the arts, bring their expertise, and tacit knowledge, to bear in evaluating the quality of an educational experience or program (Kennedy and Kerr, 1995, p. 6-2).

Model.

The Connoisseur model of evaluation is radically different from all other models, in that the evaluator uses no set standards or standardized approach. The expert evaluator uses his own internal judgement to assess the worth of the program being evaluated. The approach requires the evaluator to be a recognized expert in the area to be evaluated. If the evaluation is to have merit within the discipline, then the credentials of the evaluator must be impeccable.

This type of evaluation would have to be qualitative by its very nature. The results depend on the instincts of the evaluator. Patton (1990) points out that the approach is explicitly and purposefully a qualitative one.

Characteristics.

The Connoisseur model has two essential characteristics:

1. The evaluator must have a professional expertise in the area evaluated;
2. The evaluator would have to be recognized as an expert in the area being evaluated

(Kennedy and Kerr, 1995, p. 6-6).

Benefits.

The expertise-oriented evaluation approach has certain strengths. The strengths of this approach are as follows:

1. emphasizes the quality aspect of educational programs;
2. the expert looks for indications of quality, not simply effective processes or satisfactory outcomes;
3. the approach draws attention to the use of standards, whether external to the evaluator or internal to the evaluator as in the connoisseur approach ((Worthen and Sanders, 1987, p. 110).

Limitations.

The expertise-oriented approach to evaluation has certain limitations and criticisms that must be addressed. These limitations and criticisms include:

1. the connoisseur model is based on the idea that the expert is evaluating based on internal standards. These standards, while internal, are often biased, and therefore prone to criticism;
2. the second criticism is based on the definition of expertise, and what constitutes enough to validate the evaluator's results;
3. the experts using this model often do not possess expertise, or even a background in the tools of evaluation;
4. there is public suspicion regarding the approach (Kennedy and Kerr, 1995, p. 6-13).

Adversary-Oriented Approach

Overview.

The adversary-oriented approach to evaluation takes on the methodology and procedures of the courtroom. The rationale of the approach is based on the premise of a balanced examination of all sides of the program being evaluated.

Proponents.

One of the major proponents of this approach is Robert L. Wolf (1975) who argued that there was more to this approach than just argument. He believed that an evaluation should also serve as an educational function. The clients and all stakeholding audiences should learn, through the adversary approach, the value or non-value of the program being examined.

Model.

This evaluation approach follows a four-stage approach. These include:

1. issue generation, which include the identification and development of issues to be addressed in the evaluation;
2. issue selection, which involves elimination of the issues not in dispute, and selection and further clarification of issues to be dealt with in the judiciary hearing;
3. preparation of the argument, in which the evaluators collect the data, synthesize it so that arguments for the opposing views can be developed;
4. the hearing - discovery sessions to review cases and procedures, and actual presentation of cases, evaluation of evidence, and panel decision (Kennedy and Kerr, 1995, p. 7-5).

Characteristics.

The evaluation process is broken down where two teams, each taking opposing sides to the evaluation, work independently. One side in the evaluation is trying to prove the project is valid and the other team or evaluator is trying to prove the opposite, thereby applying an adversarial juxtaposition. Unlike many approaches to evaluation, this approach advocates the use of bias by its evaluators, with the idea that the evaluator with the best argument will win the evaluation. Patton (1980) argued that no evaluator or team of evaluators could maintain objectivity (p. 250).

Benefits.

The adversary-oriented approach has both strengths and weaknesses. Listed below are some of its more prominent strengths:

1. Worthen and Sanders (1987) advocated that the approach would show both positive and negative aspects of the approach (p. 121);

2. Worthen and Sanders (1987) also advocated that the data collection processes are diversified and all stakeholders in the evaluation become involved in the process;
3. the approach is pluralistic, in that it has the capability of being used with other approaches and points of view;
4. all sides of the issue have been examined and the likelihood of acceptability is increased;
5. the approach has a built-in scrutiny component, a sort of meta-evaluation, where all procedures are open to scrutiny. (Kennedy and Kerr, 1995, p. 7-12).

Limitations.

The adversary-oriented approach also has limitations, as follows:

1. the cost of such an evaluation could become prohibitive;
2. there is the danger that there is only a for and against stance, rather than multiple views to the same question;
3. the approach is best suited to summative evaluations and not to formative;
4. the approach relies heavily on the presentation of the arguments;
5. the approach fosters competition rather than cooperation;
6. the existing program could be damaged in the process;
7. the judges are fallible and there are no appeals (Patton, 1980, p. 250).

Participant-Oriented Approach

Overview.

The participant-oriented or naturalistic approach to evaluation was designed chiefly by Robert Stake. The approach was taken to give all those who have an interest in the outcome of

an evaluation an opportunity to input into the product and process of the evaluation. The new orientation grew during the 1970s and 1980s and was “aimed at observing and identifying all (or as many as possible) of the concerns, issues, and consequences integral to educational enterprise (Worthen and Sanders, 1987, p. 128). The participatory-oriented approach, unlike its predecessors, focuses on the process of the evaluation and not the product (Kennedy and Kerr, 1995). This approach is a formative approach but can be used summatively as well.

Proponents.

The chief proponent in the participant-oriented approach was Robert Stake. Stake first developed his Countenance model, which focused the evaluation activity on the portrayal and the processing of judgements on behalf of program participants. In 1995 Stake shifted his emphasis from the Countenance model to a Responsive approach (Kennedy and Kerr, 1995). The responsive-oriented approach used a twelve-step process, which he presents in a clock fashion to represent its inherent flexibility. The steps can be followed in any order and any one can be deleted or others added if the evaluator deems it necessary. The method Stake chose is called responsive evaluation, because it responds to the needs and desires of all the stakeholding audiences.

Characteristics.

According to Kennedy and Kerr (1995), the responsive evaluation model is an evaluation design with the following characteristics:

1. it focuses on the concerns and issues of all participant groups;
2. it is emergent in design;

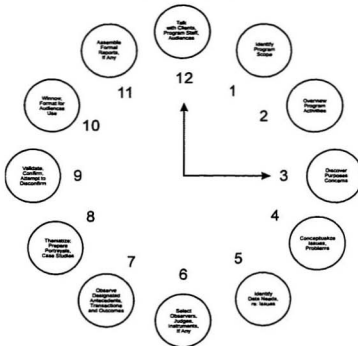
3. it uses qualitative or naturalistic methods;
4. it is sensitive to the pluralistic values of participants and clients;
5. requires prolonged engagement in the program setting (p. 8-2).

Other characteristics that are peculiar to the Responsive model are as follows:

1. the main feature is flexibility;
2. each stakeholder in the evaluation has equal input in the process and product;
3. the model is based on the premise of consensus by all the stakeholding audiences;
4. the model can be both formative and summative, depending on the issues and concerns of the stakeholders.

Stakes model took the shape of a clock which he called the responsive evaluation procedures clock (See Figure 2.1). Evaluators can start at any point on the clock and move about as the need arises. In addition, any instrument from any one of the models can be used, or the evaluators can develop and use their own.

Responsive Evaluation Procedures Clock



Source: Worthen & Saunders, 1987, p. 136.

Figure 2.1 Responsive evaluation clock, modified from Worthen & Saunders, 1987.

Benefits.

While the proponents of other models dislike the participant-oriented approach, proponents of this model feel that the approach gives “genuine understanding of the inner workings and intricacies of the program [being evaluated]” (Worthen and Sanders, 1987, p. 141).

The Responsive model of evaluation has the following benefits:

1. it is the most flexible of all the evaluation models;
2. the model allows for the use of any instrumentation the evaluators feel is needed;

3. the model can be either formative or summative;
4. the model allows for the formation and use of evaluation standards.

Limitations.

Those who profess the scientific approach would feel the freedom of the participant-oriented approach is too subjective. More realistically, Stake's approach has the following limitations:

1. the model is labour intensive -- the evaluator has to immerse him/herself in the evaluation situation;
2. the model can be costly depending on the depth the evaluation takes;
3. the approach may be lengthy, based on the in-depth nature of the approach.

In addition to these approaches to evaluation, evaluations were performed on NCCP courses in the past using other approaches. Two of these approaches are represented below.

Review of Relevant Research Studies

Research Study One: Angela Gallant Thesis

Overview

The study conducted by Gallant (1993) was a comparison of two methods of course delivery for the NCCP (National Coaching Certification Program) Theory Two course. The two methods were the classroom course and the home study or distance education course. The course evaluation was completed to fulfill the requirements for a masters degree in Physical Education.

Approach

The researcher used three groups in the study: the first group was a control group which consisted of people not involved in the NCCP program; the second group consisted of those coaches who were involved in the NCCP and taking the course offering in a classroom situation. The third group consisted of a home study group. The score differences in the study were analyzed using an Analysis of Variance (ANOVA) for a completely randomized design, and a Tukey test to determine the significant difference in the means (Gallant, 1993, P. ii).

Results Summary

An analysis of the data concluded that there was no significant difference in the mean score of the classroom and the home study group. In addition, there was no significant difference between the mean score of the classroom and the control group. Results did suggest, however, that the mean score difference of the home study group and the control group were significantly different (Gallant, 1993, p. 34). The author concluded that the home study course is an effective

method of delivering the NCCP Theory Two course, and possibly a better one (Gallant, 1993, P.40). Course conductors in the classroom based this conclusion on inconsistent delivery.

Advantages of This Approach

The approach used by the author is a valid one where large groups can be used to determine the validity of a method of delivery of a course offering. The approach would have importance for future course offerings with NCCP Theory and Technical courses across Canada. The ANOVA and the Tukey tests are certainly valid approaches to the assessment of the data in this approach. The method endeavours to eliminate the inherent bias from this evaluation. It does this by using only quantitative data. The advantages of this approach are:

1. it is scientific in nature;
2. it is quantitative in nature;
3. it has little perceived bias.

Disadvantages of the Approach

The author of this study had some difficulties with Gallant's (1993) approach. These include:

1. The groups were too small (seven for the classroom group and one for the home study).
As a result, the home study, because of its low numbers, was supplemented by hypothetical data, thus making the statistics meaningless.
2. The author failed to address course standards that would be applied to both methods of course delivery. E.g. How did she know the classroom offering was of acceptable

standard to be used as a comparison group? It could not be a valid measure as we do not know the quality of the course material nor the quality of the delivery.

3. The study needed to take on a wider audience to test the impact of the course offering from one region of the country to another. This approach would take in regional and ethnic differences. This approach is necessary because the course is offered across Canada.

Research Study Two:
Coaching Association of Canada Evaluation
Project, July/August 1996

Overview

The NCCP (National Coaching Certification Program) enacted an evaluation of the theory components for the entire program, consisting of five levels ranging from novice coach to professional coaches who coach world and Olympic athletes. Approximately 650 model coaches from across Canada were contacted to provide information through surveys to aid the Planning and Evaluation Committee of the NCCP in their task of identifying concerns and issues of the current NCCP program. In addition, the evaluators asked them to identify possible solutions (NCCP Evaluation Project: Bulletin, July/August, 1996). The goals of the evaluation were to "Evaluate Participant's Needs and Goals and to Evaluate and Confirm The Theoretical Design of the Program" (NCCP Evaluation, 1996, p.5).

Evaluation Approach

The model chosen by the evaluation team based on "Robert Brinkerhoff's (1987) six-stage model, [which] evolved the work of Donald Kirkpatrick (1959, 1971) to include two

additional steps in the evaluation cycle (CAC, 1996, p. 5). The model for this evaluation included only the first two stages (see figure 2.2).

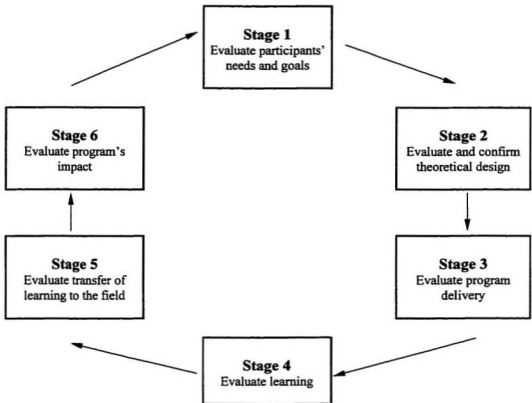


Figure 2.2 NCCP evaluation model , NCCP (1996), from Six-Stage Evaluation Model: Binkerhoff, (1987).

Results Summary

The coaches who responded to the NCCP evaluation survey noted a significant difference between volunteer and professional coaches in terms of how they perceive the NCCP (NCCP Evaluation, 1996). The results were as follows:

1. volunteer coaches ranked the usefulness of the technical, theory, and practical components much higher than do professional coaches;
2. professional coaches singled out the coach evaluation and feedback process of all three components as being particularly weak;
3. team sport coaches rate the theory component as far more useful than did individual sport coaches;
4. 93% of respondents said that coaches should meet certain standards before NCCP certification is granted; the evaluators also concluded that practical evaluation (assessing coaches during practice) was the preferred evaluation method (NCCP Evaluation Project: Bulletin, July/August, 1996).

The evaluation committee, following two years of extensive evaluation, recommended three motions to the National Coaching Certification Council. These include the following:

1. the NCCP become a Competency-Based Training Program;
2. the NCCP follow guiding principles to implement the Competency-Based Training Program;
3. that an NCCP competency committee be established to facilitate the shift to a Competency-Based Training Program (NCCP, May, 1997).

Advantages of the Approach

The approach used by the NCCP is useful in assessing the overall program of the NCCP. The approach has the following advantages:

1. the needs and goals (issues and concerns) of the stakeholding audiences;

2. the programs delivery;
3. determine if learning took place during the course and in the field;
4. evaluate the program impact (NCCP, May, 1997).

Disadvantages of the Approach

The disadvantages of the Kinderhoff approach are as follows:

1. The approach used in identifying the issues and concerns of the NCCP took into consideration only the opinions of model coaches across Canada. There are more than 600,000 coaches certified at various levels in Canada and far more that have enrolled in the program;
2. the evaluation used only two of the six stages in the model;
3. the approach was broad in its scope. It was used in all theory courses across five levels of NCCP courses and took in all sports registered in the program;
4. the approach was labour intensive;
5. the cost of the evaluation was great.

Summary

As a judo training program, the Level Two Technical program is offered on a regular basis across Canada. Coaches, whether professional or volunteer, have been trained and certified by the NCCP. Yet evaluation of this, and other training programs, has not been a priority of NCCP.

If an evaluation study is to provide meaningful data that will lead to (a) valid assessment of the existing program, and (b) specific information for course improvement, the evaluation

approach must be one that is broad in scope, examining all aspects of the program. Furthermore, the approach should be indepth, allowing for broad consultation and or examination of all aspects of the program. With this in mind, the researcher has selected the participatory approach as delineated by Stake in his Responsive Model of Evaluation.

CHAPTER 3

Evaluation Methodology and Design

Evaluation Design

The evaluator of the NCCP technical two for judo has chosen to use the participant-oriented approach in the evaluation, because it is structured in such a way that its flexibility will allow the evaluator to use any means or instruments that will satisfy the concerns and issues of all stakeholders. The approach will allow questionnaires, pre/post tests from the objectives-oriented approach, interviews, and sport experts from the expertise-oriented approach in the overall evaluation. In short, any procedure that will satisfy the concerns and issues of all stakeholders may be used. Since the evaluator has a certain degree of expertise in both the technical and coaching aspects of the sport, as well as some knowledge of evaluation, the participant-oriented approach will give the flexibility to satisfy all stakeholders concerns, including the concerns of the primary stakeholders who, in all likelihood, would insist on technical expertise to some degree from the evaluator. The major areas of concern with this evaluation is distance and funding.

The evaluator made one major diversion from Stake's (1995) model. Stake proposed the use of all stakeholding audiences in every phase of the evaluation. The evaluator of the NCCP Level Two for the sport of judo elected to use only primary stakeholders to derive the evaluation standards. The rationale behind doing this was the group's familiarity with the needs of the Level Two coach. They had the experience and knowledge base to make a value judgment based on what requirements would be necessary. Secondary stakeholders or student coaches would not

have this knowledge; therefore, they would not be in a position to assess the knowledge base required to address many of the issues and concerns. The evaluator felt this knowledge base would be of paramount importance to credibility and the implementation of successful standards.

Evaluation Model

The evaluation of the NCCP Level Two Technical coaching course for judo was undertaken using a modified Stake Responsive Model, which is one of the participant-oriented approaches to evaluation. Stake, in his approach, used a twelve step procedural model designed like the face of a clock. The approach responds to the stakeholding audiences; however, the evaluator modified Stake's approach to include two phases. The primary stakeholding audiences, the group who made the determination of the standards and representative criteria were used in phase one. The secondary stakeholding group, which also included the primary stakeholding audience were used in phase two. This approach was used because of the unique nature of judo. Judo is a ranked sport where status or rank is the major determinant of those who should do evaluations. Judo belt ranks are awarded by senior black belt ranks. This derives itself from old martial tradition. As a result, lower ranks may not have the status or credibility to determine standards nor would they have the knowledge base to make the determination.

The secondary stakeholders would be the perfect candidates to determine the validity of the course offering as measured against the standards. The secondary stakeholders were asked to give a summative evaluation of the standards. Based on the quantitative and qualitative

questions contained in the surveys the evaluator made the recommendations and drew the conclusions of the program.

Evaluation Procedures

In order to give the flexibility that is required in a Responsive Evaluation, Robert Stake set the steps to performing his evaluation in a circular fashion in order to show that steps can be followed in order, (Figure 2.1, p. 41) diagram, or in any order the evaluator deems appropriate. The evaluator can add or delete steps if this seems appropriate to the situation within an evaluation. The evaluator of the NCCP Level Two Technical chose to conduct the evaluation in two phases, divided into eight steps. (See figure 3.1).

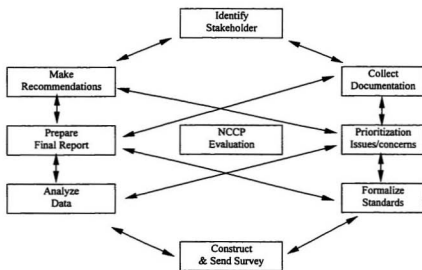


Figure 3.1 NCCP judo evaluation

The evaluation approach chosen included the following steps:

Phase One

1. all stakeholding audiences were identified;
2. all documentation including minutes of meetings, general guidelines, stated objectives of the Level Two Technical course were collected and analyzed;
3. all primary stakeholders were surveyed to prioritize their issues and concerns;
4. standards were formalized with criteria set to test these standards.

Phase Two

5. a survey was constructed using the criteria from the standards and sent to all those coaches who had taken the Level Two Technical course. The stakeholders were identified from the NCCP database for judo (NCCP database, 1996).
6. the data were then analyzed to determine if the standards were met;
7. a final report was formulated comparing the coaches data with that of the standards;
8. recommendations were made to improve the Level Two Technical course for judo.

Evaluation Methodology

The evaluation of the NCCP technical course for the sport of judo was conducted over a one year period. Phase one involved an identification of the stakeholding audiences and a subsequent categorization of this group to include: primary, secondary, and tertiary. The tertiary group was not used in the evaluation because their interest is strictly a curiosity. However, they would be given the evaluation report when it was completed. The second step in phase one of the evaluation was to identify the issues and concerns of the primary stakeholders. Phase two

involved the application of the standards and their relevant criteria to determine the worth of the existing NCCP technical course for the sport of judo.

Stakeholder Identification

The primary stakeholders were identified using the Judo Canada phone directory, which contained all the names and positions of this group. The secondary stakeholders, the coaches who had taken the NCCP Technical for judo, were identified using the NCCP database (NCCP database, 1996). The database contained the names and completed courses of all 456 coaches who certified at Level Two. In addition to the above sports specific stakeholders, there are other tertiary stakeholders who have an interest in the program. These include: The Coaching Association of Canada, Sport Canada, and both the federal government, who ultimately funded the program, and the representative provincial governments who administer them.

1. The primary stakeholders or experts in judo consisted of the: administrators, course designers, master course conductors and course conductors of the NCCP technical course for judo.

A. Administrators

The administrators of the course are the Sports Director of Judo Canada, Judo Canada's NCCP Committee, and the Chairpersons of each provincial NCCP Committee. Their primary role is to put course offerings forward and to ensure that all aspects of the course are covered and that qualified instructors and/or experts are recruited to teach these courses. In addition, administrators keep track of successful candidates in the program.

B. Course Designers

These are the people who originally organized the program and wrote the technical manual. They consisted of judo experts and consultants from the CAC and Sport Canada.

C. Master Course Conductor (MCC)

Master Course Conductors are course conductors who select, train and evaluate course conductors. There is usually only one MCC in each province and there are others who are attached to Judo Canada's NCCP committee. The master course conductor is the person who is in charge of ensuring the standards are maintained in each course offering. The MCC also designates course conductors and other experts to teach courses. The MCC is also in charge of training and yearly evaluating of course conductors.

D. Course Conductor (CC)

This individual is certified at one level above the course being taught and is responsible for teaching the course offering. They are selected and trained by master course conductors.

2. The secondary stakeholders are the coaches who have certified themselves as level one coaches and taken the Level Two Theory course. In addition to this, they have completed the Level Two Technical course for judo. The evaluator decided to modify this group to

include only fully certified Level Two coaches to ensure the theory component was completed , a prerequisite for doing the Technical Two course. The evaluator determined that only those coaches actively involved in attaining the practical component would be in a position to assess the needs of Level Two coaching needs. It would be impossible to ascertain who was or was not pursuing the practical component. Those who had completed all three components and were fully certified Level Two coaches could be identified from the NCCP database.

3. The tertiary stake holders were the CAC and their representative provincial committees, Sport Canada, The Federal Government and the ten provincial and two territorial governments in Canada. These stakeholding audiences have an interest in the program, but only from a distance. They want to know the program exists and that it is progressing well. This stakeholding group would have no knowledge of the issues and concerns that are relevant to the sport of judo, nor would they have any knowledge of the content of the Level Two course that this evaluation is assessing.

A. The Coaching Association of Canada (CAC)

The CAC is an arm of Sport Canada. Its primary responsibility is the overseeing of all courses and the programs of the sports governing bodies who offer the NCCP. It also has the responsibility of developing and evaluating the theory components of the NCCP program.

B. Sport Canada

Sport Canada is an arm of the federal government. It has the responsibility of apportioning the funds allocated by the Government of Canada for Sport.

C. Federal Government

This political body funds Sport Canada who ultimately fund the NCCP.

D. Provincial Governments & Territories

These ten [10] political bodies and two [2] territories have the responsibility of administering the programs of the various sports governing bodies.

Concerns and Issues

This evaluation was designed to gain a consensus from all stakeholding audiences to ensure the NCCP Technical Two for judo met the needs and desires of all stakeholders by meeting standards and criteria of the course. The evaluator chose the spring and summer as a starting time of the evaluation in order to give stakeholders the best opportunity to respond. The fall and winter months are traditionally the in-season, while July and August are considered the off-season. The early stages in the evaluation included an issues and concerns survey as one of the tools to determine standards to evaluate the program (Appendix A).

The primary stakeholders were contacted and given a personal profile sheet (Appendix A), which would provide pertinent information for the evaluator. Along with this, a questionnaire based on the objectives, of the existing NCCP Technical Two for judo, and the

NCCP Theory Two courses, were included to help identify further issues and concerns, through background and demographic information.

In addition to these issues and concerns, the evaluator chose ten categories based on topics that were most representative of the issues and concerns of a successful course offering, which would provide the coaches with the best and most current information. Each category then resulted in a standard, which was applied to the existing course to assess its effectiveness. These categories include:

1. Coaches get the best instruction available.
2. The curriculum consist of the latest coaching techniques and resource material available.
3. Learning should have been achieved by all those taking the course offering.
4. All coaches should be familiar with the historical development of judo, both world-wide and in Canada.
5. Coaches should be given the latest available information on how to set-up and administer a club.
6. Coaches should be made familiar with the latest teaching techniques.
7. Coaches should be familiar with skill analysis techniques for athletes.
8. Coaches should know how to physically and mentally train athletes for competition.
9. Coaches should prepared to invoke an injury prevention program.
10. Coaches should be familiar with the theory of judo waza (techniques).

Collection and Treatment of Data

In phase one, a concerns and issues survey (See Appendix A) was sent to all primary stakeholders. The survey was composed of three parts: a demographics portion, an issues and concerns survey using numerical scale, and a qualitative questionnaire. The numerical scale was composed of questions derived from the existing curriculum and from conversations with many primary stakeholders. Each issue and concern was then ranked from poor to excellent, by using a five point Likert scale.

In addition to the data collected from the survey, data were used from five focus group meetings held across Canada. These groups, comprised of executives of Judo Canada and each provincial executive, as well as club instructors from the five regions of Canada, identified issues and concerns on a broad range of judo topics, including coaching designed to improve judo in Canada. The data were categorized to form ten standards with representative criteria, developed from the categories listed earlier.

In phase two a survey was sent by mail to 100 coaches, which represented 22% of all certified level two coaches. This group also included the names of the primary stakeholders. The survey group was chosen by random sample from the 456 coaches from the NCCP database (NCCP database, 1996). Respondents were asked to comment on, and recommend further improvements in the course. Each respondent was asked to complete and return the survey within a three-week period. As an enticement, the evaluator offered an incentive to those who complied with the deadline. Each survey that arrived within the three week period had the name

of the author entered in a draw for a prize, which was donated by Jukado Inc., a martial arts supply company. All respondents in the evaluation were assured anonymity and confidentiality.

When all the data were collected and compiled, each standard was evaluated using frequency and percentages to determine if the standard had been satisfied, in the opinion of respondents. The evaluator used the computer software, Statistical Analysis SPSS 6.0 to effect the analysis.

CHAPTER 4

Evaluation Analysis

Introduction

The evaluation of the NCCP (National Coaching Certification Program) Technical Two for the sport of judo was conducted to determine if the present NCCP Level Technical Two was fulfilling the needs of all judo stakeholders. The evaluation was conducted over a one year period with stakeholders from all ten provinces and two territories of Canada participating in the evaluation. As well, there were some coaches from the United States who also participated in the evaluation. The evaluation was conducted in two phases: Phase one identified the issues and concerns of all expert stakeholders in the sport, also referred to as primary stakeholders. Phase two surveyed all stakeholding audiences, both primary and secondary (coaches who had taken the course).

In order to effect an evaluation, the evaluator chose a modified Stake Responsive Evaluation Model (Stake, 1995). The evaluator deviated from Stake's model by choosing to conduct the process in two phases, with only the primary stakeholders used to set standards for the course. Phase Two evaluated the course using the standards which evolved from phase one, and which determined the measure of success for the NCCP level two technical for judo.

Audiences

The primary stakeholders or experts in judo consisted of administrators, course designers, master course conductors (MCC) and course conductors (CC) of the NCCP technical course for

judo. These stakeholders were selected from a database of course conductors from the NCCP database of May 24, 1996. The secondary stakeholders were selected from the same database. According to this database, there were 456 coaches who had taken the course. These included both primary and secondary stakeholding audiences. In addition to the above sports specific stakeholders, there are other tertiary stakeholders who have an interest in the program. These include: The Coaching Association of Canada (CAC), Sport Canada (SC) and both the federal government, who funds the program, and the representative provincial governments who administer them.

a. Administrators

The administrators of the course are the Sports Director of Judo Canada, Judo Canada's NCCP Committee, and the Chairpersons of each provincial NCCP Committee. Their primary role is to put course offerings forward, to ensure that all aspects of the course are covered, and that qualified instructors and/or experts are recruited to teach the courses. In addition, administrators keep records of successful candidates in the program.

b. Course Designers

These are the people who originally organized the program and wrote the technical manual.

c. Master Course Conductor (MCC)

There is usually only one MCC in each province for a sport. The master course conductor is the person who is in charge of ensuring the standards are maintained in each course

offering. The MCC also designates course conductors and other experts to teach courses. The MCC is also in charge of training and yearly evaluating of course conductors.

d. Course Conductor (CC)

This individual is certified at one level above the course being taught and is responsible for teaching the course offering.

e. Coach

The coach is any person who has taken the NCCP Level Two Technical for the sport of judo.

f. The Coaching Association of Canada

This body is an arm of Sport Canada, whose primary responsibility is the overseeing of all courses and the programs of all the sports-governing bodies who offer the NCCP. They also have the responsibility of developing and evaluating the theory components of the NCCP program.

g. Sport Canada

Sport Canada is an arm of the federal government. It has the responsibility of apportioning the funds allocated by the Government of Canada for Sports education.

Phase One Analysis

Stakeholder Determination

The primary stakeholding audiences were identified through interviews with Judo Canada along with the NCCP database. The primary stakeholders were then contacted through interviews and questionnaires, along with the results of five focus group meetings conducted by Judo Canada [only part of these meetings were allocated to NCCP issues] to develop the items that would designate a coach as being successful. The surveys were sent to all 69 primary or expert stakeholders. In addition to the above, the existing Technical Two Course manual and the NCCP Theory Course manual were used as guides. These concerns and issues were then categorized and made into the ten standards that would be the determinant of a successful course offering.

Educational Background

The experts in the phase one evaluation were located geographically in all ten provinces of Canada. They came from various professional backgrounds with varying educational qualifications.

The educational background of the expert group indicates a total of 19 out of the 29 respondents or 66%, have higher than high school or community college education. The groupings also show that 45% of the respondents have masters degrees or higher (see Table 4.1).

Age Grouping

The respondents were all mature individuals. None in the issues and concerns evaluation (Phase one) were under 31 years of age. This can be readily explained because judo is a ranked sport, and as such coaches who are of senior ranks are the ones coaching. There are time and age restrictions on rank. For example, a Yondan (4th Degree Black Belt) has to be a minimum age of 24 years of age and spend four years in rank in order to be promoted. There is a minimum qualification for entry as a master course conductor (MCC) or a course conductor (CC). Provincial associations will choose only their most senior coaches and belt ranks (normally fourth dan and above). These positions, because of their very nature, will recruit older candidates. Normally athletes only begin to coach after their competitive careers have ended. This, for many athletes, will be their late twenties.

Language

Canada is a country which has many cultures and language backgrounds. Predominant among these languages are English and French, which form the two official languages in Canada. In phase one only three respondents were of French Canadian origin. The primary reason for this discrepancy was cost. The evaluator did not have the resources to pursue the evaluation in two languages. There were nine surveys sent to Quebec and only two returns. The other French return was from New Brunswick, where there were five surveys sent out and only one returned (see Table 4.1).

Geographic Grouping

The respondents from the phase one evaluation came from all provinces in Canada, with the majority of respondents coming from British Columbia. (see Table 4.1)

Table 4.1 Demographics of Phase One

Educational Background	Frequency	Percent
Secondary/Comm./College	9	31
Bachelor's Degree	7	24
Master's degree	11	38
Doctoral Degree	2	7
Total	29	100
Age Grouping		
31 – 40 years	4	14
41 – 50 years	8	28
51 – 60 years	6	21
60 + years	11	38
Total (rounding)	29	101
Language Grouping		
English	26	90
French	3	10
Total	29	100
Demographic Grouping		
British Columbia	7	24
Alberta	2	7
Saskatchewan	2	7
Manitoba	4	14
Ontario	5	17
Quebec	2	7
New Brunswick	1	3
Nova Scotia	2	7
Prince Edward Island	1	3
Newfoundland	3	10
Total	29	100
N = 29	Missing = 0	

Categories

The evaluator chose ten basic categories that were most representative of a successful course offering and which would provide the coaches with the best and most current information

to enable them to complete the best course available. Each category then resulted in a standard, which was applied to the existing course to assess its effectiveness. These categories include:

1. Instruction
2. Curriculum
3. Learning
4. Historical development of judo
5. Club set-up and administration
6. Teaching
7. Skill analysis of athletes
8. Physical and mental training
9. Injury prevention
10. Theory of judo waza (techniques)

Each of the categories listed above was stated as a standard with representative criteria. If the criteria were all met, then the standard was deemed to have been satisfied. The ten standards and their representative criteria were then sent to all members of the stakeholding audience and asked to rate the existing course based on these standards, using a five point Likert Scale (see Appendix B). The random sample consisted of 100 coaches taken from the NCCP database of certified Level Two coaches in judo across Canada. For survey research, Sudman (1976) suggests there be at least 20 to 50 subjects in a minor subgroup whose responses are to be analyzed. The Level Two coaches represent 26% of the 1,434 coaches in judo. Those practicing judo in Canada range from 19,000 to 23,000 members. The survey resulted in a 45% response

rate. The evaluator used frequency and percentage as the determinants of whether the standard was met. The standards and their evaluation criteria are included below.

Standards

Standard 1: The NCCP Program for the sport of judo recruits quality coaches and instructors.

- Criteria**
1. The coach has professional development on an ongoing basis.
 2. Coaches and instructors are good communicators who motivate students.
 3. Coaches and instructors keep current on the latest techniques and scientific knowledge available.
 4. The program/curriculum is flexible and accessible to all prospective coaching candidates.

Standard 2: The curriculum satisfies the needs of the Level Two coach.

- Criteria**
1. The curriculum is suited to the time allotted for training.
 2. The curriculum is well organized and content elements are linked.
 3. The instruction is suited to the language and literacy level of club coaches.
 4. The curriculum is supported by the best resource materials available.
 5. The curriculum covers all aspects of running an effective Dojo (judo club).

Standard 3 The program/course results in knowledge transfer adequate for the**Level Two coach.**

- Criteria*
1. Course conductors have a minimum certification level of one above the level being taught, or special knowledge in the topic area.
 2. Upon completing the course, student coaches can demonstrate adequate knowledge and skill attainment.
 3. All subject matter in the course is covered effectively.

Standard 4: Coaches will be able to teach the historical development of judo.

- Criteria*
1. Coaches will be able to teach judo's historical development from jujutsu.
 2. Coaches will be prepared to teach judo's development from its emergence on the world scene to the present day.
 3. Coaches will be prepared to teach the history of judo as it pertains to Canada.

Standard 5: The Level Two coach will be able to set-up a dojo (judo club or training hall) and use short and long term training plans to enable students to compete at the provincial championships.

- Criteria*
1. The Level Two coach will be prepared to set up a club for training competitors and non-competitors.
 2. Coaches will be able to determine the training needs of judo athletes.

3. Level Two coaches will be able to set-up short and long-term plans, taking into consideration the goals of athletes and coaches.
4. Level Two coaches will be able to implement the goals of coaches and athletes by determining strategies and tactics to prepare them for provincial championships.

Standard 6: Level Two judo coaches will be able to conduct a proper judo class using all relevant and pertinent methodologies.

- Criteria**
1. Coaches will be able to use different teaching methods.
 2. Coaches will be able to create a positive learning environment.
 3. Coaches will know the strategic skills appropriate to the athlete's developmental age.
 4. Coaches will be able to apply principles of coaching related to all growth and developmental considerations.

Standard 7: Coaches will possess the basic information and be prepared to apply and assess the various waza (techniques) for the sport of judo.

The Level Two Coach will:

- Criteria**
1. Possess the basic information on body movement and be prepared to use biomechanical principles in their application of judo skills.
 2. The Level Two coach will be able to assess judo waza using the principle of maximum efficiency.

3. The Level Two coach will be able to assess body movement using the seven principles outlined in the Level 2 Theory manual.
4. The Level Two coach will be able to identify the different types of levers used with judo waza and their uses.
5. The Level Two judo coach will know the principles of center of gravity and balance.
6. The Level Two judo coach will know the basic judo waza as outlined in Kodokan Judo by Jigoro Kano.

Standard 8: The Level Two judo coach will possess the knowledge to be able to apply all phases of physical and mental training skills necessary to the development of the judo athlete competing at the provincial level.

- Criteria**
1. The Level Two Coach will be prepared to use specific methods of training that will:
 - i. encompass the three energy systems;
 - ii. design a basic resistance training program;
 - iii. design a flexibility training program;
 2. be able to train judo athletes using mental training methods;
 3. The Level Two Coach will be prepared to discuss the physical effects of training during the different phases of training and over different time periods.
 4. The Level Two coach will be prepared to advise athletes on a proper

training diet which will be used both for pre-competition, competition and the transition phases of training.

Standard 9: The Level Two judo coach will be able to develop and implement an injury prevention plan.

- Criteria*
1. The Level Two judo coach will be able to relate information on the prevention of judo related injuries.
 2. The Level Two coach will know the basic medical implications of various judo related injuries.
 3. The Level Two judo coach will have basic first aid knowledge and be prepared to take immediate and effective action when injuries occur.
 4. The Level Two judo coach will have the knowledge to assist in the rehabilitation of various judo injuries.
 5. The Level Two coach will be able to develop an injury prevention plan for his/her dojo.

Standard 10: The Level Two judo coach will be able to teach the Nage no kata of Kodokan Judo, along with its purpose and benefits, and have a working knowledge of the Katame no kata.

- Criteria*
1. The Level Two Coach will understand the purpose of learning kata, together with the physical and mental elements involved in performing them.

2. The Level Two Coach will know the names of the various techniques of the Randori no kata (Nage no kata and Katame no kata).
3. The Level Two Coach will know how to apply the principle of action/reaction in all the techniques.
4. The Level Two Coach will be able to apply the “Ju” (flexibility) principle.
5. The Level Two Coach will be able to apply the principle of “maximum efficiency” (maximum efficient use of power) in each kata.

Summary

The ten standards with their representative criteria were a result of an analysis of existing course material, including manuals, as well as interviews conducted with some NCCP course conductors and administrators. In addition, all primary stakeholders, which included designers, administrators, master course conductors contributed to the development of the standards through a survey instrument.

The ten standards were used to determine the effectiveness of the existing course. The purpose of the evaluation was formative rather than summative, with improvement of the Level Two Technical course being the goal.

Phase Two Analysis

Phase 2 of the evaluation involved sending the standards developed from Phase 1 to all stakeholders, including both the experts and those coaches who had previously taken the Level Two Technical for judo, and subsequently became certified as Level Two certified coaches. There were 459 possible stakeholders from which to choose a representative sample. The evaluator chose to send 100 surveys to stakeholders, selected randomly, for approximately 22% of all possible respondents. These stakeholders, including primary and secondary stakeholders, were then asked to evaluate the present course using the ten standards and their representative criteria derived from the first phase.

Scoring

This evaluation used a five point Likert scale with values (see Table 4.2).

Table 4.2 Evaluation Scale

Value	Interpretation
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

The scale was used to determine if standards and criteria were met. The evaluator determined that scores of four or higher would indicate that the standard had been met. In addition, the evaluator determined that 70% of all respondents would have to indicate a four or five score for a positive outcome on each standard.

The standards derived from the analysis of Phase One are listed below giving an introduction and the evaluators concerns. Each standard was presented in a results table. The evaluator has also chosen to represent the data in graph form using a histogram. A brief discussion follows each standard.

Quality Coaches

Instruction.

The Level Two Technical Manual (Judo Canada, 1979) did not include a section on the quality of coaching; however, the focus meetings and interviews reflected the need for this section. Many of the respondents felt that if the program was to succeed, then Judo Canada must recruit quality course conductors as well as quality student coaches (see Table 4.3). In addition to recruiting top quality people, Judo Canada must ensure that the coaches' level of knowledge is kept current.

Standard 1: The NCCP Program for the Sport of Judo recruits quality coaches and instructors.

- Criteria**
1. The coach has professional development on an on going basis.
 2. Coaches and instructors are good communicators who motivate students.
 3. Coaches and instructors keep current on the latest techniques and scientific knowledge available.
 4. The program/curriculum is flexible and accessible to all prospective

coaching candidates.

Table 4.3 Recruitment of Coaches and Instructors.

Value Label	Recruits Quality Coaches and Instructors.	
	Frequency	Percentage of Respondents
Disagree	7	17
Neutral	5	12
Agree	19	46
Strongly Agree	10	24
Total	41	99

N = 41; Missing 0

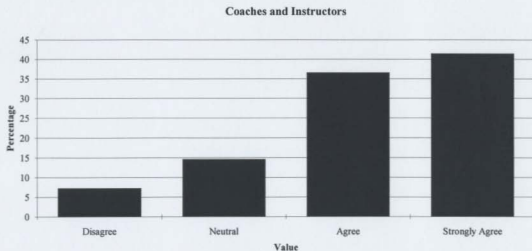


Figure 4.1. The quality coaches who enter the NCCP Level Two for the sport of judo.

Discussion.

In standard one there were 19 respondents who indicated agreement or strong agreement, representing 70% positive response respondents. Some respondents suggested that it was not possible for course conductors or for the NCCP to directly impact in the recruitment of quality coaches, as the system has to take whoever registers for the course. In addition, coaches are recruited from those who have completed the prerequisites, that is, be certified at Level One, and

have completed Level Two Theory. It is possible that much of this concern is taken care of prior to any course offering by club coaches and course conductors, who recommend candidates to do courses. The NCCP program cannot refuse anyone who fulfills all the criteria for acceptance in the course. The evaluator felt that those coaches possessing the prerequisites would, in all likelihood, be quality candidates, as they spent the time and energy up-grading themselves to the point of qualifying themselves for the Level Two Technical course for judo.

Based on the results of the data analysis, with 70% of all respondents indicating agreed or strongly agreed, the researcher has determined that Standard One is being met.

Curriculum

This section deals with all aspects of the material being taught. Many of the stakeholders felt the need to keep coaches well versed in new ideas being introduced into coaching. Others felt it was paramount that new judo techniques being used on the international scene be introduced on an ongoing basis in order that coaches be kept current. It was also felt that that since coaches at this level would be running their own dojos (clubs), this knowledge was important.

Standard 2: The curriculum satisfies the needs of the Level Two coach.

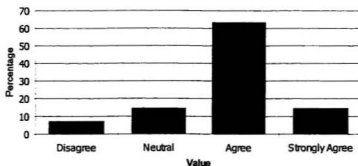
- Criteria**
1. The curriculum is suited to the time allotted for training.
 2. The curriculum is well organized and elements are linked.
 3. The curriculum instruction is suited to the language and literacy level of club coaches.

4. The curriculum is supported by the best resource material available.
5. The curriculum covers all aspects of running an effective Dojo (judo club).

Table 4.4 Coaches Needs

Value Label	Coaches Needs	
	Frequency	Percent of Respondents
Disagree	3	7
Neutral	6	14
Agree	26	63
Strongly Agree	6	15
Total	41	100

N = 41; Missing = 0

Standard 2 Evaluation**Figure 4.2.** The course material satisfies the needs of coaches.**Discussion.**

There were 41 respondents who answered this section. Of the 41, there were 32 who answered favorably, for a total of 78% who agreed that the standard had been met. There were six who were not sure if the standard had been met, while only three felt it had not.

Most of the respondents felt, however, that the technical manual for the course needed to be revised. The course was first introduced in 1977 and the course had not been up-graded since that time. There seems to be a contradiction here with regard to the value of the technical manual, but it can be explained quite easily. The needed course revisions are being added and taught by the course conductors. What is lacking in the manual is being incorporated by the instructors themselves.

There were many primary stakeholders who had concerns because some material had to be “glossed-over” in order to fit present time constraints. In order for the coaches to get the best course possible, the course would have to be lengthened. There were some suggestions on how this might be achieved. Some suggested a semester approach. This would be achieved by dividing the course up into units. A few even suggested dividing the whole Developing Athletes Program, while others felt simply lengthening the course to whatever was required was all the organizers had to do.

Based on the results of the data analysis, 78% of all respondents agreed or strongly agreed, the researcher determined that Standard Two is being met.

Learning

The third standard requires that knowledge be passed on. It ensures a minimum level of training for course conductors who must teach the course. This standard also suggests some form of testing procedure to ensure knowledge transfer has taken place. The standard that was

developed from the issues and concerns survey and other material gathered in the fact finding process is as follows:

Standard 3: The program/course results in knowledge transfer adequate for the

Level Two coach.

- Criteria**
1. Course conductors have a minimum certification level of one (1) above the level being taught, or special knowledge in the topic area.
 2. Upon completing the course, student coaches can demonstrate adequate knowledge and skill attainment.
 3. All subject matter in the course is covered effectively.

Table 4.5 Knowledge Transfer

Value Label	Knowledge Transfer	
	Frequency	Percentage of Respondents
Disagree	1	2
Neutral	11	27
Agree	21	51
Strongly Agree	8	20
Total	41	100

N = 41; Missing = 0

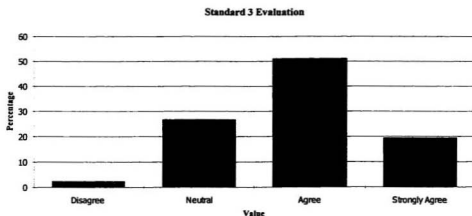


Figure 4.3. The knowledge transfer is adequate to serve the needs of the level two coach.

Discussion.

There were 41 respondents who addressed this standard. There were 29 respondents, or 71% who felt that the standard was being met (those who answered agree or strongly agree). Eleven respondents were neutral on this issue, while only one felt the standard had not been met.

A possible explanation for this unsureness by some respondents is the technical manual itself. There may have been confusion regarding whether the manual for the course met this standard or whether the course did. It seems clear that the course conductors are making up for any shortage in the course material.

Even though the course offering has established a minimum level of certification for course conductors, there is still no guarantee that knowledge transfer will take place nor that the

methods used by the conductor will affect any degree of learning. This, unfortunately, is inherent in all courses.

Based on the results of the data analysis (71% of all respondents agreed or strongly agreed), the researcher determined that Standard Three is being met.

Historical Development of Judo

Since judo has a strong influence from the classical bujutsu (traditional martial arts) of Japan, as well as in the Olympic movement, the vast majority of those in the sport feel a section on the historical development is necessary in order to show coaches and athletes the continuity and the development of traditions that are inherent in the sport.

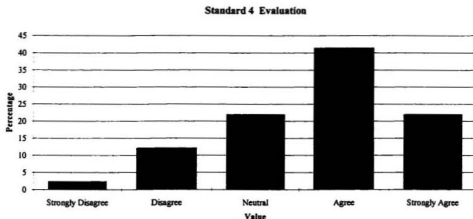
Standard 4: Coaches will be able to teach the historical development of judo.

- Criteria**
1. Coaches will be able to teach judo's historical development from jujutsu.
 2. Coaches will be prepared to teach judo's development from its emergence on the world scene to the present day.
 3. Coaches will be prepared to teach the history of judo as it pertains to Canada.

Table 4.6 Historical Development

Value Label	Historical Development	
	Frequency	Percentage of Respondents
Disagree	1	2
Neutral	5	12
Agree	9	22
Strongly Agree	17	42
Total	9	22
	41	100

N = 41; Missing = 0

**Figure 4.4.** The adequacy of the historical development of judo in Canada**Discussion.**

Many of the stakeholders, especially those primary stakeholders who participated in the study, felt that the biggest gap in the history of judo was related to judo in Canada and that of the individuals and provinces within the union. There were 26 stakeholders who felt that the knowledge of the historical development of judo was being met. This comprised 64% of the 41 total respondents. There were nine stakeholders who had no opinion on this issue, 15% who did

not feel it was important enough to include in a Level Two Technical course for Judo (Judo Canada, 1979).

The Level Two Technical manual gives very little in the way of the historical development of judo in Canada or elsewhere. The early history of judo is well documented in Japan, but this is recorded in Japanese, and is primarily Japanese history. There is no history of judo written on the Canadian scene. Judo Canada has undertaken this project, however, no manuscript has been introduced at the time of this evaluation.

Based on the results of the data analysis (64% of all respondents agreed or strongly agreed), the researcher determined that Standard Four is not being met.

Club Set-up and Administration

The original aim of the NCCP Technical Two for judo was to train coaches at the club level. In other words, coaches should be able to run their own dojo (club). In addition, they should be able to assess the training needs and set-up long and short-term training plans of all the athletes in their charge. The final goal would be to have the athletes compete at provincial level competition. These concerns were represented by Standard 5

:

Standard 5: The Level Two coach will be able to set-up a dojo (judo club or training hall) and use short and long term training plans to enable students to compete at the provincial championships.

- Criteria**
1. The Level Two coach will be prepared to set up a club for training competitors and non-competitors.
 2. Coaches will be able to determine the training needs of judo athletes.
 3. Level Two coaches will be able to set-up short and long-term plans, taking into consideration the goals of athletes and coaches.
 4. Level Two Coaches will be able to implement the goals of coaches and athletes to determine strategies and tactics to prepare them for provincial championships.

Table 4.7 Club Organization and Administration

Value Label	Club Organization and Administration	
	Frequency	Percent
Strongly Disagree	2	5
Disagree	1	2
Neutral	7	17
Agree	19	46
Strongly Agree	12	29
Total	41	99

N = 41; Missing = 0

Standard 5 Evaluation

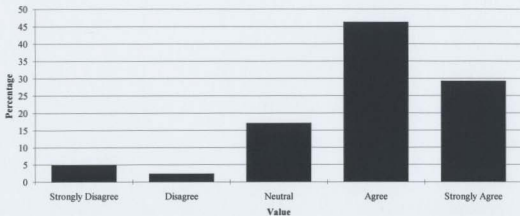


Figure 4.5. The organization and administration needs of coaches are being met.

Discussion.

There were 41 respondents who addressed Standard Five. Of these, 31 indicated that the standard had been met, by indicating they agreed or strongly agreed. This amounted to 76 % of all respondents. There were two respondents who strongly disagreed with the standard. Some respondents felt that the provincial judo associations should do more to help develop a manual to aid instructors start their own clubs.

Many of the athletes who train in the clubs system in Canada are not only competing at the provincial level, but are also competing at the national and international levels. The knowledge level required to develop long and short term planning is far beyond the scope of a Level Two Technical course. Some respondents felt that coaches should be encouraged to pursue Levels Three and Four respectively.

Based on the results of the data analysis (76% of all respondents agreed or strongly agreed), the researcher determined that Standard Five is being met.

Teaching

One of the aims of the NCCP is to train competent instructors and teachers. In order to make any course offering interesting, instructors should be prepared to use different teaching methods to pass on the required information. This variety, it is hoped, would instill a positive learning atmosphere for all student coaches. In addition, course conductors and coaches should,

upon completion of the course, be able to instruct, using growth and development considerations to appropriate developmental ages.

Standard 6: Level Two judo coaches will be able to conduct a proper judo class using all relevant and pertinent methodologies.

- Criteria**
1. Coaches will be able to use different teaching methods.
 2. Coaches will be able to create a positive learning environment.
 3. Coaches will know the strategic skills appropriate to the athlete's developmental age.
 4. Coaches will be able to apply principles of coaching related to all growth and developmental considerations.

Table 4.8: Teaching Methodologies

Value Label	Teaching Methodologies	
	Frequency	Percentage of Respondents
Disagree	3	7
Neutral	6	15
Agree	15	37
Strongly Agree	17	42
Total	41	100

N = 41; Missing = 0

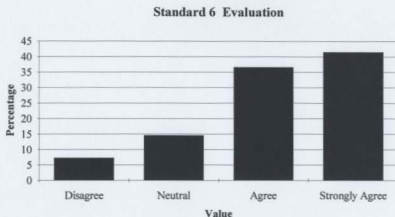


Figure 4.6. The teaching preparation needs of coaches

Discussion.

Of the 41 respondents who answered the survey, 32 either agreed or strongly agreed with the standard. This represents 79% of all respondents. Some respondents felt coaches should know how to teach, how to use teaching aids, when to discuss, and when to lecture. They should also know when to use demonstration performance methods and also how to use them. The same respondents felt it was important that coaches and instructors be given courses in teaching.

The focus of the NCCP and Judo Canada has been on competitive athletes. The younger athletes, are not included in this focus. Some respondents suggested that a separate section of the course be developed to accommodate coaches who coach younger athletes. If athletes are forced into competition too soon the possibility exists that they will leave and go to less stressful environments.

Based on the results of the data analysis (79% of all respondents agreed or strongly agreed), the researcher determined that Standard Six is being met.

Skill Analysis of Athletes

The sport of judo is such that it requires the use of all energy systems of the body as well as the biomechanical movements that are representative of all judo waza (techniques). In addition to this, there are basic judo principles that are inherent in the sport. The Level Two coach must be prepared to analyze these in order to maximize the athlete's potential and as a way of injury prevention.

Standard 7: Coaches will possess the basic information and be prepared to apply and assess the various waza (techniques) for the sport of judo.

- Criteria**
1. The Level Two Coach will possess the basic information on body movement and be prepared to use biomechanical principles in their application of judo skills.
 2. The Level Two Coach will be able to assess judo waza using the principle of maximum efficiency.
 3. The Level Two Coach will be able to assess body movement using the seven principles outlined in the Level 2 Theory manual.
 4. The Level Two Coach will be able to identify the different types of levers used with judo waza and their uses.
 5. The Level Two judo coach will know the principles of center of

gravity and balance.

6. The Level Two judo coach will know the basic judo waza as outlined in Kodokan Judo by Jigoro Kano.

Table 4.9 Skill Analysis

Value Label	Skill Analysis	
	Frequency	Percentage of Respondents
Disagree	3	7
Neutral	1	2
Agree	23	56
Strongly Agree	14	34
Total	41	100.00

N = 41; Missing = 0

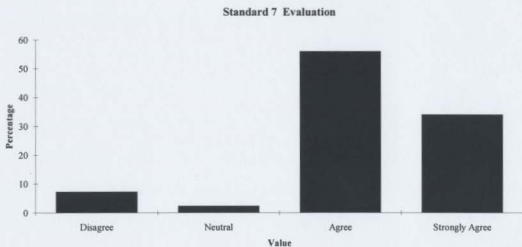


Figure 4.7. Training in skills analysis

Discussion.

There were 41 stakeholders who responded to Standard Seven. Of these 37, which represented 90% of all respondents, either agreed or strongly agreed that the standard had been met in the course offering they had taken.

There is an inherent fear with judo as there is with other sports, with its emphasis on competition that young athletes will be pushed too far in their development. Some respondents felt the Level Two coach must modify skill analysis techniques to incorporate all developmental levels.

Based on the results of the data analysis (90% of all respondents agreed or strongly agreed), the researcher determined that Standard Seven is being met.

Physical and Mental Training

Each coach entering the NCCP program should know how to adequately train the physical body for all-around fitness and competition. In addition to the physical, mental training is equally important. These skills can be transferred to other areas of life and thus Level Two coaches should be prepared to develop this level of training.

Standard 8: The Level Two judo coach will possess the knowledge to be able to apply all phases of physical and mental training skills necessary to the development of the judo athlete competing at the provincial level.

- Criteria**
1. The Level Two coach will be prepared to use specific methods of training that will:
 - i. encompass the three energy systems;
 - ii. design a basic resistance training program;
 - iii. design a flexibility training program;
 - iv. be able to train judo athletes using mental training methods;
 2. The Level Two coach will be prepared to discuss the physical effects of training during the different phases of training and over different time periods.
 3. The Level Two judo coach will be prepared to advise athletes on a proper training diet which will be used both for pre-competition, competition and the transition phases of training.

Table 4.10 Physical and Mental Training

Value Label	Mental Training	
	Frequency	Percentage of Respondents
Strongly Disagree	1	2
Disagree	4	10
Neutral	13	32
Agree	18	44
Strongly Agree	5	12
Total	41	100

N = 41; Missing = 0

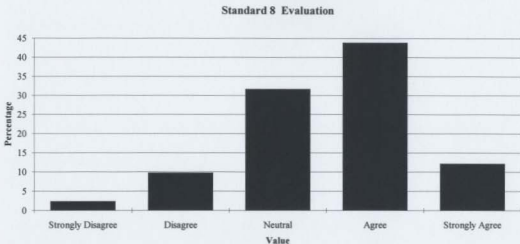


Figure 4.8. Physical and mental training skills acquisition

Discussion.

There were 23 stakeholders who responded positively to Standard Eight, which represented 56% of the total respondents who either agreed or strongly agreed. Over 30% expressed no opinion on this issue. As well, 12% either disagreed or strongly disagreed. Some coaches felt that student coaches might be left with the feeling that physical and mental training skills might not have been adequately developed. Many high performance coaches feel Level Two coaches have little or no idea of the physical demands of competition and do not recognize deficiencies, while developmental coaches do not see the need for more stringent work loads at this level. There are many high performance coaches who have only Level Two certification. The stakeholder groups were mixed for part two, which may account for its low rating. In addition, some coaches felt the two areas, physical and mental should be separate entities.

Based on the results of the data analysis (56% of all respondents agreed or strongly agreed), the researcher determined that Standard Eight is not being met.

Injury Prevention

It is important with judo, as with all sports, that a well developed plan for injury prevention be put in place, both for safety as well as for legal implications.

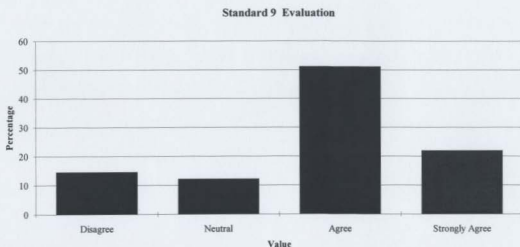
Standard 9: The Level Two judo coach will be able to develop and implement an injury prevention plan.

- Criteria**
1. The Level Two judo coach will be able to relate information on the prevention of judo related injuries.
 2. The Level Two coach will know the basic medical implications of various judo related injuries.
 3. The Level Two judo coach will have basic first aid knowledge and be prepared to take immediate and effective action when injuries occur.
 4. The Level Two judo coach will have the knowledge to assist in the rehabilitation of various judo injuries.
 5. The Level Two coach will be able to develop an injury prevention plan for his/her dojo.

Table 4.11 Injury Prevention

Value Label	Injury Prevention	
	Frequency	Percentage of Respondents
Strongly Disagree	0	0
Disagree	6	15
Neutral	5	12
Agree	21	51
Strongly Agree	9	22
Total	41	100

N = 41; Missing = 0

**Figure 4.9.** Injury prevention training plan**Discussion.**

There were 41 stakeholders who answered the questionnaire. Of these 30 or 73% indicated they agreed that this standard was satisfactory. Some stakeholders felt there were concerns that needed to be addressed. There is no mechanism in place at the present time to ensure an adequate knowledge of First Aid or CPR. Others felt the scope of the knowledge required to adequately prepare coaches to implement an injury prevention plan is beyond the

scope of the current course. Some course conductors felt they often approach the current course inadequately prepared in this vital area.

Based on the results of the data analysis (73% of all respondents agreed or strongly agreed), the researcher has determined that Standard Eight is being met.

Theory of Judo Techniques

The word judo means the way of harmony and flexibility, and this is exemplified in its principle of maximum efficiency. Maximum efficiency is the taking of an opponent's momentum or force, along with one's own to effect a technique or waza, which will defeat an opponent. The principle of maximum efficiency is best illustrated in the Randori no kata (free exercise kata or form). This kata is comprised of two sub kata or forms, one employing techniques on the feet and the other employing techniques on the ground. The knowledge of the principle as exemplified in these kata is paramount.

Standard 10: The Level Two judo coach will be able to teach the nage no kata of Kodokan Judo, along with its purpose and benefits, and have a working knowledge of the Katame no kata.

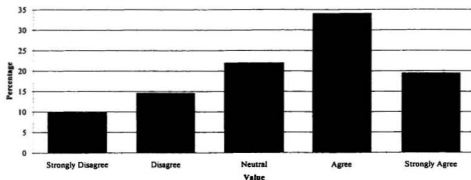
- Criteria**
1. The coach will understand the purpose of learning kata, together with the physical and mental elements involved in performing them.
 2. The coach will know the names of the various techniques of the randori no kata.

3. The coach will know how to apply the principle of action/reaction in all the techniques.
4. The coach will be able to apply the “Ju” (flexibility) principle.
5. The coach will be able to apply the principle of “maximum efficiency” (maximum efficient use of power) in each kata.

Table 4.12 Judo Theory

Value Label	Judo Theory	
	Frequency	Percentage of Respondents
Strongly Disagree	4	10
Disagree	6	15
Neutral	9	22
Agree	14	34
Strongly Agree	8	20
Total	41	100

N = 41; Missing = 0

Standard 10 Evaluation**Figure 4.10.** Theory of judo as represented by randori no kata acquisition.**Discussion.**

There were 41 stakeholders who responded to Standard Ten, of which 22 indicated they were in agreement with the standard. This represented 54% of all respondents who participated

in the survey. There were nine who had no opinion and ten who either disagreed or strongly disagreed. This indicated that the quality of this part of the course is unacceptable.

One major problem with satisfying this standard is that these kata or forms are not normally taught as entrance level requirement for coaches who take this course. Many course conductors and or student coaches may be put off by this requirement, even though a thorough knowledge of these kata is not a requirement for success in the course. The concern arises because these kata are a grading requirement of First Dan and above, two levels above the blue belt entrance requirement of this course. Many coaches do not see a need to learn kata. They feel it is a waste of time and only takes away from the training.

Based on the results of the data analysis (54% of all respondents agreed or strongly agreed), the researcher determined that Standard Ten is not being met.

Overview

There were minor concerns and suggestions made with the Level Two Technical course for the sport of judo; however, the majority of respondents felt that the course is effective for coaches who wish to run their own clubs. Most respondents felt that the course manual is in need of major revision. It has also been established that the standards developed are, for the most part, adequate for the overall program.

CHAPTER 5

Summary, Conclusions and Recommendations

Summary

The purpose of this thesis was to evaluate the NCCP Technical Level Two course for the sport of judo. The rationale behind doing an evaluation at this time was need. The program has not been evaluated in the twenty years since it was introduced. The NCCP Theory Two component that complements this course has been evaluated twice and the whole NCCP has just recently been evaluated nationwide. Any revision, resulting from these evaluations, however is not intended to address the technical course components of any of the NSOs (National Sports Organizations), as the technical components are the sole responsibility of NSOs.

The evaluation was divided into two phases. The first phase identified the primary stakeholders who determined the standards that would be used to complete the evaluation. Phase Two identified the secondary stakeholders who used the established standards to evaluate the existing program. The primary stakeholders were the experts in judo, while the secondary stakeholders were the coaches who took the course. Both these stakeholding groups evaluated both the program and the standards.

During each phase, the evaluator used survey questionnaires, demographic profiles and qualitative open-ended questions as instruments in the evaluation. The data were analyzed using frequency distribution because the purpose of the evaluation was to determine only agreement among the stakeholders.

The results of the evaluation concluded that the NCCP Level Two Technical course for the sport of judo was meeting the majority of the standards as established by the evaluator in conjunction with the primary stakeholders, and evaluated by both primary and secondary stakeholding audiences. Two standards were not met, using the overall rating of 60% as a requirement for course adequacy. These included Standard Eight, physical and mental training, Standard Ten, theory of judo. These sections of the Level Two Technical course should be examined and development incorporated that will improve performance.

The model the evaluator used served the purpose of this evaluation well. The ten standards and their representative criteria form an excellent basis for both formative and summative evaluation of future NCCP Technical judo courses.

There are conclusions that emerged from the evaluation worth noting in order to improve the quality of this course. In addition, the evaluator has made recommendations regarding future revisions, and recommendations that will aid in the overall improvement of other NCCP courses and the program itself. As well, suggestions are made for areas of further study.

The Stake Responsive Model

The evaluator, who is also a member of Judo Canada, and after reviewing a number of evaluation models and approaches, chose to do a participant-oriented evaluation. The model the evaluator selected was a modification of Stake's Responsive Model because:

1. it makes considerable use of qualitative and quantitative methods;

2. it addresses the needs of stakeholding audiences;
3. it develops standards which address the needs of the sport;

Advantages of The Responsive Evaluation Model for NCCP Evaluation

A participant-oriented or modified responsive evaluation approach to the sport of judo has advantages that no other approach would have and still gain the same level of respect and credibility. The evaluator has identified those advantages that are unique to judo. Responsive evaluation considers the values and perspectives of all participants. The approach recognizes that all stakeholding audiences have an equal say in the outcome. Their concerns, issues and problems are addressed satisfactorily. There were 459 stakeholders at the time of this evaluation, and the numbers are steadily increasing. As a result, all stakeholders will take some form of ownership of the evaluation, simply because of this pluralism of human values that is inherent in the responsive approach.

The responsive approach allows the evaluator the opportunity of in-depth interaction to gain a thorough understanding of the program. This is essential in a sport like judo because of its uniqueness. Judo is a ranked sport and martial art that uses principles not common to any other sport.

The responsive approach gave the evaluator the opportunity to use all resources and data from interviews, focus-group meetings, surveys, and existing course material. It also gave the evaluator the opportunity to use both qualitative and quantitative data in the analysis. The

responsive evaluation model has an ease of use by non-evaluators, which makes it very appealing to non-evaluators and primary stakeholding audiences as defined by this evaluation.

Limitations of The Responsive Evaluation Model

The major limitation of the responsive evaluation model is the lengthy time frame it takes to implement. The evaluator did his evaluation in a two-step process that took approximately one year to complete. The cost of participant-oriented evaluations can be a limiting factor, although the evaluator of this program chose methods that were very cost effective. These methods are certainly worth replicating in the future.

Conclusions

The data and subsequent application of the modified Stake's Responsive Evaluation Model to the evaluation of the NCCP Level Two Technical course for the sport of judo, allowed the evaluator to draw the following conclusions:

Acknowledging the limitations associated with doing a responsive evaluation, the responsive evaluation model is a good model for Judo Canada to use in other evaluations of this nature.

It is imperative that there be a firm commitment by all stakeholding audiences; and that they be committed to the process and methodologies of an evaluation. Even though much of the work in the responsive evaluation model can be carried out by those with less training and

expertise, it is imperative that the evaluation process be overseen by competent evaluators with substantial credentials and specialization.

Overall, the stakeholders in the NCCP Technical Level Two Course for judo have determined that the standards developed by the evaluator are excellent and should be incorporated into the program. The respondents who participated in the evaluation of the NCCP Level Two Technical course have determined that the course offerings are for the most part, fulfilling the needs of coaches; however, there are areas where the course needs revision and improvement.

Recommendations

The evaluator makes the following recommendations on the evaluation approach, the use of the standards, and the course content:

1. All the stakeholding audiences should be contacted concerning future evaluations and their input be given equal weight in the evaluation process.
2. Every CC and coach must be evaluated based on judo and NCCP competency methodologies . This could be achieved by practical and written exams. In addition, competency must be demonstrated before certification is granted. This should be done by a competent evaluator (MCC accredited by the NCCP committee of Judo Canada) after a period of apprenticeship.

3. The standards set in the evaluation be used as a guide to improving each section of the course. The 1997 program evaluation of the entire NCCP concluded that setting standards was crucial to further development.
4. This evaluation should be carried out on a formal basis every three or four years to evaluate the standards, thus re-assessing the entire program.
5. The NCCP Technical Two course manual for the sport of judo is in need of revision. The methodology of coaching and judo techniques have shifted since the manual was written, some 16 years ago. The content of each section should reflect the appropriate standard. As each section is re-written it should be submitted to all stakeholders and included in their updated manuals. The evaluator of this course determined that many MCC's and CC's were supplementing the existing manual in order to fill the need. The NCCP committee of Judo Canada needs to survey these MCC's and CC's in order to get their input and to gain consensus on the material needed in a revised Technical Two manual.
6. More frequent clinics and courses must be offered to MCC's and CC's to provide inservice on the latest techniques in coaching.
7. Supplementary coaching material should be sent to coaches periodically.
8. The time allocated for the course should be lengthened to accommodate the standards. This can be accomplished by making the course offering a two part course or lengthening it from a twelve to sixteen hour course, to a twenty to twenty-four hour course.
9. Coaches at this level should be First Aid and CPR certified, with their certification current.

10. The randori-no-kata (free exercise forms) needs to be introduced at the lower belt levels in order to impart the knowledge gained by teaching and practising the necessary judo principles inherent in these forms.

Recommendations for Further Study

Many coaches who are Level Two certified have to coach athletes who compete at the national and international level. The knowledge base required for this level of coaching is far beyond Level Two Technical. As well, the structure of judo in Canada is a club-based one, where all athletes, both recreational and competitive, practice and train together. The needs of these two groups are very different and a structure needs to be put in place to address these needs. The Canadian judo structure should be altered to accommodate the different needs of both high performance and recreational judo practitioners.

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Appendix A

Coaching Eligibility

The aim of the NCCP Technical Level 2 for Judo is to prepare coaches to train athletes at the club level. These athletes may be at the brown belt level and training for provincial competition. Do you feel that the Level 2 coach should:

a. hold the judo rank of:

Blue Belt	Brown Belt	Shodan	Nidan Plus	Not relevant
-----------	------------	--------	------------	--------------

b. be the birth or chronological age of:

16 - 18 yrs.	19 - 21 yrs.	22 - 24 yrs.	25 plus yrs.	Not relevant
--------------	--------------	--------------	--------------	--------------

c. been a former competitor:

Regionally	Provincially	Nationally	Internationally	Not relevant
------------	--------------	------------	-----------------	--------------

Phase 1 Evaluation

Directions: Please read each of the statements listed below and indicate to what degree you feel they should form part of the NCCP Level II Technical Course content for judo.

Place an "X" over the appropriate number in the answer box to the left of each statement. A description for each number is indicated below.

1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
----------------------------------	----------------------	---------------------	-------------------	-------------------------------

1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
--	-----------------------------	----------------------------	--------------------------	---

History of Judo

Upon completion of this section, coaches will be able to:

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • explain how judo was developed from jujutsu and how it has expanded into a world-wide Olympic sport;

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • relate the history of judo in Canada;

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • Other(specify): _____
- _____

The Role of The Instructor

When this section is completed, coaches will be able to:

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • identify and perceive the training needs of judo participants;

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • plan long-term programs based on the goals of both the athlete and coach;

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • understand the operation of setting up and maintaining a dojo(judo practice hall) for practice and competition;

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • prepare and manage a team aimed at provincial competition;

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • implement general principles of strategy and tactics to prepare athletes for provincial competition;

1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
--	-----------------------------	----------------------------	--------------------------	---

1 2 3 4 5 • Other: _____

Teaching

Upon completion of this section, coaches will be prepared to:

- 1 2 3 4 5 • recognize and differentiate between different teaching methods;
- 1 2 3 4 5 • teach effectively, create a positive learning environment, use various teaching strategies, and use both simple and complex skills.
- 1 2 3 4 5 • determine the best teaching methods for use in their teaching situation;
- 1 2 3 4 5 • plan and organize a judo practice;
- 1 2 3 4 5 • conduct a judo practice using a variety of teaching methods;
- 1 2 3 4 5 • recommend skills, strategies, tactics, games, and activities appropriate for an athlete's developmental age;
- 1 2 3 4 5 • relate the uses of developmental models appropriate to the athlete;
- 1 2 3 4 5 • state and discuss principles of coaching related to all growth and development considerations;

1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
--	-----------------------------	----------------------------	--------------------------	---

1 2 3 4 5 • Other: _____

Principles of techniques

Upon completion of this section, coaches will:

1 2 3 4 5 • possess the basic information on body movement and be prepared to use biomechanical principles in their application of judo skills;

1 2 3 4 5 • know the underlying technical principles of judo;

1 2 3 4 5 • be able to assess body movement as it pertains to judo;

1 2 3 4 5 • be able to identify different types of levers and their uses;

1 2 3 4 5 • know the principles of center of gravity and balance;

1 2 3 4 5 • know the various judo throws of the gokyo-no-waza (the 40 basic throws of Kodokan Judo), the katamewaza (basic ground-work of judo), and kumi-kata (methods of gripping the uniform);

1 2 3 4 5 • Other: _____

1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
--	-----------------------------	----------------------------	--------------------------	---

Training and Conditioning

Upon completion of this section, the Level II coach will be able to:

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

 • plan training programs for the three energy systems;
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

 • design basic resistance-training programs related to judo;
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

 • design a judo specific flexibility program;
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

 • advise judo athletes on a training diet as well as the diet which will be used in pre-competition and competition;
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

 • enhance the fitness level of recreational judo practitioners;
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

 • prepare the competitive athlete for competition at the provincial level;
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

 • know the three phases of training and be prepared to associate each phase with specific goals and activities.
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

 • accomplish the above two goals by using a Yearly Planning Instrument (YPI);
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

 • follow and administer sub-phases of each phase;
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

 • familiar with and use mental-training skills of emotional control, such as controlled breathing and self-talk;

1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
--	-----------------------------	----------------------------	--------------------------	---

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • coaches will be familiar with and use mental training skills of attentional control such as concentration and imagery;
- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • discuss the physical effects of training judo athletes;
- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • discuss the physical effects involved in preparation over different time periods.
- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • Other _____

The Management of Judo Injuries

Upon completion of this section, coaches will:

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • give information on how to prevent judo injuries;
- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • give pointers on how to motivate, communicate and set goals with athletes;
- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • know the medical significance of various injuries;
- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • identify mechanisms of injury;
- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • identify symptoms of serious injury;
- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • take immediate and effective action for treatment of all injuries;

1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
---------------------------	---------------	--------------	------------	------------------------

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • assist in the rehabilitation of the injured athlete;
- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • develop an injury prevention plan;
- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • plan to take steps to help athletes avoid overuse injuries.
- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • plan to take precautions to help prevent injuries specific to minors.
- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • _____
- _____

Kata

Upon completion of this section, coaches will be prepared to:

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • explain the purpose of learning kata together with the physical and mental elements involved in performing kata;
- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • know the names of the various kata and the techniques of each;
- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 • Other: _____
- _____

1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
---------------------------	---------------	--------------	------------	------------------------

Other

Upon completion of this section, coaches will be prepared to:

1 2 3 4 5 • _____

1 2 3 4 5 • _____

1 2 3 4 5 • _____

1 2 3 4 5 • _____

Comments

1. How effective is the NCCP Level 2 Technical for judo in fulfilling the needs of athletes at the brown belt level (athletes competing at provincial championships)?

2. How effective is the NCCP Level 2 Technical for judo in fulfilling the needs of coaches who coach/teach at the brown belt level (athletes competing at provincial championships)?

3. How do you feel this course could be improved in preparing athletes for this level of competition?

4. How do you feel this course could be improved in preparing coaches to do a better job?

5. Is this course adequate to coach recreational judoka? Yes/No.

• **If No, how could it be improved?**

6. What can Judo Canada's NCCP Committee do to inservice and/or keep coaches current at their present level of certification?

Appendix B

Judo NCCP Standard's Evaluation for Level Two Technical

The aim of the NCCP Technical Level 2 for Judo is to prepare coaches to train athletes at the club level. These athletes may be at the brown belt level and higher, and training for regional, provincial and national competition. The NCCP 2 technical is supplemented with the level 2 theory and a 120 hour practical component and certification is then granted.

The survey that preceded this one attempted to set up a set of standards which would form a measure or yard-stick which the course, or aspects of the course, would meet.

The standards included here are the results of this work, and are based on responses attained from the designers, course conductors and master course conductors who teach the course, as well as interviews and focus group meetings with administrators, coaches and others of Judo Canada.

This survey is designed to test how the present level 2 technical course fits these standards. It is not intended merely to test the manual or the instruction of the course, although these will be examined as well. In addition, the present course is being tested against the needs of coaches.

The NCCP Technical 2 Course for the sport of judo should meet the following standards. Listed below are ten standards. You are asked to rate the present course against them. Please rate them against the 1 to 5 scale listed below, by placing an "X" over the appropriate number in the box to the left of each standard. The number key is listed below.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

This survey consists of ten (10) Standards and Criteria. The **standard** is a general description of where the coach who has taken Level 2 Technical for judo should be. The **criteria** is a breakdown of the standard into units. When these units have been taught satisfactorily, the standard is deemed to have been met.

1	2	3	4	5
---	---	---	---	---

Standard 1: The NCCP Program for the Sport of Judo recruits quality coaches and instructors.

- Criteria**
- The coach has professional development on an ongoing basis.
 - Coaches and instructors are good communicators who motivate students.
 - Coaches and instructors keep current on the latest techniques and scientific knowledge available.
 - The program/curriculum is flexible and accessible to all prospective coaching candidates.

1	2	3	4	5
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Standard 2: The curriculum satisfies the needs of the Level 2 coach.

- Criteria**
- The curriculum is suited to the time allotted for training.
 - The curriculum is well organized and elements are linked.
 - The curriculum instruction is suited to the language and literacy level of club coaches.
 - The curriculum is supported by the best resource material available.
 - The curriculum covers all aspects of running an effective Dojo (judo club).

1	2	3	4	5
---	---	---	---	---

Standard 3: The program/course results in knowledge transfer adequate for the Level 2 coach.

- Criteria**
- Course conductors have a minimum certification level of one (1)

above the level being taught, or special knowledge in the topic area.

- Upon completing the course, student coaches can demonstrate adequate knowledge and skill attainment.
- All subject matter in the course is covered effectively.

1	2	3	4	5
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Standard 4: Coaches will be able to teach the historical development of judo.

- Criteria**
- Coaches will be able to teach judo's historical development from jujitsu.
 - Coaches will be prepared to teach judo's development from its emergence on the world scene to the present day.

Coaches will be prepared to teach the history of judo as it pertains to Canada.

1	2	3	4	5
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Standard 5: The Level 2 coach will be able to set-up a dojo (judo club or training hall) and use short and long term training plans to enable students to compete at the provincial championships.

- Criteria**
- The Level 2 coach will be prepared to set up a club for training competitors and non-competitors.
 - Coaches will be able to determine the training needs of judo athletes.
 - Level 2 coaches will be able to set-up short and long-term plans, taking into consideration the goals of athletes and coaches.
 - Use the goals of coaches and athletes to determine strategies and

tactics to prepare them for provincial championships.

1	2	3	4	5
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Standard 6: Level 2 judo coaches will be able to conduct a proper judo class using all relevant and pertinent methodologies.

Criteria

- Coaches will be able to use different teaching methods.
- Coaches will be able to create a positive learning environment.
- Coaches will know the strategic skills appropriate to the athlete's developmental age.
- Coaches will be able to apply principles of coaching related to all growth and developmental considerations.

1	2	3	4	5
---	---	---	---	---

Standard 7: Coaches will possess the basic information and be prepared to apply and assess the various waza (techniques) for the sport of judo.

Criteria

- Possess the basic information on body movement and be prepared to use biomechanical principles in their application of judo skills.
- The Level 2 coach will be able to assess judo waza using the principle of maximum efficiency.
- The level 2 coach will be able to assess body movement using the seven principles outlined in the Level 2 Theory manual.
- The level 2 coach will be able to identify the different types of levers used with judo waza and their uses.
- The level 2 judo coach will know the principles of center of gravity and balance.

The level 2 judo coach will know the basic judo waza as outlined in Kodokan Judo by Jigoro Kano.

1	2	3	4	5
---	---	---	---	---

Standard 8: The Level 2 judo coach will possess the knowledge to be able to apply all phases of physical and mental training skills necessary to the development of the judo athlete competing at the provincial level.

- Criteria**
- The level 2 coach will be prepared to use specific methods of training that will:
 1. encompass the three energy systems;
 2. design a basic resistance training program;
 3. design a flexibility training program;
 - be able to train judo athletes using mental training methods;
 - The level 2 coach will be prepared to discuss the physical effects of training during the different phases of training and over different time periods.
 - The level 2 judo coach will be prepared to advise athletes on a proper training diet which will be used both for pre-competition, competition and the transition phases of training.

1	2	3	4	5
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Standard 9: The level 2 judo coach will be able to develop and implement an injury prevention plan.

- Criteria**
- The level 2 judo coach will be able to relate information on the prevention of judo related injuries.

- The level 2 coach will know the basic medical implications of various judo related injuries.
- The level 2 judo coach will have basic first aid knowledge and be prepared to take immediate and effective action when injuries occur.
- The level 2 judo coach will have the knowledge to assist in the rehabilitation of various judo injuries.
- The level 2 coach will be able to develop an injury prevention plan for his/her dojo.

1	2	3	4	5
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Standard 10: The level 2 judo coach will be able to teach the nage no kata of Kodokan Judo, along with its purpose and benefits, and have a working knowledge of the katame no kata.

Criteria

- The coach will understand the purpose of learning kata, together with the physical and mental elements involved in performing them.
- Know the names of the various techniques of the randori no kata.
- Know how to apply the principle of action/reaction in all the techniques.
- The coach will be able to apply the “Ju” (flexibility) principle.
- The coach will be able to apply the principle of “maximum efficiency” (maximum efficient use of power) in each kata.

1. Do you, the coach/prospective coach, have any comments or suggestions that could help improve the proposed standards?

2. How effective do you feel the NCCP Level 2 Technical Standards for judo will be in fulfilling the needs of coaches.

Please return:

this survey in the envelope provided to the following address:

**Thomas L. Gallant
3 Fahey Street
St. John's, NF
A1G 1G3**

Phone/FAX: 1(709)747 3009

Appendix C



July 16, 1996

To: Mr. Thomas L. Gallant & Dr. Mary Kennedy
From: Dr. Walter C. Okshevsky, Chair, Ethics Review Committee
Subject: Thesis proposal

=====

On behalf of the Committee, I am pleased to be able to advise you that your thesis proposal entitled " Evaluation of the NCCP Technical II Course for Judo" has been approved subject to the following conditions.

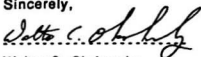
Regarding all Letters of Consent:

1. Please identify your thesis supervisor.
2. For purposes of informed consent, you should elaborate briefly on the purpose and objectives of your study.
3. Please incorporate a concluding statement in the first-person within the Judo Canada Consent Form and the Concern and Issues Evaluation.

You do not need a Letter of Consent for the coaches involved as the receipt of the questionnaire is sufficient for purposes of voluntary and informed consent. A Cover Page to the questionnaire incorporating the standard assurances and information will suffice.

Please find enclosed your Certificate of Approval. If I may be of any further assistance to you, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Walter C. Okshevsky', written over a horizontal dashed line.

Walter C. Okshevsky

Committee members: Drs. Drodge, Okshevsky, Reid, Sheppard, Singh,
Canning (ex officio)

cc: Dr. Patricia Canning, Associate Dean, Graduate programmes and
Research

FACULTY OF EDUCATION

Memorial University of Newfoundland

Faculty Committee for Ethical Review of
Research Involving Human Subjects

CERTIFICATE OF APPROVAL

Investigator: *Thomas L. Gallant*

Investigator's Workplace: *Faculty of Education, MUN*

Supervisor: *Dr. Mary Kennedy*

Title of Research: *"Evaluation of the NCCP Technical*

Approval Date: *II Course for Judge*

July 16, 1996

The Ethics Review Committee has reviewed the protocol and procedures as described in this research proposal and we conclude that they conform to the University's guidelines for research involving human subjects.

W.C. Okshevsky

Walter Okshevsky, Ph.D.
Chairperson
Ethics Review Committee

Members: Dr. Ed Drodge
Dr. David Reid
Dr. Glenn Sheppard
Dr. Amarjit Singh
Dr. Patricia Canning (ex-officio)
Dr. Walter Okshevsky

July 18, 1996

Mr. Gary Gardiner
Executive Director
Judo Canada
1600 James naismith Drive
Suite 401
Gloucester, Ontario
K1B 5N4

Dear Gary:

Some time ago I informed you that I wanted to do an evaluation on the NCCP Technical II for judo as part of the requirements for a masters degree. Presently I have done all the background work and I have compiled the questionnaires and other instruments needed to do this evaluation. The proposal has been accepted and all letters, questionnaires, etc. have been approved by the Ethics Committee of the faculty of Education at Memorial University of Newfoundland.

At the time of our conversation, you informed me that Judo Canada would welcome any evaluation of the NCCP Courses, as there has never been a formal evaluation of the judo component of the program. In this regard, I am enclosing a consent form to be signed by you and Francis. As well, I am enclosing a sample questionnaire which will be used in Phase I of the Evaluation. Phase II will be formulated from the results of Phase I. Based on our conversation, I am assuming that there will be no problem and I will be sending the surveys out to the MCC, CC, and designers of the level II Technical Course.

I want to thank you for your cooperation and interest in this evaluation.

Sincerely,



Thomas L. Gallant

encl.

c.c. Mr. Moe Oye, Chairman of the NCCP Committee

Judo Canada Consent Form

Dear Sirs:

I am a graduate student in the faculty of Education at Memorial University of Newfoundland. I will be conducting an evaluation of the NCCP Level II Technical Course for the sport of judo. The study will be under the direction of Dr. Mary Kennedy Ed.D., from the University of Victoria in British Columbia, who will act as my thesis supervisor. I am requesting your cooperation and approval to take part in this study.

The purpose of the evaluation is identify what all stakeholders in the NCCP Technical II Course for the sport of judo feel should be included as course material(issues and concerns). These issues and concerns, will be analyzed and standards and criteria will be identified. Secondly, all coaches, who have taken the course will be asked to evaluate the course to see if the standards that were identified in phase I have been met. In addition, recommendations will be made by the evaluator to improve the course content to reflect the wishes of all stakeholding audiences.

In phase I, your coaches will be asked to rate different issues and concerns already covered in the present Technical Level II, as well as relevant issues and concerns addressed in the NCCP Level II Theory Course. In addition, your coaches will be asked to contribute those issues and concerns they feel should be included in the course. The evaluation questionnaire will take approximately 15 minutes of their time. Phase I, the issues and concerns evaluation will be given to administrators, designers, master course conductors and course conductors of the NCCP Technical Course for the sport of judo. These issues and concerns will form the standards and criteria to be used in phase two. Phase two will consist of a standards evaluation which will be given to coaches who take the Level II Technical Course for judo, in order to determine if the course content is consistent with what should be taught. .

All information gathered in this evaluation is strictly confidential and at no time will individuals be identified. Participation in this study is voluntary and participants may withdraw at any time. The evaluation has received approval from the faculty of Education's Ethics Review Committee at Memorial University of Newfoundland. The results of this study will be made available to you, your NCCP Committee and all provincial NCCP committees, when the evaluation is complete, and to respondents upon request.

As the National Sports Governing body for the sport of judo in Canada, I am requesting your permission to conduct my research on this course. I would also like to assure you that my research will be conducted in accordance with the Memorial University of Newfoundland Faculty of Education Ethics Committee Guidelines and with minimal burden of your coaches and administrators.

If you agree to participating in this evaluation, please sign below in the space provided. If you have any questions or concerns please do not hesitate to contact me at 1(709)747 3009 or Fax me at 1(709)747 3009. My email address is tgallant@plato.ucs.mun.ca. If at any time you wish to speak to a resource person not associated with this study, please contact Dr. Patricia Canning, Associate Dean, Research and Development at Memorial University of Newfoundland, St. John's Newfoundland, A1B 3X8 or Fax 1(709)737 2345.

Thank you for your time and consideration

Aug 9/96
Date
Aug 9/96
Date

Gary Germain
Signature of Executive Director
Patricia Canning
Signature of Sports Director

*NCCP Level II Technical for Judo
Concerns and Issues Evaluation*

Dear Coach:

I am a graduate student in the Faculty of Education at Memorial University of Newfoundland. I am conducting an evaluation of the NCCP Level II Technical Course for the sport of judo. In this endeavor, I am requesting your cooperation by asking you to take part in the study.

The evaluation of the NCCP Level II Technical for the sport of judo will form part of the requirements for a Masters Degree in Education at Memorial University of Newfoundland. This evaluation is being supervised by Dr. Mary Kennedy Ed. D., a noted evaluator from the University of Victoria in British Columbia, and Dr. Basil Kavanaugh Ph. D., a sports psychologist from Memorial University of Newfoundland.

In addition to my interest in the program from a thesis perspective, I have a personal one. I have 30 years experience in judo, and I have attained the rank of Yondan (Fourth Dan Black Belt). As well, I am certified at Level III in judo and am involved in the level IV/V program. I am also the master course conductor at levels 1, 2, & 3, in judo and a theory course conductor at level's 1 & 2.

All information gathered in this evaluation is strictly confidential and at no time will individuals be identified. Participation in this study is voluntary and you may withdraw at any time. The evaluation has received approval of Judo Canada and Judo Canada's NCCP Committee under Mr. Oye, as well as that of the Faculty of Education Ethics and Review Committee at Memorial. The results of this evaluation will be made available to Judo Canada's NCCP Committee, the Executive Committee, as well as the NCCP Committees in your province. A copy will also be made available to those participating in the evaluation upon request.

The intent of this survey is to compile and evaluate the issues and concerns that you, the designers, administrators, Master Course Conductors, and Course Conductors of the Level II Technical Course for judo feel should be included as standards for this program. The standards will then be evaluated in Phase II by those who have taken the course. You will be asked to rate different issues and concerns already covered in the present Technical Level II, as well as relevant issues and concerns addressed in the level II Theory Course. In addition, you will be asked to contribute those issues and concerns you feel should be included in the course. The questionnaire will take approximately 15 minutes of your time to complete. If possible, try to return the survey by September 23, 1996.

If you have any questions or concerns regarding this evaluation, please contact me at 1(709)747 3009 or Fax me at the same number. My email address is tgallant@plato.ucs.mun.ca. If at any time you wish to speak to a resource person not associated with this study, please contact Dr. Patricia Canning, Associate Dean, Research and Development at Memorial University of Newfoundland, St. John's, NF, A1B 3X8 or Fax 1(709)737 2345.

I would like to thank you for your time and cooperation with this evaluation survey.

Sincerely,

Thomas L. Gallant B. A. B. Ed.
M. Ed. Candidate
Memorial University of Newfoundland

encl.

Dear Coach:

I am a graduate student in the faculty of education at Memorial University of Newfoundland. I am conducting an evaluation of the NCCP Level 2 Technical for the sport of judo. The evaluation will form part of the requirements for a Masters Degree in Education at Memorial University of Newfoundland. This evaluation is being supervised by Dr. Mary Kennedy Ed. D., a noted evaluator, from the University of Victoria in British Columbia, and Dr. Basil Kavanaugh Ph. D., a sports psychologist from Memorial University of Newfoundland.

I am requesting your cooperation by filling out the attached survey and returning it to me ASAP. As a small enticement, I will be giving away a top quality judogi from Jukado Inc. valued at \$200.00 to those who return the survey within two weeks of receiving it.

In addition to my interest in the program from a thesis perspective, I have a personal one. I have 31 years experience in judo, and I have attained the rank of Yondan (Fourth Dan Black Belt). As well, I am certified at Level III in judo and am involved in the level IV/V program. I am also the master course conductor at levels 1, 2, & 3. in judo for NF and a theory course conductor at level's 1 & 2. As well, I have been the vice president of Judo Canada for 7 years.

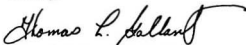
This survey will go to a representative sample of coaches who have taken the course. This sample will be chosen by random sample. My purpose in doing this evaluation will be two-fold. Firstly, to fulfill my thesis requirements and secondly, to improve the level 2 technical course. The intent of this survey is to evaluate the present course, using the standards and criteria listed in this survey. The standards were formulated from the concerns and desires of the designers, administrators, master course conductors, and course conductors of the NCCP level 2 technical for the sport of Judo.

All information gathered in this evaluation is strictly confidential and at no time will individuals be identified. Participation in this study is voluntary and participants may withdraw at any time. The evaluation has received approval from the faculty of Education's Ethics Review Committee at Memorial University of Newfoundland. I would like to assure you that my research will be conducted in accordance with the Memorial University of Newfoundland Faculty of Education Ethics Committee Guidelines. If at any time you wish to speak to a resource person not associated with this study, please contact Dr. Patricia Canning, Associate Dean, Research and Development at Memorial University of Newfoundland, St. John's Newfoundland, A1B 3X8 or Fax 1(709)737 2345.

The results of this evaluation will be made available to Judo Canada's NCCP Committee, the Executive Committee, as well as the NCCP Committees in your province. A copy will also be made available to those participating in the evaluation upon request.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, reading "Thomas L. Gallant". The signature is fluid and cursive, with a long horizontal stroke at the end.

Thomas L. Gallant B. A., B. Ed.
Graduate Student
Memorial University of Newfoundland

encl.

Appendix D

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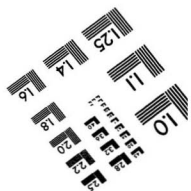
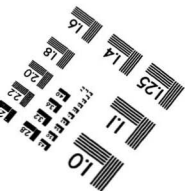
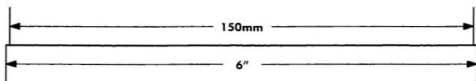
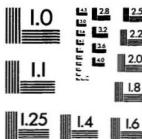
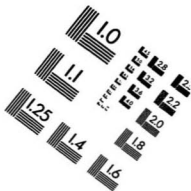
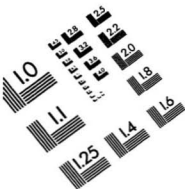
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IMAGE EVALUATION TEST TARGET (QA-3)



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