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Development of National Coaching Certification Program

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Foreword

This thesis was written for my Executive Masters in Sports organization Management, University of Ottawa. The subject of this thesis is related to the Development of National Coaching Certification Program, in the Kingdom of Bahrain. This thesis covers sports coaching development as part of the mission of the Bahrain Olympic Committee and the Bahrain Olympic Academy.

After thanking Allah Almighty and my family for the endless support demonstrated, I would like to extend my thanks and gratitude to the President of Bahrain Olympic Committee, his Highness Shaikh Khalid bin Hamad Al Khalifa, the Management of Bahrain Olympic Committee, and to the Director of Bahrain Olympic Academy, Dr Nabeel Taha for their encouragement and continuous support throughout my studies. A special thank you goes to my mentor and tutor Professor Thierry Zintz for always being there to impart his wisdom. I would like to also thank my professors and lecturers for the knowledge they imparted on me.

Working with these people not only made my journey to prepare this thesis rewarding, but also enhanced the skills I gained along the way.

Maryam Mardana

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Introduction

It is agreed upon by all sports organizations that Athletes are the heart of sports, as, without athletes, sports competitions and events will not be possible. However, an athlete wouldn't compete, train, or develop skills without a guide and a role model to facilitate the path. It is undeniable that a qualified coach is an essential part of the sports structure, the importance of developing competent and skilled coaches is parallel to developing athletes. Hence, it is vital that specific programs for coaches' development are established in order to create a strong foundation.

Bahrain Olympic Academy (BOA) is a part of the organizational structure of the Bahrain Olympic Committee (BOC). They started a program named National Coaching Certification Program (NCCP) in association with Canadian Coaching Association (CAC) in 1998. The program focuses on developing coaches in several areas and enabling them to lead their sports clubs and national teams in a systemic, professional, and comprehensive approach. The program aims to:

- Prepare and educate coaches in the field of sport coaching
- Provide them with the most recent and updated information
- Increase the number of qualified coaches in the kingdom of Bahrain

The program consists of four levels, the first three levels comprise theoretical and practical studies, while the fourth level focuses on the preparation of a project in a specific sport, including the preparation and presentation of an Annual Training Plan that will be evaluated by a panel of academic and technical experts in the field of sports science. The duration and content differ in each level and the focus is gradually rising from general knowledge in level one to specific sport knowledge in level four.

Level One

Focuses on acquiring **general knowledge of coaching** throughout sixty hours of classes. The coach by the end of the level will be able to plan a single training module, develop strength using resistance exercises, and make ethical decisions.

Level Two

Consists of sixty hours of studying and focuses on the **preparation of a seasonal training plan**, where discussions are open about the content of the training session and seasonal planning and how to assess the performance level during training. The topics which are covered include: designing a basic sport program, conflict management, basic mental skills, and drug-free sport.

Level Three

Concentrates on the **planning of a sports season and the overall preparation of athletes** in terms of skills, physical development, and psychological and mental preparation. Moreover, it enables the coaches to test the performance level of the athletes and how to assess them properly. This level is also sixty hours and covers the topics of coaching and leading effectively, developing athletic abilities, prevention of injuries, recovery from injuries, and psychology of performance.

Level Four

A two-year long program, and it is designed **for coaches that work with elite athletes and national teams**. The topics covered in this level are far more advanced and include energy systems and physiology, advanced performance planning, sports psychology for coaches and athletes as a preparation for high-level competitions, long term athlete development in High-Performance coaching, advanced recovery and regeneration, high-performance analysis, leadership skills, strength development and environmental factors. It consists of theoretical and practical research studies, practical application of learned theories with field visits, and preparation of an annual training plan that encompasses all the training requirements in all stages of preparation. The annual training plan is then discussed by a panel of experts in the field.

Many coaches have graduated from the NCCP program in the past years. Statistics show that the number of coaches that progress to advance levels decline.

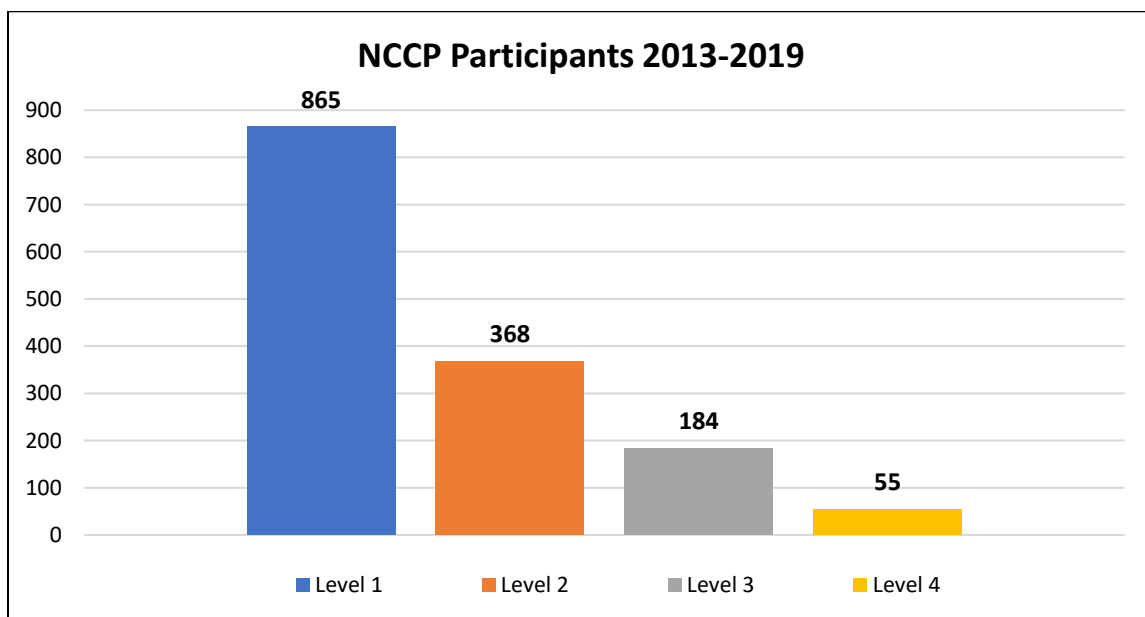


Figure 1: NCCP Participants for the period 2013-2019

Even though there are 38 National Federations under the umbrella of Bahrain Olympic Committee, not many sports are covered in levels three and four. The charts illustrate the percentages of different national federation in the year 2020:

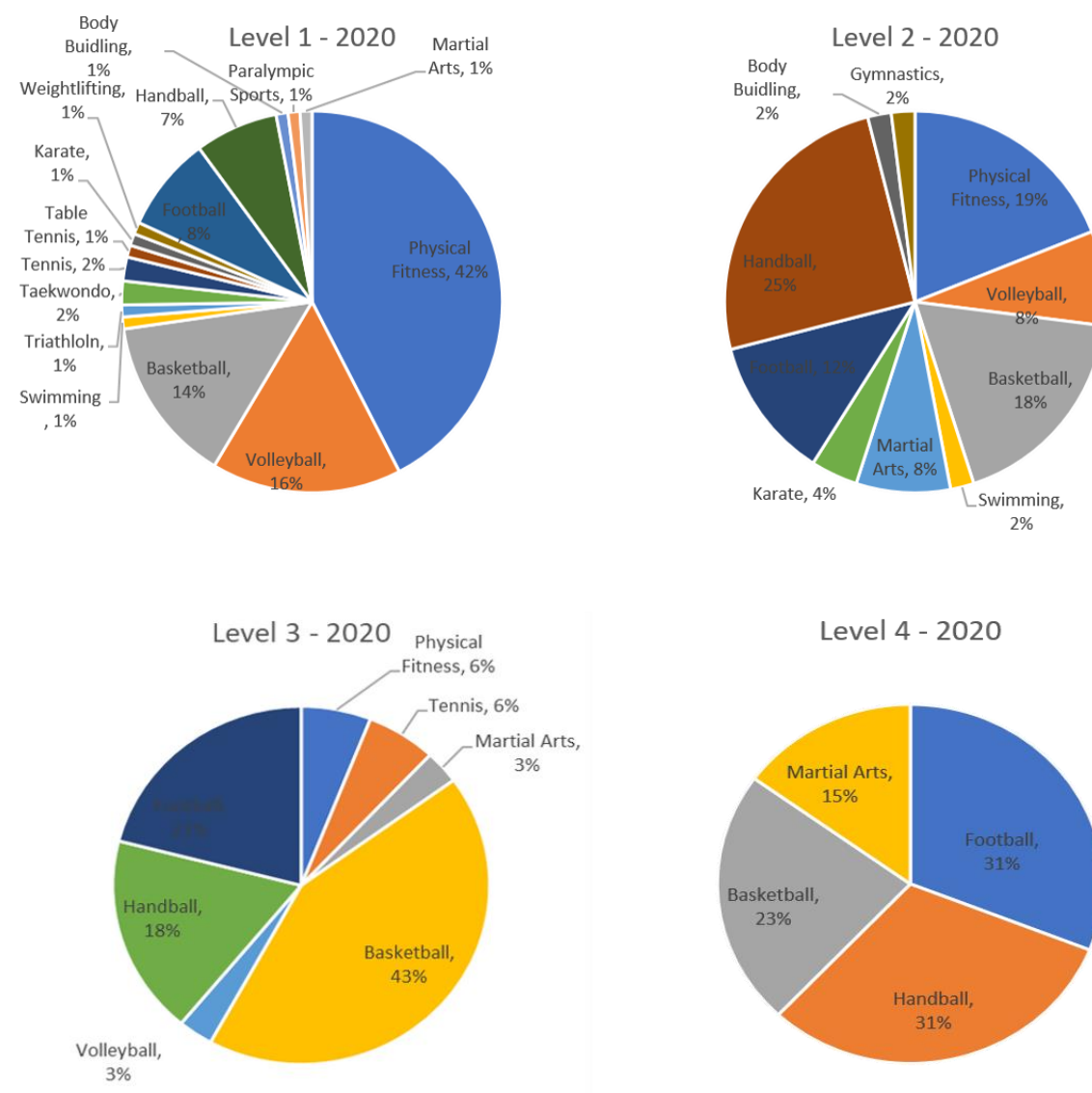


Figure 2: National Federations participation in NCCP in 2020

A program is considered effective and successful only if it is reviewed and evaluated regularly to examine areas of enhancement and growth. There is a need for improving this program to be able to cover more coaches from different national federations and from all levels, not only in the

Kingdom of Bahrain but also regionally. Furthermore, there is a need to encourage more female coaches to enrol in the program. In addition, to assess the program, further collaboration could be possible by linking the program to the Olympic Solidarity Entourage programs. Having a program for coaches' development and being able to graduate many coaches during the past years is a great achievement for Bahrain Olympic Academy and Bahrain Olympic Committee, in line with the mission of promoting and developing sports in the kingdom. However, it is essential to review what is available on the ground and seek to improve and advance the process of coaches' development.

This research will focus on recommendations to improve the existing NCCP program by looking at enhancing the advanced levels (levels three and four) of the program.

Part One

Theoretical Framework of the Thesis

Chapter 1: Literature Review

1. Academic Literature

The impact of Coaches' Learning

Does the theoretical part of coaches' learning have an impact on the coach's behaviour and progress? Or does the saying "practice makes perfect" apply to this topic? A study was conducted by Anna Stodter and Christopher J. Cushion in 2019 to examine the impact of coaches' learning through the assessment of changes in coaches' behaviour and knowledge for two groups: one group with formal education and one group without. The study was called "Evidencing the impact of coaches' learning: Changes in Coaches' knowledge and practice over time".

In order to see the extent of the impact of this study, we would need to address the difference between coaching and training.

What is Coaching?

Coaches are meant to be role models for athletes, they are a source of information and knowledge for the athletes, and as a result, build their personality, competitiveness, and mental abilities. A coach is like a teacher, they transfer knowledge to the athlete to enable him/her to develop and improve the skills required to perform at their best level, while guiding and mentoring the athlete throughout. Therefore, great emphasis must be given to building, developing, and educating coaches. To define coaching, we need to examine all aspects that are associated with the coach and dive deeply into the parameters that make a coach a great coach.

Coaching develops people through improving their performance (Criesfield et. al., 2005). (Frank, 2002) suggested that the general coaching philosophy is based on generally valid positive human values, but the philosophy of the coach in a concrete case is always individual and depends on his/her own personality. In addition, (Feher, 2006) described that the coaches are different, and the character traits of the dominant types determine the behaviour and attitude of a coach. The majority of coaches are democratic, liberal, and autocratic.

There are ten important parameters of a coach: (Andras S. Szabo, 2012)

1. Physical abilities
2. Knowledge (Mental abilities)
3. Ability to transfer the knowledge
4. Ability to manage different age groups
5. Pedagogy
6. Support the athlete
7. Ready to help

8. Motivation
9. Appearance
10. Behaviour

From the above perspective, we reach a realization, that every coach is different, and every coach has a specific style of coaching, nevertheless, they need to incorporate some values and parameters to be exceptional and great coaches. A coach with good education and knowledge will not necessarily be a great coach without having the proper communication skills to communicate and deliver the information to the athlete. Having a strong and comprehensive education program for coaches is a very effective tool to develop knowledgeable and qualified coaches technically, however, the coach would need to work harder in order to build a charismatic personality to be accepted and acknowledged by athletes and accomplish his/her own goals.

What is Training?

Sports training is a special process of preparation of sportspersons based on scientific principles aimed at improving and maintaining higher performance capacity in different sports activities. It is a particular type of training designed to improve fitness and abilities to perform in a given sport. It includes strength in training, corrective and restorative exercise, conditioning and cardiovascular training, mental and psychological training, and advice on nutritional values. (National Council of Educational Research and Training, Sports training, health & physical education class IX)

Sport training is an important component of athlete development, and it needs to be examined from various dimensions in order to reach the objective of the training, and to reach optimal performance levels. There are different objectives of sports training, and each coach must design and prepare the session in a method that fits the athletes and the outcome to be generated, not to forget the training load and the stage of preparation. Some of the objectives that need to be reached from a specific session include the improvement of physical fitness, sports skills, tactical, and mental attributes.

In order for sports training to be effective, there are some principles that are required to be integrated into the training for its success. As per the National Council of Educational Research and Training, the principles to be followed can be summarized in the following twelve points: Continuity of training, Increasing the training load, Active participation, Planned and Systematic training, General and Specific training, Clarity, Cyclicity, Ensuring results, Critical training load, Adaptability, Uniformity and Differentiation, and Feasibility.

It is critical to differentiate between coaching and training and the relationship between the two concepts, and how they correlate as it will influence the impact of coaching education. In other words, training is a part of coaching, and coaching cannot be complete without training. A coach is a person who designs the training session mostly with the help of the fitness trainer and the

assistant coach, but the coach is responsible for creating the ultimate plan. Coaching is more comprehensive than training, as the coach represents a role model for the athletes to follow, the coach can engage with the athletes even on a personal level, by offering advice and assistance. Whereas training is mainly technical and is concerned with the sport performance level.

Evidencing the impact of coaches' learning: Changes in Coaches' knowledge and practice over time study took place over a period of one year based on Continuing Professional Development (CPD), as the two groups were analysed using quantitative and qualitative data collection methods. The results revealed that enrolling in an educational program had influenced the coaches' knowledge and behaviours positively. It impacted the use of knowledge around tactics and the communication and engagement methods with athletes. Furthermore, coaches were able to accept and reinforce knowledge without having to question beliefs and opinions.

Some of the findings in this study illustrated that coaches who had a formal education referred to the concept of tactical more often, whereas the group who did not benefit from the program did not focus on the tactical aspect. Therefore, the education assisted in changing the coaches' use of the knowledge rather than changing it. In addition, the utilization of interpersonal knowledge by coaches, in relation to athletes, appeared to change and were able to connect directly and easily. While no change of behaviour and communication appeared in the group that did not receive formal education. Thus, although the sample group chosen for this study is small, the realization of having a good and strong educational program could have a positive effect on the learning process and development of the coaches' careers.

It can be summarized that a combination of good education plus field experience can lead to optimal coaching, with education to be a vital parameter, however, it has to be combined with practical and on-ground experience to reach the optimal level.

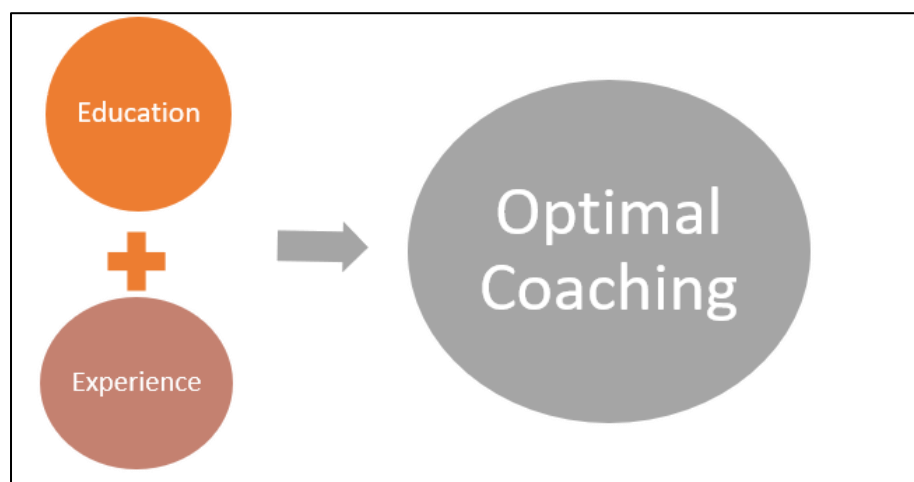


Figure 3: Process for Optimal Coaching

National Standards for Sport Coaches

The role of the coach is comprehensive and covers different areas beyond the training and coaching of athletes. They are an important element in the sports organization and can serve as a connection between the resources available and the results that are set and expected to occur. Moreover, talent identification and development of athletes are two of the main responsibilities of coaches. Hence, it is important to invest in a quality coaching education program that will assist the coaches in developing a thorough program and plan. The importance of education is not entirely upon the coach, but also sports organizations are required to realize the gap in their respective organizations and support the educational programs that will lead to positive results for all stakeholders engaged. In this study, principles and standards are explored that will enable the adoption of a framework to secure positive coaching practice.

The International Council for Coaching Excellence (2013) defined sport coaching as “... a process of guided improvement and development in a single sport and at identifiable stages of development” (p. 14). Sports coaches teach and supervise the process of athletes acquiring technical abilities and tactics, but it is also imperative they maintain ethical principles, adhere to specific safety guidelines, and continually enhance their professional knowledge. (Gilbert et al., 2010)

The main four core responsibilities that are discussed in the study can be summarized as follows:

1. Set Vision, goals, standards for a sports program:

Coaches need to have a clear vision and a philosophy as one of the primary responsibilities, considering all aspects associated with setting the vision, such as the athletes' abilities, and a sustainable coaching framework encompassing the physical, emotional, and social development of the athlete. Furthermore, to focus on the areas where the athlete can excel and reach his/her full potential.

2. Engage in and support ethical principles:

At all levels of coaching, there likely exist “codes of conduct” that empower organizations to enable and support ethical practices in the context of sport (Hardman et al., 2010). Coaches must embrace the ethical principles and transfer their importance to the athletes and adhere to the ethical standards in making decisions at all levels.

3. Conduct practices and prepare for competitions:

A part of the coaches' roles and responsibilities is to develop plans and strategies for athletes' development, including specific sport skills, tactics, and psychological preparations. In addition, periodic evaluation and assessment of athletes enables the coach to measure the effectiveness of the plan.

4. Strive for continuous improvement:

To ensure continuity and success, coaches are required to seek improvement and always search for methods that will allow them to become better, and to be in a competition with themselves to continue their growth from season to season.

In conclusion, coaches must build and maintain strong connections, establish a safe and learning environment for the athletes, and continuously improve their skills and knowledge, while meeting the expectations of the sports organization and stakeholders.

2. Applied Literature

A. Using Sports Science to improve coaching: A case study of Felisha Johnson's Road to Rio 2016

It has been realized that coaching and coaching education have a very correlated relation, however, in this case study, we can discover the concept further, and link it to the sports science and coaching, and how sports science can have a positive impact on the development of athletes to reach their objectives.

Felisha Johnson is an American athlete in Shot Put, and this article discusses how sports science played a major role in her qualifying to Rio Olympic Games 2016. The project that was adopted by The United States Track and Field (USATF) for Shot Put is a great example of the interrelation between coaching education and sports science. Recent research on the shot put has yielded valuable kinematic information for elite athletes, (Biomechanics Laboratory, Ball State University, Muncie, USA). This project can help coaches to determine the velocity and angle of release, which is essential for Shot Put elite athletes' performance.

The study was conducted by keeping a database of the athlete's weekly training, and the coach fed the study with inputs of her training, in eight main categories. The performance from the different championships of the athlete were recorded and different analysis methods were applied to provide biomechanical feedback to the concerned parties. The training program objective was to hasten the acquisition of the requisite skills to replicate speed and angle of release to improve the performance. The training integrated multi-jointed movements putting tissues under great tension and power output.

In order for Felisha to reach her best throw number, she had to utilize technical patterns with an ideal release angle that assisted in creating the speed required to reach her goal. The methods used were able to provide appropriate feedback to the coach on variables that he can adjust to improve

Johnson's performance. Hence, implementing an analysis using technology, physics, and education can yield specific information that will help coaches and athletes in their training.

B. The Professionalization of Sport Coaching: A Case Study of a graduate soccer coaching education program

This case study will demonstrate that collaboration and support from educational organizations and sport coaching organizations can lead to positive results. The emphasis is on the increased rate of coaching professionalization as it is considered as a Job Profession.

In the United States it has been suggested that competitive youth sports have become an industry influenced by money, ambitious parents, and coaches (Hyman, 2010). Effective sports coaching is "the consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts" Gilbert & Cote (2013), (p. 147).

The study was conducted on a university in the United States, that in 2013 established a coaching educational program specialized in Soccer in cooperation with United Soccer Coaches. There were three specific elements which are the base of this study, and they are presented in the table below:

Table 1: Framework for Coaching Components of professional practice

(The Professionalization of Sport Coaching: A Case Study of a graduate soccer coaching education program, Jorgen Bogger Kjaer, Journal of Hospitality, Leisure, Sport & Tourism Education, 2019, page 5)

Knowledge areas	Primary functions	Levels of competence
Professional Knowledge	Set vision and strategy Conduct practices and prepare for competitions	Understand big picture, align and govern, analyze needs, set vision, develop strategy Guide practice, employ suitable pedagogy or andragogy, identify and manage suitable competitions
Interpersonal Knowledge	Shape the environment	Create action plan, organize setting and personnel, identify and recruit athletes, staff and resources, safeguard participants, develop progress markers
Intrapersonal Knowledge	Build relationships Read and react to the field Learn and reflect	Lead and influence, manage, manage relationships, be an educator Observe, make decisions and adjust, record and evaluate Evaluate session and program, self-reflect and self-monitor, engage in professional development

The findings showed that the program created a community of practice, introduction of new knowledge and information to coaches, provided tools to better implement trainings that will improve athletes' performance; hence giving coaches the liberty and confidence in applying changes to their sport.

Chapter 2: Validation of the Research question and methodology

Bahrain Olympic Committee in cooperation with Bahrain Olympic Academy is looking forward to improving the standards of coaching and the competence of Bahraini coaches in the kingdom. In doing so, Bahrain can prosper in the technical field by developing its human resources which are referred to the coaches. As Bahrain do not have big facilities or high-performance centres yet, and the country is small in size, the most important resource is the people (coaches), whom with education, knowledge, nationalism, and determination can build a strong technical foundation for Sports. Nevertheless, the strongest asset a country possesses are the people, and that is why this study and the methodology selected concentrate on people and interviewing coaches.

Different methods were implemented to collect data, in order to cover a broader spectrum of participants that are currently taking part, and a few that have completed the National Coaching Certification Program.

One method of data collection was carried out by conducting interviews with coaches at different levels. The detailed answers gave us insight into the viewpoints, experience and expectations of individuals taking part in the NCCP.

Another method was to collect data from a survey questionnaire handed to more than 100 coaches ranging from coaches at Level 1, of the NCCP, up-to graduate coaches.

The main objective is to develop and improve the program, thus, it is going to be explored through the interviews and the survey which are considered the key components to reaching a conclusion and to reinforce the coach's education strategy.

It is essential that the information is received from two opposite sides.

On one hand, Bahrain Olympic Academy is represented by the Program Director who will discuss the areas associated with the program. The areas in question are:

- The history of establishing this NCCP in the Kingdom of Bahrain
- The vision behind setting the program and the strategic objectives and goal set
- The strengths and opportunities that improvements can be built upon
- The weaknesses, threats, obstacles and challenges in setting up, running and managing the program
- The success stories and accomplishments

On the other hand, different interviews will be conducted with a graduated coach, active coaches in level 3 and level 4. The desired outcome of these interviews is to highlight and study, from the coaches perspective:

- The various elements that contribute to the success of the program
- The elements that influence and can create a barrier for graduating more coaches and enrolling more active students in the more advanced levels
- The difficulties that the coaches had to face and overcome to progress to the level they are currently at
- The impact of the NCCP on the coaches personal and professional life

Moreover, these interviews would shed light on the factors that impact the quality of the program, the structure of sport in the Kingdom of Bahrain, and the opportunities that avail to coaches in the sport market.

The survey distributed to graduated coaches and active coaches that are currently students in the program tries, tackles different levels and touches on the critical issues where the participants can freely express their opinions having the advantage of being anonymous. The topics to be covered in the survey focus on examining each level in the program. Since the survey participants are from various levels, some of the coaches taking part will elaborate on the personal experience at each of the levels completed up-until the level they are at, at the time of the survey. The topics will cover:

- Giving a brief overview of the personal gains and benefits at each level
- The main challenges and obstacles faced during every level
- The time taken to complete the modules of each level, and the amount of work needed to be put in at every stage of the progression
- Suggestions, recommendations and opportunities to improve the overall experience at any level of the program

This information will aid the study in discovering the areas of weakness and the areas that are strong and solid. Having said that, an emphasis can be created around how and what is needed to be done in terms of correcting, maintaining or improving specific modules of the NCCP, and hence, the overall program.

The data collection targeted at this study will focus more on the qualitative data rather than quantitative, due to the objective of the study to improve the already established program. Therefore, qualitative data will provide more information in terms of how to improve and enhance the program. Several outcomes resulted from the interviews and questionnaire would be vital benefit for the research, as the recommendations of improvement are discussed with participants

who are enrolled in the program, and from personnel that know the ins and outs of the program, and who have been directing and supervising the program for many years.

Data Collection Results:

Survey:

The survey conducted covered participants from different levels, ranging from level one to graduated coaches. The responses received are as follows:

- Level 1: 36 responses
- Level 2: 22 responses
- Level 3: 40 responses
- Level 4: 12 responses
- Graduated Coaches: 14 responses

The table below summarises the sports these participants are in:

Table 2: Sports covered in the survey

Sports	L 1	L 2	L 3	L 4	Gr	Total
Handball	9	5	14	4	4	36
Fitness	4	6	6	2	1	19
Football	5	2	4	1	3	15
Basketball	4	4	2	1	4	15
Volleyball	5	1	8			14
Marital Arts	4	1	1	4	2	12
Body building	2		1			3
Swimming	1	1				2
Triathlon	1		1			2
Equestrian			1			1
Weightlifting		1				1
Table Tennis			1			1
Aerobics			1			1
Chess	1					1
Rowing		1				1
Sports	36	22	40	12	14	124

The data collected shows that the majority of the participants in the survey are satisfied with the program as illustrated in the chart below. It is noticeable that out of 124 participants in the survey almost 67% (83) have rated the overall program with the highest mark, while 28% (35) have been satisfied by the program.

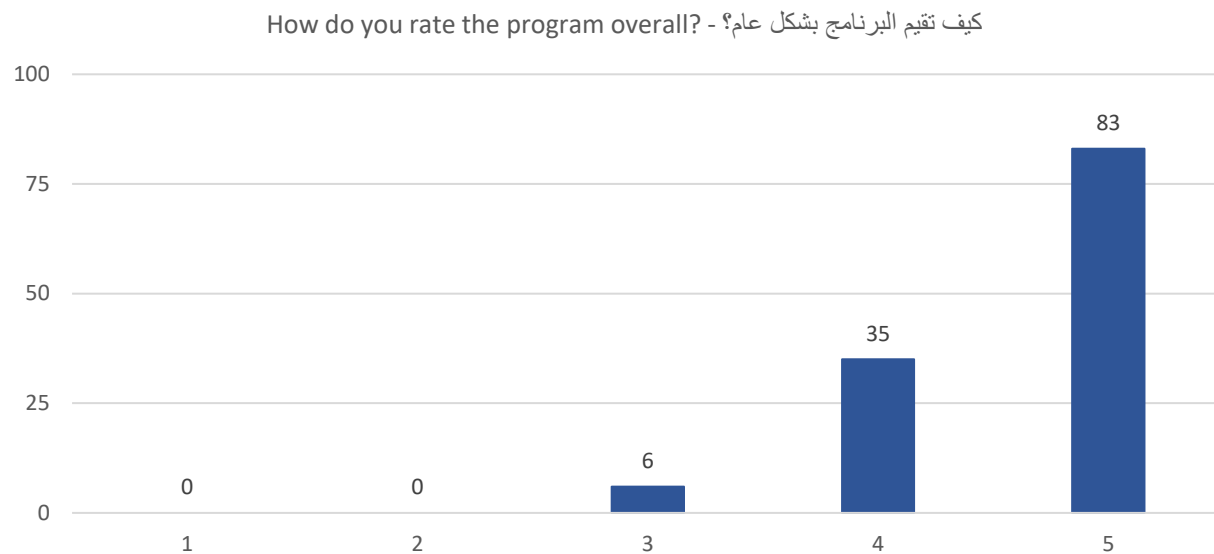


Figure 4: Overall rating pf the program

The survey was broken down to rate each level separately covering the following areas:

- The overall rating of each level
- The difficulty of each level
- The time and efforts needed to finish each level

The rating for each question was between 1 & 5, where:

- 1 = extremely dissatisfied
- 2 = dissatisfied
- 3 = means nor dissatisfied or satisfied
- 4 = satisfied
- 5 = extremely satisfied

The details of this information, relevant to each level, will provide useful data that when analysed and studied would identify opportunities for improvement in each level.

Level 1:

The first question that was introduced to the population was to rate the first level in order to understand their perspective. It was found that 61% (75 participants) were extremely satisfied with level one, 28.5% (35 participants) rated the level as satisfied, 9.8% (12 participants) rated it a 3.

Which meant they were neither satisfied nor dissatisfied, and only 0.8% (1 participant) was dissatisfied with level one.

The scores indicated give a conclusion that the that majority of participants are satisfied with the first level, however, will this percentage be steady when we dig deeper and study the difficulty of this level and time needed to finish it?

As per the chart below, it is shown that different participants have different point of view, as the responses were various in the rating from 1 to 5. However, a large proportion the participants, 39%, rated the difficulty of this level as 3 which means they were neither dissatisfied with the level of difficulty nor satisfied. The chart also indicates an interesting finding in the almost one-third of the participants (11.4% & 22%) are not satisfied with the level of difficulty compared to little over a third (22.8% & 4.9%) that find it not difficult.

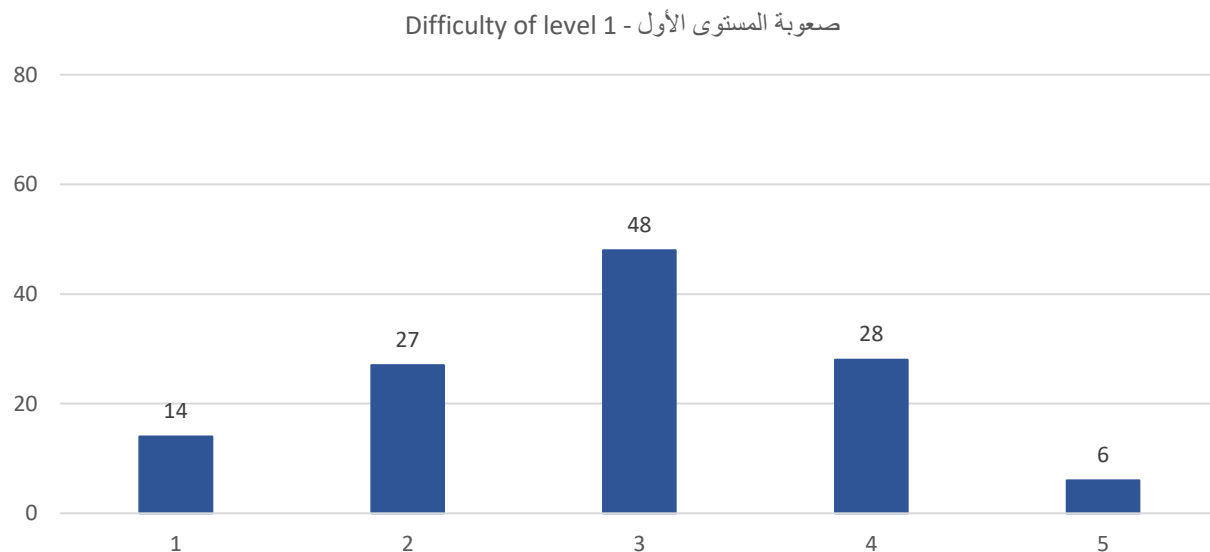


Figure 5: Difficulty of Level 1

Similarly, more than half the participants the time and work required to complete level 1 matched the difficulty with the majority rating it at 3 in the middle that it does not require too much time and work, nor the work and time is insignificant to the level. Thus, we can reach a conclusion that it fits coaches with different background and various education levels.

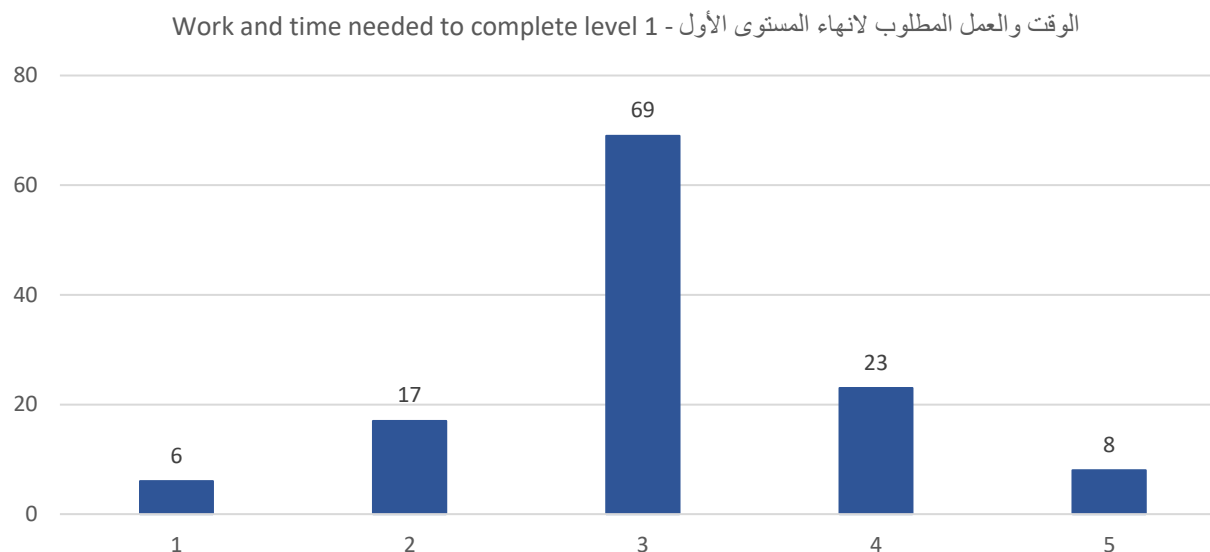


Figure 6: Work and time needed to complete level 1

Level 2:

The knowledge and experience to be gained would certainly require more dedication from the coaches, as with each level the coach moves to a higher degree, grows and absorbs more information that would assist him/her in their career and overall knowledge. The overall rating of level 2 showed that 52% (45 out of 87 entries for Level 2) of the participants in the survey rated the level with the highest mark of 5 indicating that the overall level of satisfaction is high. However, the case is a bit different with the difficulty of this level and the time and work needed to complete it.

It is illustrated in the charts below, as it was shown in level 1, that most of the responses received rated the difficulty and the time and work needed for the completion of level 2 with the mark of 3. This reveals that coaches who were able to reach this level benefited from the curriculum and were able to cope with the development of the program and the content that was covered. They did not find it to be difficult nor easy, also does not require extreme time and work nor insignificant time and work. Therefore, it is suitable for most of the coaches, and for Bahrain Olympic Academy to continue their distinguished efforts in developing and providing the best of academic programs to increase the technical level in Bahrain.

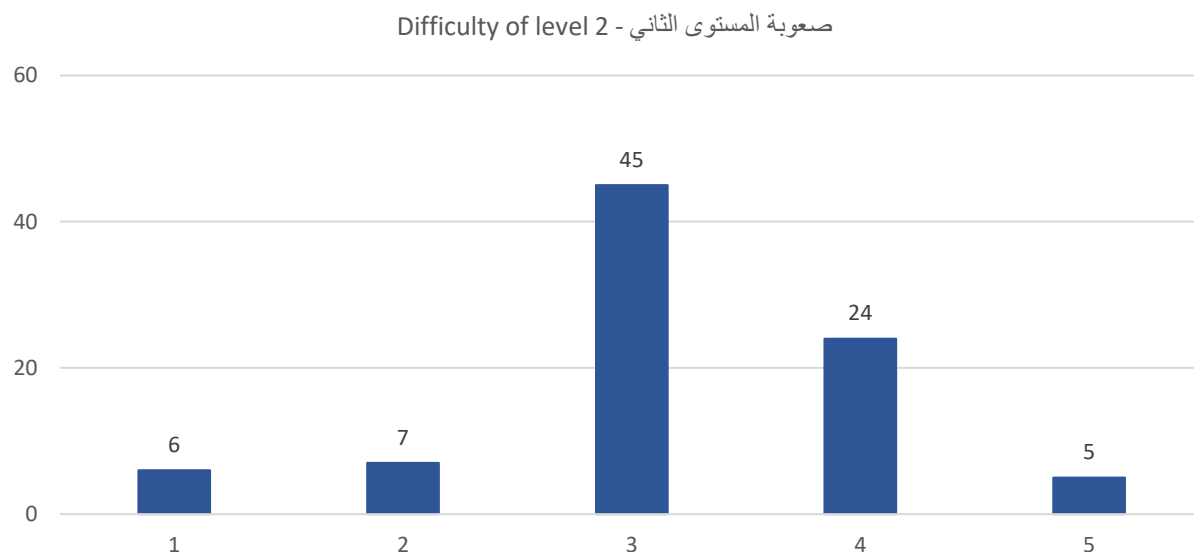


Figure 7: Difficulty of level 2

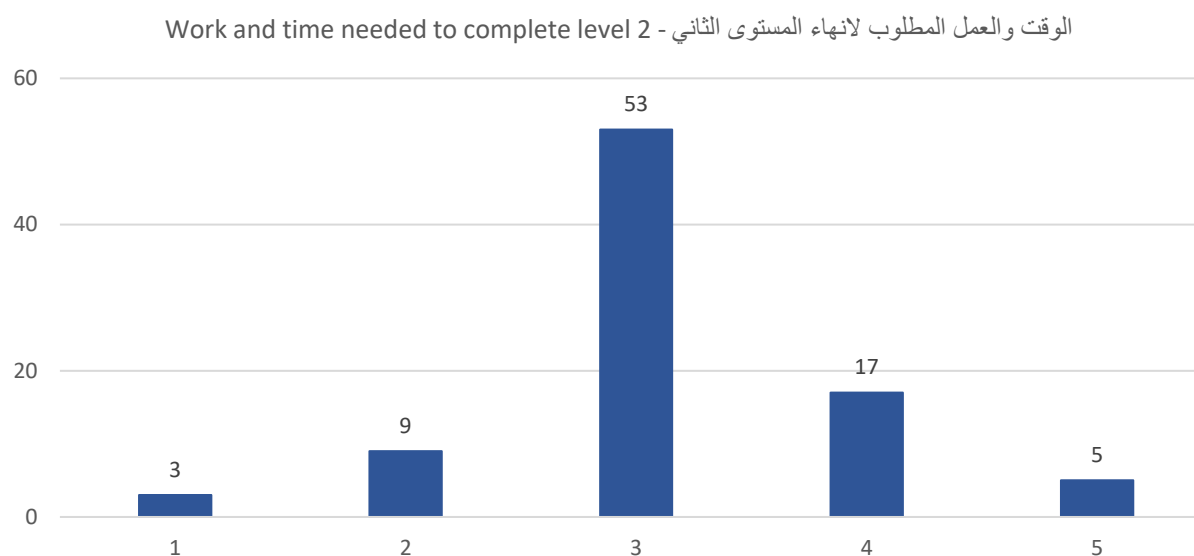


Figure 8: Work and time needed to complete level 2

Level 3:

As the level becomes more advanced, the participants would naturally be required to dedicate more effort in absorbing the knowledge being taught and seek to overcome the challenges for the purpose of developing themselves and improving their knowledge and skills. The survey showed us that almost 52% (33 out of 64 entries for Level 3) of the participants are very satisfied with the content and overall curriculum of this level, it can be considered as a positive element for the NCCP.

Furthermore, studying the results and data collected rating the difficulty of level 3, we find that the majority of 41% found that the level is nor very difficult and nor very easy as illustrated in chart number 6, with 36% found it difficult, and 12.5% found it very difficult. This shows that there were some challenges that the participants were facing, and the level is not easy as an advanced level should be.

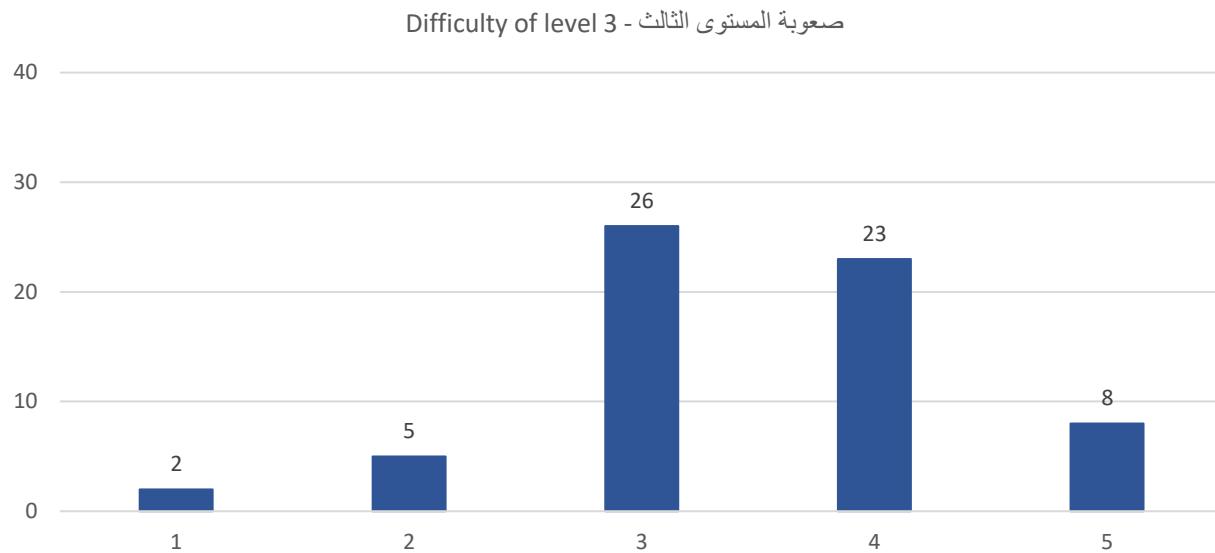


Figure 9: Difficulty of level 3

In terms of the time and work required to complete this level, the results are shown below in chart number 7. We find that the answers are similar to the previous questions with percentages somewhat close. The time and effort required for this level was claimed by 47% to be nor insignificant and nor extreme. It presents a challenge but at the same time they are able to overcome it. Furthermore, this level indicated similarity to the level of difficulty, wherein, 25% and 6% found that it required significant time and effort, and extreme dedication of the time and effort for this level, respectively.

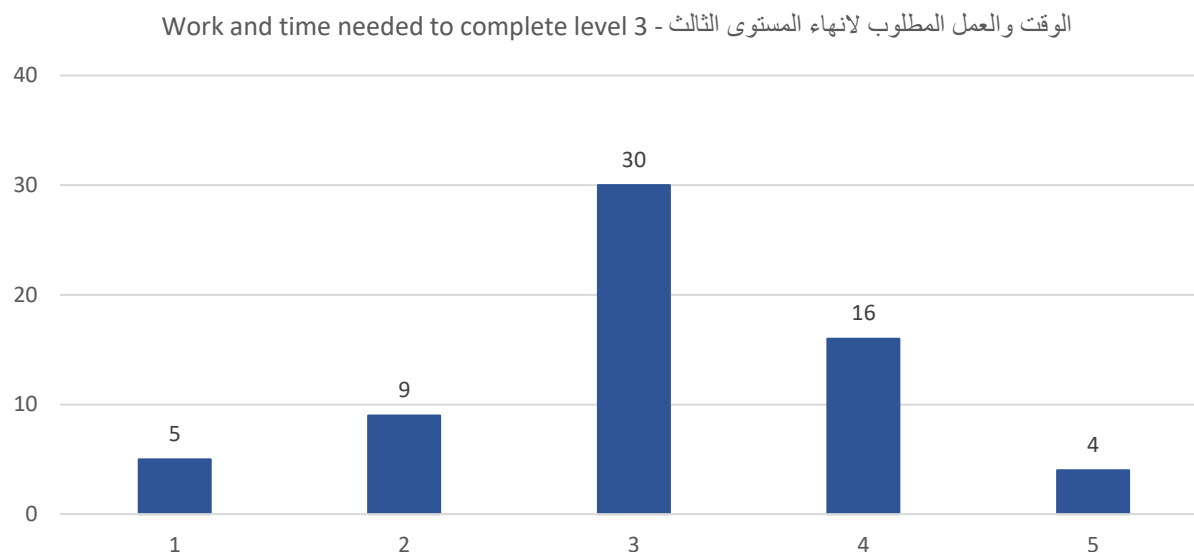


Figure 10: Work and time needed to complete level 3

Level 4:

The overall rating for level 4 shows a general satisfaction with 37.5% and 58% have given ratings of 4 & 5 respectively. This indicated that 23 respondents, out of 24 answered, are satisfied with this level. Level 4 covered a range of theoretical and practical elements and carried out over 2 years.

Nevertheless, when we examine the difficulty of the last level of the program, we find that 17% rated it as very difficult, 42% difficult, 37.5% were neutral. So, the majority here considered it be difficult. As an advanced level, it should challenge the participants to come out of their comfort zone and learn new things. As in the sports they coach, they will face situations where they need to face and maybe work with/around. In my opinion, the difficulty in this level is an indicator of the future difficulties that coaches would face in their professional careers. This level of difficulty distinguishes the elite coaches from the regular level coaches. If the coach wants to reach higher levels, he/ she needs to go through trials in order to come out of it a better coach.

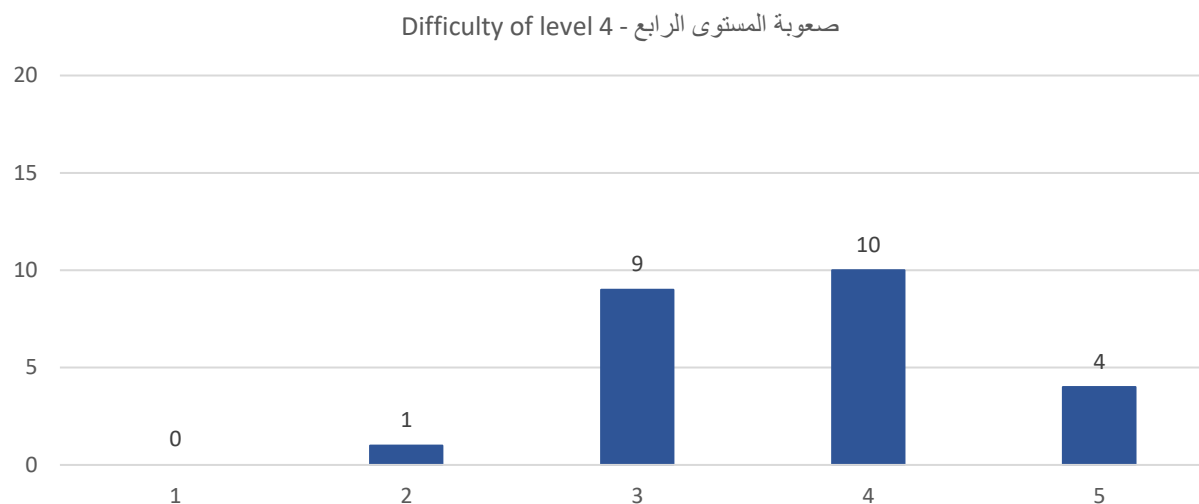


Figure 11: Difficulty of level 4

Questions are raised here, are the advanced levels proportional to the requirements of coaching? Are these advanced levels supposed to be harder and offer challenges to the coaches or should the level of difficulty match their abilities? If so, then are these presenting obstacles to coaches?

As with the level of difficulty we find that level 4 requires a lot of work and time to complete. More than half the participants indicated that work and time is in fact needed to complete this level. Ten participants (42%) see that a significant amount of time and work is needed to be put in, while 21% of the participants (5) think there is a mountain load of work that needs to be put in. The result further emphasises on the efforts needed to be put in order for a coach to reach an elite level.

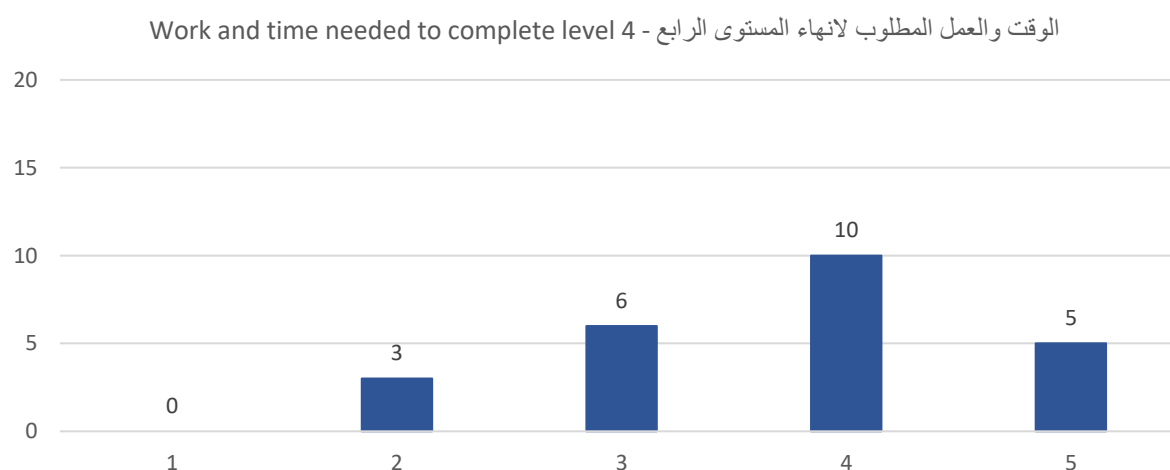


Figure 12: Work and time needed to complete level 4

Of course, each participant is different than the other, their circumstances are different, their abilities are different, the sport is different. And considering that most of them are not professional coaches as it is not their full-time job, then it is natural that they are not completely free to perform all their duties and assignments as they have their day jobs. The coaching, in most cases, are done on part time basis. Enrolling in the program, with all the work it requires, could prove to be a challenge.

Interviews:

To get more insight and in-depth information, interviews were conducted with 3 participants in the program, one in level 3, one in level 4, and one graduated coach. In addition, a fourth interview was conducted with the Program Director, an athlete, a coach, and now and academic lecturer, certified lecturer by International Handball Federation. He is also a Certified Program Director for Sport Administrators Course and Advanced Sport Management Course from the International Olympic Committee. He holds an PHD in positive psychology in Sport and one of the important sport figures in Bahrain that helped many sport clubs and national teams with motivating and positive psychology sessions.

The purpose of the interviews was to cover areas that needed more elaboration, and that could not be obtained by conducting surveys only. The Coaches interviewed were asked the same questions in order to examine the difference in opinions in relation to the same topics.

The interviews covered:

- Their experience with the program
- The difficulties they faced in the various levels
- Any obstacles they had to overcome in terms of personal and professional lives
- The benefits, personal and professional, they gained from the program
- The topics that were most useful and those that were least beneficial
- Any recommendations they could provide in order to improve the program from the point view of a student

Interviewee # 1

The first interviewee is a recent Level 3 graduate. She is a female Taekwondo coach. She has a very positive experience with the programs throughout the levels she completed, adding that the knowledge gained, and the tools learnt help her grow as a coach. Levels 1 and 2 were very fair as both levels were covered physically, the live interaction with other coaches made the difficulty level easier since the mesh of experiences, with other coaches, was greatly noticed. Unlike Level 3 which was conducted virtually via Microsoft Teams application, limiting exposure and interaction with other coaches. Interviewee # 1 received great support and encouragement from family and loved ones, which added to her ability to balance between learning, work, training and her personal life.

The topics covered in the levels were adding value as her mindset was broadened and that knowledge gained could be easily applied in her personal life. The topics complement one another

as the topics in this level were cohesive. Interviewee # 1 recommends more physical application of the theories taught.



Image 1: A workshop being conducted

Interviewee # 2

The second interviewee is a Level 4 and a full-time Handball Coach working in Kuwait indicated that the program was one of the great experiences he had so far. He identified a major difficulty of the coordination between the National handball Federation and the participating clubs, as the Handball Federation does not have the full annual competitions schedule. This created a major challenge for the coaches to plan their annual training programs. Interviewee # 2 stated that balancing between the NCCP program and personal/professional life was a challenge that he luckily was able to overcome this obstacle. The reason however was his personal passion in this sport and this role.

Professionalism and planning were a few of the benefits that interviewee # 2 gained from the program. This led to increased self confidence in planning comprehensive short and long-term training sessions. A number of topics were very useful, as per him, such as psychology and training topics, which lead to better understanding and dealing with players. Interviewee # 2 recommends

more practical application for Levels 1 and 2, as well as extending the time period of Level 3 to enable coaches to better comprehend the topics learnt.



Image 2: A group activity carried out

Interviewee # 3

A very beneficial program, as claimed by the third interviewee, a Graduate Football coach. He states that the gains from the program were numerous, as the knowledge obtained shaped him into becoming a very good coach. Interviewee # 3 is considered one of the best examples, as his application of the learning played a very big role of his success and winning national football titles. A lot of insight were gained form the lectures as he realized the science behind patterns already carried out in practice and psychological theorems of handling various levels of athletes. Interviewee # 3 attributes the main difficulty is the balance between work, personal life, his coaching duties and the program.

Having a full-time job and being a coach of a local club at the time of attending the program was an uphill climb as he had to balance between al that and his personal life. It affected his focus and attention at the sessions and had to use days form his annual leave to attend sessions. Another difficulty was the online sessions that were carried out in the evenings during the period of the Pandemic. Interviewee # 3 had to overcome these difficulties as they were obstacles in the way of

his progress. Having to take many days from the annual leave and having important matches scheduled at times when he would be learning meant that attention was distracted because of having to juggle at many fronts.

Despite these challenges and difficulties many benefits were realized from attending the program. The planning module and the nutrition's module, for example, helped interviewee # 3 in his personal life and with his kids! Other modules also helped him with football championships at the national level. He said the planning modules were very helpful for his short and long-term planning schedule, as did the recovery modules. He also stated that he personally benefited from the psychology related topics, since there is a technical team that looks after this topic in the club he coaches.

Interviewee # 3 suggested in order to improve the program further, certain aspects are needed to be considered when planning the dates of the program, for example the competition schedule of different sports and try to fit it in the off season. Moreover, he suggested to include a session where all the participants can present their experience and perform information exchange amongst each other for maximizing benefit.



Image 3: A lecture by a Visiting Mentor

The Program Director

In the interview with the Bahrain Olympic Academy Director, lights were shed on important aspects that shape the program, how it was initially started and the idea behind it. Learning the strong and weak points of the program from a different perspective, which in this case are the organizers. At the beginning, the Program Director described the optimum path that the coach should take, of course promoting the program but at the same time, he emphasized on the importance to make the national coaching certification program parallel with the technical courses that the International Federations offer. In other words, for the coach to be fully knowledgeable and educated in his/her own field, they must obtain courses from both sides. Learn the general principles of coaching scientifically and practically and thrive to grow more by learning the specifics and technicalities of own sport.

The primary idea was established in 1998, in cooperation with General Organization of Youth & Sport (Now Ministry of Youth & Sport). And the agreement was established with Canada Coaching Association to bring the program to Bahrain. However, certain adjustments were agreed upon, such as:

- Customizing the program with examples and cases related to the popular sports in Bahrain, as unlike Canada, Bahrain doesn't have winter sports.
- In order to make the program sustainable and long lasting it was decided that the first step would be to train local lecturers who will be able to continue the program. Thus, an intensive training program was started for this purpose. Currently, levels 1 to 3 are carried out by local lecturers who are trained and certified by Canada Coaching Association.

Two main reasons made this approach preferable, first it will decrease the costs associated with depending on lecturers from Canada, and second the language barrier as no translation would be required. Therefore, the main responsibility of Canada Coaching Association would be the supervision and conduction of level 4 together with Bahrain Olympic Academy, with a contract that is renewable every 2 years.

The Program Director explained that the main goal behind this program, other than improving the technical level of coaching in Bahrain, is to provide a market as well, extra source of fund for the coaches, and eventually try and accomplish professionalism where coaches can perform their duties as a full-time job rather than part-time, as is the case with the majority of the coaches. It was highlighted that the program is one of the strongest in the region scientifically and offers up to date knowledge and information in the coaching field. As per the Program Director, 94.7% of coaches in Bahrain are locals. A number of these coaches, Graduates or in Level 4, were able to win national championships in Team sports such as Football, Basketball, and Handball. Another positive impact this program had was the fact that 18 Bahraini coaches are now coaching abroad

professionally. This is an indicator of the valuable information and knowledge that his program has to offer.

On the other hand, discussing the weak points and the obstacles that the academy and coaches face, it was found that there are several areas that requires development and improvement. One of the main issues that the academy deals with is the approach of National Federations. In the year 2015 a guideline was established for coaches' affairs; in order to be certified as a coach, level 2 is a prerequisite for that certification. However, due to the conflict with the requirements of international Federations, many National Federations are not involved and not enrolled in the program. Another point that was discussed, which is considered an important issue, is that the sport clubs in Bahrain have seasonal contracts, hence limits the coaches' abilities to construct a strong and comprehensive plan for the development of their athletes. Also, the salaries are not linked with the level. In the Program Director's opinion, if the goal is the development of the sport the best coaches should train and coach the youth not the senior teams. Unfortunately, the situation in Bahrain is reversed, as the main aim is winning championships for the first teams.

An important issue to consider, as well, the availability of the coaches, especially in level 4 where it requires a big commitment, but due to the coaches having other jobs, it makes it hard for them to attend all the classes. Last but not least, the visitations for the coaches in level 4 in their field of play and training sessions is an integral component of the program, and to have a mentor for the coaches is important, but this cannot be achieved as there are some obstacles which prevent it, as it will require a bigger number of staff to act like tutors/mentors and the underlying cost of employing them.

In conclusion, the Program Director recommends that a separate program, which is currently running in the academy, to be introduced and be made as mandatory course for the National Coaching Certification Program. The course is called 'Dart Fish' program, that introduces the use of technology in the analytical part of training and competition that could add value to the coaches' knowledge and tools available for them.

Part Two

Case Study and Recommendations

Chapter 3 – Case Study

In order to make a thorough analysis and look at the project from different aspects; a comparison has been made with a similar NCCP program in Jordan. The purpose was to examine various elements that could make the program more successful and enhance its delivery, by studying how has the program been implemented in another country. Jordan was selected as it holds similar culture, characteristics and sport structures, as does the Kingdom of Bahrain.

Following communications and interview with the Mrs. Sawsan Qaddoumi Education Manager at Jordan Olympic Committee and in charge of the Jordanian NCCP Program, it was noted that the program was run at 3 levels only. Levels 1 and 2 contain three modules each and Level 3 contains four modules. Each module is run as a continuous 6-day lectures and an exam at the end of the lectures. The program has unfortunately been inactive for several years. Level 4 of the NCCP program is not in the Jordanian curriculum.

The NCCP program in Jordan ran from 2009-2019, and during these 10 years only 48 courses were conducted. This indicates the big gap in time between modules to complete a level. One-third of the attending trainee coaches only completed their levels and got certified. The certification was not referencing to completing the NCCP program. Jordan awards a certificate at the completion of each level. Many of the coaches that do get a certificate, are certified as completion a particular level only. SO many of this ‘one-third’ of the coaches did not complete all the levels in the NCCP program of Jordan.

A decision was made to re-activate the program by doing major reconstruction to the contents and conduct of the program. The aim is to restart the program again with a strong and solid foundation.

The following is a list of points summarizing the interview conducted with the Jordan Olympic Committee’s Education Manager. Each point would address the challenge faced and the recommended solution:

- 1) One of the reasons for the program becoming dormant was mainly due to the fact that running the lectures in each level were planned at a very fixed time as the lecturers were travelling into to Jordan, from Canada. This meant that the lecturing times would not be suitable for most coaches. Modules of the program are supposed to be understood not just read. It was sought to invest in educating and qualifying local lecturers. This would lead to increasing communication skills of these lecturers and have a bigger impact while delivering the modules. After analysing some of the data from past feedbacks Jordan had in fact started qualifying local lecturers. Selecting individuals that have the charisma and personality to become

trainers/lecturers. Individuals that have the knowledge are now selected and their delivery skills are honed to have a broader influence while delivering the modules.

- 2) As stated earlier, only 48 modules were carried out in 10 years, this challenge can now be overcome by having local qualified and competent lecturers. It would also ensure the time gaps between modules at each level is better managed. Furthermore, the lectures and modules could be stretched on 3-weekends, instead of 6 straight days. This would mean the learning coaches would have more time to visualize and better understand the topics of the lectures. The module concluding test is then run at a suitable time after the module lecture is concluded.
- 3) Another challenge was that the learning coaches did not have the opportunity to implement what they learned in real-time. The chance to implement the learning objectives from the modules was not done soon after the lecture, since the timings of the courses would not be suitable to practice, as most sports seasons would have been underway. By having local qualified and competent lecturers meant that the modules could easily be repeated throughout the year and run for smaller groups of coaches.
- 4) The set-up of the modules was that a completion test of understanding is conducted at the end of a 6-day lecture. This does not give the trainee coaches and time to digest the information and be ready to be tested. Furthermore, a large number of the coaches attending the NCCP program have not completed systemic education, such as Academia. So, a written test is not favoured. The suggestion was to improve the style of testing and evaluation and to carry it out at a time, after the module, that would be reasonable for the learning coaches to study.
- 5) Structured, in-class, education deters many coaches who have many years of experience. Some think that it is not worthy of their time to go through, as they feel that a lot of the topics provide basic information when compared to the experience they have in coaching. The suggestion is for these coaches, rather to sit through each of these modules, they carry out the test only for these modules. If they are successful, they get qualified.
- 6) Currently endorsing coaches to attend the NCCP program is not something that local or national federations take on board. The reason being that this program is seen as purely educational and is optional. Regulating the attendance and completion of the NCCP program, especially for National federations would ensure that the coaches would be endorsed and encouraged, by their federations, to attend and complete. This would also encourage endorsed coaches to focus on their learning as it would be a window for their participation on national teams on international stages.

- 7) Sports is an ever-evolving profession. It is the only profession that regularly holds all walks of life on a regular basis. A simple example is the Olympic games where there is a global interaction. Emerging global topics require to be embraced; an example is the fight against racism which is nowadays seen in many sports. These emerging topics require the refurbishing of the module topics at each level. Jordanian NCCP team is in the process of introducing new modules into the various levels of the NCCP program. Topics such as: Sports nutrition; Ethical behaviour; Olympic values, are a few of the topics that would be introduced into the NCCP program. The introduction of these new topics would firstly refresh the existing levels. Secondly, it would keep the learning coaches up to date with relevant and current world topics, and lastly it would attract the more experienced coaches – who have not covered situations in their years of experience.
- 8) Currently each module of the 3 levels is conducted as a 6-day day lecture and a test is conducted at the end of the lecture. The coaches are expected to find their own path after they complete a module and try to implement the knowledge gained. The challenge is that they would not be in a good position to apply that knowledge straight away, as the season or the training campaigns are underway, and a learnt topic might not necessarily be relevant at that point of time – during the season. A suggestion is, with the availability of local lecturers, modules taught do not need to follow a sequence of hierarchy – i.e., as a syllabus. Learning coach can attend a module that suits their needs at the time and get their Level Completion certificate when all modules of the level are completed.
- 9) Another challenge, from the Jordanian academy's' prospective, is the evaluation of the effectiveness of the modules. As the current set-up stands a coach completes a module/level and receives a certificate of successful completion. The coach can progress to the next Level. However, as an academy there is not mechanism to evaluate the effectiveness of the lectures in line to improve the delivery. There is no system / method devised to monitor and measure the practical execution of the lessons learnt. A suggestion is put forward to establish a system to monitor the learning coach's execution of the topics completed. Such monitoring and measurement would be very helpful. The data collected can be then analysed to indicate strengths and weaknesses in the coach's personal performance. This could lead to the personal improvement of the individual coaches. Furthermore, the analysis would also identify improvement points in both the module and the lecturer. This would lead to taking a path of corrections / corrective actions to improve the level of the lecturer or the module, or to continually improve the level of lecturer or module.

After reviewing the interview, it was noticed that there are similarities between the challenges in the NCCP programs in the Kingdom of Bahrain with that of Jordan. There are also a few differences. One of the similarities was the importance of involving the local federations of various

sports. Another similar challenge is the time constraint to conduct the various modules at each Levels, relative to both conducting the modules, and from the recent coaches prospective. A key difference is the fact that in Jordan the program is run at 3 separate / individual levels, whereas in Bahrain it is run as a complete, and cascading 4-level program, and the coaches that complete all four level would 'Graduate' from the NCCP program. Another difference is the fact that in Bahrain many of the modules are conducted by local lecturers that are trained and qualified to conduct different modules of the NCCP program.

In the final chapter of this thesis recommendations will be put forward that will lead to the enhancement and improvement of the National Coaching Certification Program in the Kingdom of Bahrain.

Chapter 4: Recommendations

Table 3: Recommendations for improvement

Priority	Recommendation	Action	Lead	Resources	Timescales	Critical Success Factors
1	Reinforcing Coaches' Affairs guidelines of 2015 and appointing an officer for NFs communications	Legal consultant to review and update the guidelines to be approved by EB and circulated to NFs	Director of Bahrain Olympic Academy/ Secretary General/ Legal Consultant	Time Monetary Staff	December 2022	Commitment of NFs
2	Rearrange the modules and timelines	Coordinate with NFs regarding their sport programs, and conduct the courses during off-season	Director of Bahrain Olympic Academy	Time	December 2022	Transparent and clear programs before the start of the season
3	Add a module for technology in Sport	To take advantage of Dartfish program and integrate it in the curriculum	Director of Bahrain Olympic Academy	Time Expert	2023	A clear link of technology with the function of a coach
4	Employ tutors/ mentors for level four coaches	Employ 3 tutors and assign them to the coaches in level 4	Secretary General/ Director of Bahrain Olympic Academy	Monetary Staff	2023	Availability of a budget, qualified experts to act as tutors
5	Extension of the timelines of course and introduction to practical approaches	Reorganize the timeline of levels 1-3	Director of Bahrain Olympic Academy	Time Lecturers Monetary	2023	Clear schedule and timetable

Priority	Recommendation	Action	Lead	Resources	Timescales	Critical Success Factors
6	Introduction of new and updated topics in the Olympic Movement	To choose few emerging topics to be added to the modules	Director of Bahrain Olympic Academy	Time Lecturers Monetary	2023	Choosing the right topics, and having qualified lecturers to explain them
7	Link the program with Olympic Solidarity entourage and sport development programs	Establish criteria for choosing NFs and coaches to benefit from OS Programs	Secretary General/ Director of Bahrain Olympic Academy/ Head of Olympic Solidarity	Time	2023	Clear criteria and process of choosing beneficiaries of Olympic Solidarity Programs

1. Reinforce Coaches' Affairs guidelines, that was established in 2015. This allows a coach to be certified and recognized upon completion of level 2 in the NCCP. The guidelines would require to be reviewed and updated for any modifications, for example, each National Federation has to enroll at least 1 male and 1 female coach in the program. The guidelines to be circulated to all National Federations in the Kingdom of Bahrain. However, in order to apply this recommendation effectively, Bahrain Olympic Academy would require initiating a new line of communication with the National Federations and build a relationship with them. The goal of the relationship is to benefit the NF technical staff and cooperate together to build and develop a strong foundation for all coaches by employing an officer to take on this role. This would open doors to engage all National Federations in the program, which will be beneficial to all sports in Bahrain and would encourage more female to participate in the program as well.
2. Rearrange the modules and timelines. Many comments received during the survey and interviews that the time of the courses being conducted clashes with competitions timing, hence, this need to be coordinated with National Federations to make sure that the courses will be conducted at a time that no major competition is taking place. It is very important that the information of sports programs be transparent and fixed before the start of the season in order for Bahrain Olympic Academy to create a reliable calendar for the year. In addition to Cooperation between the different parties.
3. Bahrain Olympic Academy offers a course called "Dartfish Program" which is a video analysis course that allows the coaches to review and analyze a training or competition to provide immediate feedback to athletes and work on weaknesses, and development plans. It is recommended to use the resources already available at hand to offer an advantage to the participants in the program, Thus, by adding dartfish program to the curriculum specially in levels 2 or 3 will aid the coaches in their daily work and will give the program an edge.
4. Level four which is the advanced level in NCCP requires a great amount of work and time dedicated from the participants. Considering that the lecturers of this level are from Canada, and they are available in Bahrain for a specific period of time, the coaches would be in need for a mentor or a tutor that would supervise their work in the 2 years duration, guides them and assists them toward a successful completion of the program and the required tasks and assignments. This would result in better outcome of the program and would be very beneficial for the coaches as part of their learning and acquiring knowledge.
5. Based on the findings of the interviews, survey, and Jordan case study, it has been noticed that levels 1-3 are being held over a short period of time - 60 hours. This means that the materials are condensed, and it does not allow the coaches to comprehend the knowledge gained and apply it in the field. Therefore, it would be highly recommended if the courses could stretch

out on a longer duration with a break for the participants to study before the exam. Moreover, introduction of more practical methods of learning rather than focusing on theory and literature.

6. Sports is always changing, and new topics and trends are always emerging. It is vital that coaches and everyone who is involved in sports and the Olympic movement be aware of and educated on these topics. Therefore, introducing new topics to the modules that are not entirely technical and scientific would have a positive impact on the participants. It will allow them to keep up with the new topics and add to their knowledge which will result in managing and dealing with athletes effectively. Some of the topics that can be included but not limited to are (Olympic Values, Gender Equality, Free-drug sports, anti-racism, safeguarding, mental health, etc.).
7. One of the strategic goals of Bahrain Olympic Committee is to develop sports in the Kingdom, try to benefit from Olympic Solidarity programs that are available to all National Olympic Committees. There are three specific programs that are directly linked to coaches and developing the technical level of sports (Technical Courses for coaches, Olympic Scholarship for coaches, and Development of National Sport Structure). A criterion can be established that links the National Federations and coaches, who can benefit from the program, with the activities of the National Federations that strive to develop their sports. For example, one of the criteria of choosing a coach for a scholarship would be reflected upon his/her participation in NCCP as priority will be given to those who are part of the program. Having a clear criteria and process of choosing the beneficiaries would encourage and motivate the National Federations to work harder and be active in their pursue of developing their sports.

Conclusion

Sustainable development is a vital concept for the success of any program, and in order to improve the sport structure in any country, an emphasis must be given to all component of the structure. Development by itself will not have concrete results if it was a one-time task, however, after implementing the changes, a continuous evaluation is needed to ensure that goals are met, and objectives are achieved. As we have established, athletes are the core and heart of sport and to develop them we need strong, qualified entourage as one important pillar.

National Coaching Certification Program started in the Kingdom of Bahrain with an ultimate goal of developing local coaches as they are the country's assets in order to support and develop the athletes as a result and improve the overall sports in the country. NCCP consists of four levels, with level one for beginners and level four which is designed for National teams' coaches and coaches who work with elite athletes. All the levels include theoretical and practical parts with the focus on theoretical concepts is more in the first three levels, while the focus shifts in level four to concentrate more on the preparation of a project in a specific sport, including the preparation and presentation of an Annual Training Plan that will be evaluated by a panel of academic and technical experts in the field of sports science.

This program has been going on for a long time without any proper structured development. Hence, it was decided in cooperation with Bahrain Olympic Academy to finally tackle this area and shed lights on what needs to be changed to in an attempt to sustain and further develop the existing program.

As illustrated in the literature review section, sports training is a special process of preparation of sportspersons based on scientific principles aimed at improving and maintaining higher performance capacity in different sports activities. Whereas coaches are meant to be role models for athletes, they are a source of information and knowledge for the athletes, and as a result, build their personality, competitiveness, and mental abilities. We have realized, from the case study of Felisha Johnson's Road to Rio 2016, that coaching is not a concept that is related to only training athletes on the field or focus on scientific elements that look at improving higher performance capacity. Sports science gave way to researches on the weekly performance of athletes and the analysis done – complemented the training program – gave way to Felisha to achieve her goal of reaching the Olympics. It is a relationship between the athlete and the coach, where the coach acts as a source of information and guidance to build the athletes' personalities, competitiveness and mental abilities that will pave the path for any success.

We also saw, from the case study of graduate soccer coaching education program – in the United States, that collaboration of Sports federations with educational organisations leads to positive results. The study showed that the collaboration created a community of practice, introduced new knowledge and information that was vital to coaches.

It is important to have qualified coaches and a strong program. The development phase of the NCCP program will require that all of the parties involved work together in cohesion towards the same direction and the same goals. The approach and topics to be covered will need to be altered to keep up with the latest trends and important international issues. As such, introducing modules in the coaching program that are focused on the introduction and use of the ever-evolving technological advances will have a positive impact and will provide the coaches with new tools and methods to work with as we have noticed in the case study of Felisha Johnson. In addition, building a strong relationship between the Bahrain Olympic Academy with all the National Federations would be an important point to enrol and benefit all recognized sports in the Kingdom of Bahrain. Strengthening relationships mean that the Academy can design the competence parameters and modules to cater for the needs of the national federation. This will also provide support to one of the key strategic directions of Bahrain Olympic Committee, building the platform and encouraging female participation in the field of coaching, and build a career.

In the data collection section, results of NCCP coaches surveys and interviews showed that many participants are content with the program and the modules and levels of the program. However, Individual comments indicated that modules of the program may need to be looked into for the purpose of enhancement and improvement. It has been noticed that each level is concluded in a short time. This meant that the contents of the modules were condensed.

The durations of the modules and the timetables for the theoretical and practical aspects of a number of the modules would need to be modified. Furthermore, from the interviews it was surmised that some modules were conducted at times that practical benefits were not seen soon after. The learnings outcomes were to be applied in the national leagues, but the modules were timed to run mid-way through the season. It would be a good opportunity for the Bahrain Olympic Academy to collaborate with the National Federations to coordinate the times of lectures / modules, so that the maximum benefit could be gained from the learnings, and coaches be more prepared for the new seasons

The interview with the Jordanian NCCP manager brought to light the need for diversity in the modules that are covered in the four levels. One suggestion was to introduce more practical areas in the modules, rather than just focusing on theory only. Moreover, new, and emerging concepts would need to be investigated as they would have a great impact of the behavior and professionalism of athletes. Professional Footballer's Association found 2 out of 5 English Premier

League players receives abusive messages on Twitter during the 2020-2021 season (Sky Sports, 2021). So, modules such as racism, gender equality, mental health, and safeguarding, amongst other topics, need to be included in the program.

We have seen coaches, that have graduated from the NCCP, succeeding in their respective sports. Coaching is an ever-evolving profession and circumstances change, leading to the need for improvement, in order to cope with these changes. The recommendations suggested earlier, Chapter 4, if planned and implemented will lead to improvements in the NCCP of Bahrain. These improvements will bring us closer to achieving the vision of the Bahrain Olympic Academy and Bahrain Olympic Committee mission of promoting and developing sports in the kingdom of Bahrain.

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Abstract

The National Certified Coaching Program in the Kingdom of Bahrain has been running for more than 20 year and as with any system is in need of improvement. To get an in depth understanding of how the NCCP is performing surveys were carried out with coaches from each of the four levels of the program with the aim of getting a better insight into the benefits gained, challenges faced, and difficulties encountered. Also, one-to-one interviews were conducted with a number of coaches, seeking details of the benefits, challenges and difficulties. It was found that a structured development of the NCCP will aid in sustaining its effectiveness. Recommendations were made to improve coaching modules in the program, introduce new topics into the curriculum, and strengthening relationship of National Federations with NCCP.

Résumé

Le programme de certification nationale pour les entraîneurs du Royaume de Bahrain (NCCP) existe depuis plus de vingt ans. Comme tout système, il mérite quelques améliorations.

Des enquêtes ont été mises en œuvre pour comprendre de façon approfondie le niveau de performance du NCCP. Ces enquêtes ont été menées auprès d'entraîneurs de chacun des quatre niveaux du programme. L'objectif était d'acquérir une meilleure connaissance des bénéfices, des défis et des difficultés rencontrées. Des interviews individuelles ont également eu lieu avec un certain nombre d'entraîneurs, en vue de gagner une compréhension plus fine de ces bénéfices, défis et difficultés. Le constat est qu'un développement structurel du NCCP renforcerait son effectivité. Des recommandations sont formulées pour améliorer les modules de coaching du programme, intégrer de nouveaux sujets dans le curriculum, et renforcer les relations entre fédérations nationales et le NCCP.

Appendices

A. Survey Questionnaire

- | | |
|---|----------------------------|
| 1. Gender | F / M |
| 2. Education Level | Diploma, BSc, Postgraduate |
| 3. Sport | _____ |
| 4. Level | 1, 2, 3 or 4 |
| 5. How do you rate each level you completed | 1 – 5 |
| 5.1 Level 1: | |
| i. Overall rate | 1 – 5 |
| ii. Benefits gained | _____ |
| iii. Challenges or obstacles faced | _____ |
| iv. Difficulty level | _____ |
| v. Work and time needed to complete | _____ |
| vi. Program team satisfaction level | 1 – 5 |
| 5.2 Level 2 | |
| i. Overall rate | 1 – 5 |
| ii. Benefits gained | _____ |
| iii. Challenges or obstacles faced | _____ |
| iv. Difficulty level | _____ |
| v. Work and time needed to complete | _____ |
| vi. Program team satisfaction level | 1 – 5 |
| 5.3 Level 3 | |
| i. Overall rate | 1 – 5 |
| ii. Benefits gained | _____ |
| iii. Challenges or obstacles faced | _____ |
| iv. Difficulty level | _____ |
| v. Work and time needed to complete | _____ |
| vi. Program team satisfaction level | 1 – 5 |

5.4 Level 4

- | | | |
|------|----------------------------------|-------|
| i. | Overall rate | 1 – 5 |
| ii. | Benefits gained | _____ |
| iii. | Challenges or obstacles faced | _____ |
| iv. | Difficulty level | _____ |
| v. | Work and time needed to complete | _____ |
| vi. | Program team satisfaction level | 1 – 5 |

6. Do you think introducing technology in sports would add value? Briefly explain

7. How can we improve the program? Briefly explain

B. Interview Questions

Program Director

1. What was the start of the program? How did you launch the program in Bahrain? What triggered it?
2. What is the Canadian Coaching Association roles and responsibilities in the program?
3. What are the obstacles you face in the program? In terms of commitment, coaches' contracts with their sport organizations, etc.?
4. What is your goal out of this program? What are the benefits for those who enroll?
5. What are the weaknesses of the program? How can we overcome this?
6. What are the strong points? What makes it unique?
7. What are the areas that need development?
8. What is the feedback you receive from participants (+ and -)?

Graduated Coach

1. How was your experience in the program?
2. What are the difficulties that you faced?
3. Did you have any objections or obstacles in participating in the program with your work, family, career?
4. How did you benefit in your career and life?
5. What are the topics that you find most useful? And what are the topics that least benefited you?
6. How can we improve the program? Recommendations?

Level 4 Coach

1. How is your experience in the program so far?
2. What are the difficulties that you faced in the previous levels and current level?
3. Did you have any objections or obstacles in participating in the program with your work, family, career?
4. How did you benefit in your career and life?
5. What are the topics that you find most useful? And what are the topics that least benefited you?
6. How can we improve the program? Recommendations?

Level 3 Coach

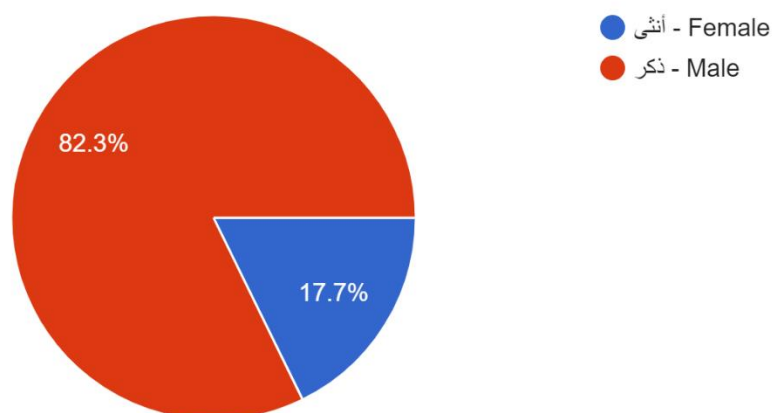
1. How is your experience in the program so far?
2. What are the difficulties that you faced in the previous levels and current level?
3. Did you have any objections or obstacles in participating in the program with your work, family, career?
4. How did you benefit in your career and life?
5. What are the topics that you find most useful? And what are the topics that least benefited you?
6. How can we improve the program? Recommendations?

C. Survey results

Total responses = 124 coaches

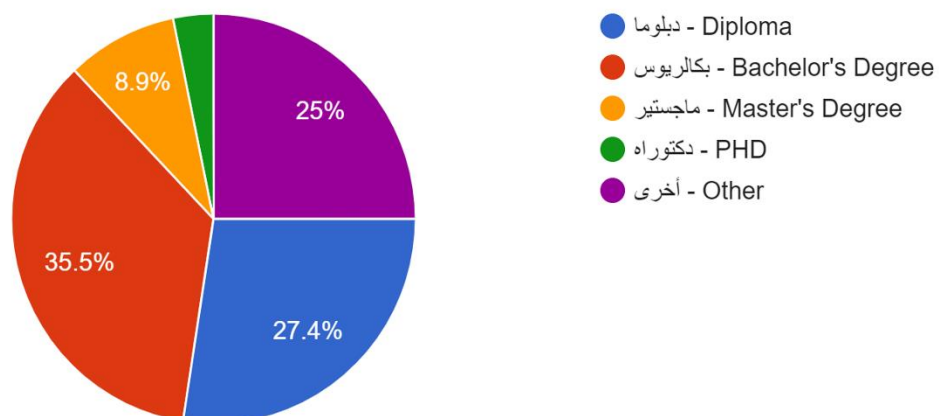
Gender - الجنس

124 responses



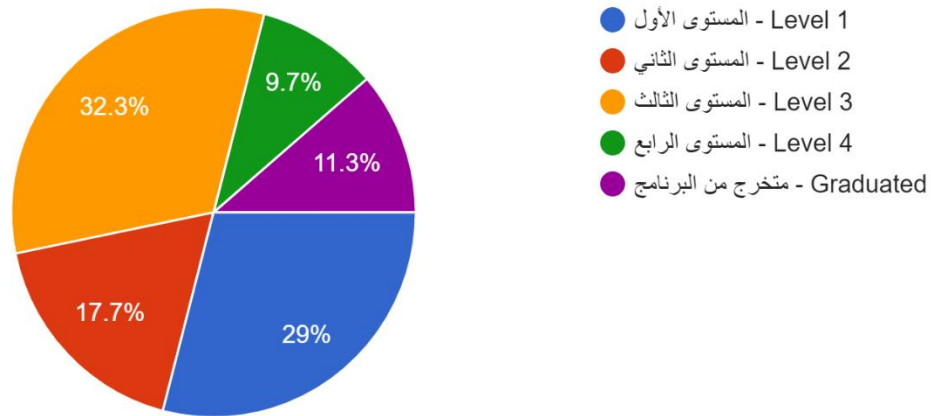
Education Level - المستوى التعليمي

124 responses

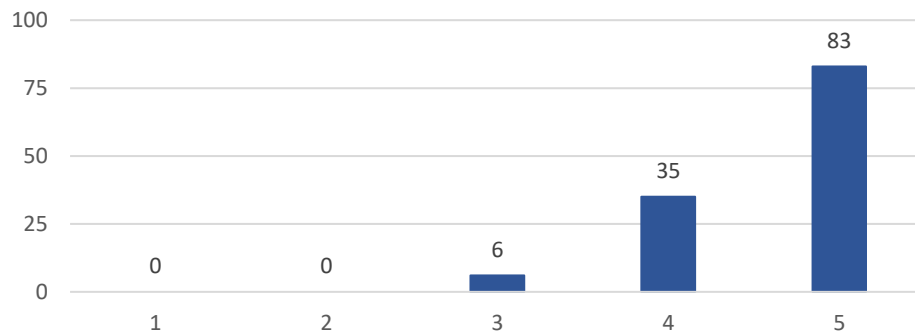


Current Level of NCCP - المستوى الحالي في البرنامج الوطني للمدربين - NCCP

124 responses



How do you rate the program overall? - كيف تقيم البرنامج بشكل عام؟



Level of satisfaction with the program team - مدى الرضا عن فريق عمل البرنامج

