



**National
Coaching
Certification
Program**



Coaching
Association
of Canada

Taekwondo Canada Dojang Coach Portfolio

Competition-introduction



TAEKWONDO CANADA

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The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport federations, and the Coaching Association of Canada.

Partners in Coach Education

			
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David Hill (Developer)

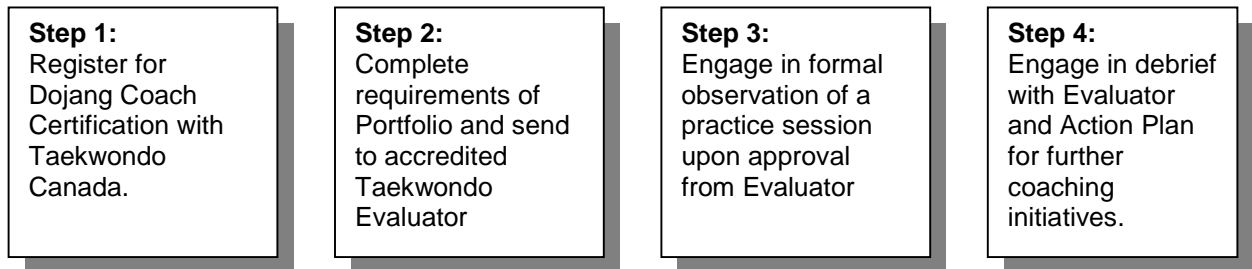
Coach Portfolio

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Introduction

Congratulations for embarking on the first steps to becoming a Dojang Coach in Taekwondo Canada's National Coaching Certification Program. As a first step in the certification process you will be required to complete the DOJANG COACH PORTFOLIO. The completed portfolio must be submitted to your evaluator prior to engaging in a formal observation of your coaching. The following diagram illustrates the steps you must take.



The purpose of this portfolio is to:

1. Provide you with an opportunity demonstrate certain coaching competencies.

And

2. Allow you to demonstrate your readiness for a formal observation.

The portfolio will require you to complete the following 6 tasks.

1. Design a competitive plan
2. Complete online task for analyzing performance
3. Create a referent model for a sport skill
4. Develop a yearly training plan
5. Provide report cards or other strategies for monitoring athlete performance
6. Apply the Make Ethical Decision Making process to a Taekwondo Competition specific scenario.

In addition to these tasks the Coach must submit as part of his or her portfolio:

7. Identification of completing MED online Evaluation
8. Evidence of attending a Provincial Referee Seminar with past 3 years.
9. Evidence of appropriate first aid or CPR training

Instructions for each task are included. If you do not feel that you are ready to complete the task, specific training workshops will be made available to assist you in gaining this training and experience. Contact Taekwondo Canada, or your assigned evaluator about clinics in your area.

Important note: The standards for the evaluation are included in the Appendix, identifying an evaluation matrix for each coaching outcome.

Dojang Coach Profile

Name			CC number:																	
	Surname		First Name																	
Address	Apt.		Street																	
	City		Province		Postal Code															
Phone	()		()		()															
	Home		Business		Fax															
E-mail																				
Number of years coaching																				
Primary context of athlete coached																				
Name of Club																				
Head Coach																				

Coaching Context Description

Number of Athletes		Average practice time	
Youngest Athlete Age		Number of practices / week	
Oldest Athlete Age		Number of weeks per year	

Completed checklist:

Item	Yes	Date (dd/mm/yyyy)
1. Design a competitive plan		
2. Complete online task for analyzing performance		
3. Create a referent model for a sport skill		
4. Develop a yearly training plan		
5. Provide report cards or other strategies for monitoring athlete performance		
6. Apply the Make Ethical Decision Making process to a Taekwondo Competition specific scenario.		
7. Identification of completing MED online Evaluation		
8. Evidence of attending a Provincial Referee Seminar with past 3 years.		
9. Evidence of appropriate first aid or CPR training		

Task 1: Design a competitive plan

The purpose of a competitive plan is to assist you and your athlete to prepare for optimal readiness for competition. During the Dojang Coach workshop you learned how to design a competitive plan. The evaluation matrix in the appendix provides you with the standard of evidence for designing your plan. The competitive plan that you present in the portfolio should be for an athlete or athletes that you will be coaching during a competition in which you will be formally observed.

You can use the space below to present your plan or attach your own competitive plan template for a specific competition

Design a competitive plan

Task 2: Online Analysis of Performance

You will be required to go to the Taekwondo Canada website and observe a number of video clips. The worksheets below should be filled in according to the video that you observe.

Observing the Planes of Motion Worksheet

	Column 1	Column 2	Column 3
Video Clip #	Identify the plane of motion	Identify the skill being executed	Identify at least one Key Performance Factor (KPF) that can be observed
1			
2			
3			
4			
5			

Identify the Phases of Movement Worksheet

Check the phase of movement which best matches the clip observed.

Video Clip #	Identify the phase of movement	Video Clip #	
1	<input type="checkbox"/> Preliminary Movement <input type="checkbox"/> Backswing Movement <input type="checkbox"/> Force-Producing Movement <input type="checkbox"/> Critical Instant <input type="checkbox"/> Follow through	6	<input type="checkbox"/> Preliminary Movement <input type="checkbox"/> Backswing Movement <input type="checkbox"/> Force-Producing Movement <input type="checkbox"/> Critical Instant <input type="checkbox"/> Follow through
2	<input type="checkbox"/> Preliminary Movement <input type="checkbox"/> Backswing Movement <input type="checkbox"/> Force-Producing Movement <input type="checkbox"/> Critical Instant <input type="checkbox"/> Follow through	7	<input type="checkbox"/> Preliminary Movement <input type="checkbox"/> Backswing Movement <input type="checkbox"/> Force-Producing Movement <input type="checkbox"/> Critical Instant <input type="checkbox"/> Follow through
3	<input type="checkbox"/> Preliminary Movement <input type="checkbox"/> Backswing Movement <input type="checkbox"/> Force-Producing Movement <input type="checkbox"/> Critical Instant <input type="checkbox"/> Follow through	8	<input type="checkbox"/> Preliminary Movement <input type="checkbox"/> Backswing Movement <input type="checkbox"/> Force-Producing Movement <input type="checkbox"/> Critical Instant <input type="checkbox"/> Follow through
4	<input type="checkbox"/> Preliminary Movement <input type="checkbox"/> Backswing Movement <input type="checkbox"/> Force-Producing Movement <input type="checkbox"/> Critical Instant <input type="checkbox"/> Follow through	9	<input type="checkbox"/> Preliminary Movement <input type="checkbox"/> Backswing Movement <input type="checkbox"/> Force-Producing Movement <input type="checkbox"/> Critical Instant <input type="checkbox"/> Follow through
5	<input type="checkbox"/> Preliminary Movement <input type="checkbox"/> Backswing Movement <input type="checkbox"/> Force-Producing Movement <input type="checkbox"/> Critical Instant <input type="checkbox"/> Follow through	10	<input type="checkbox"/> Preliminary Movement <input type="checkbox"/> Backswing Movement <input type="checkbox"/> Force-Producing Movement <input type="checkbox"/> Critical Instant <input type="checkbox"/> Follow through

Using Movement Phases to Correct Performance Worksheet

Skill / Tactic			
Movement Phase	Column 1	Column 2	Column 3
	Identify at least 3 KPFs that are observed	Identify the performance outcome.	Identify at least one correction that could be applied
Example	Lateral shift of centre of gravity in the middle of the base of support	Maintain balance and stability	Stay on balls of feet to ensure spring when moving
Preliminary Clip #1			
Backswing “PRELOAD” Clip #2			
Force-producing Clip #3			
Critical Instant Clip #4			
Follow-through Clip #5			

Using Referent Model to make corrections during competition Worksheet

Fighter Observed:		Tactic or strategy used:	
Factor	Column A: Was this factor likely impacting performance?	Column B: What indicators were observed during the round?	Column C: What correction would you give between rounds?
Equipment Sport-specific equipment that could influence performance, e.g., poor footwear, poor fit			
Environment Environmental factors that could influence performance, e.g., surface, weather, lighting			
Affective Internal factors that could affect the performer's perception of the task, performance, or activity, e.g., fear, motivation, interest			
Cognitive/Mental Factors related to the thoughts or thought processes required to execute a given task or action, e.g., lack of understanding, confusion, choice of decision, concentration			
Physical/Motor Physical abilities that could influence performance, task, or activity, e.g., strength, stamina, flexibility			
Tactical The intent of the skill execution within the overall strategies that enable successful performance			
Technical Execution or biomechanics of skill execution, as well as specific performance factors/goals required to achieve a given outcome			

Indicate which factor you would prioritize when providing feedback between rounds: _____

Task 3: Create a Skill Analysis Referent Model

The purpose of this task is to assess your ability to analyze Taekwondo sport skills by creating a referent model. The reference model that you create should identify a skill is commonly used by athletes in competition. An example of a skill referent model was provided in the Dojang coach workshop.

The following steps are provided to assist you in creating a reference model.

Step One: IDENTIFY A SKILL

Your evaluator may assign you a particular skill, or you may select a skill that is appropriate for the students you are coaching. Indicate the skill in the template and the environment in which you would intend on observing the skill

Step Two: IDENTIFY OUTCOME

For the skill that you have identified define the outcome for the intended performance. The outcome is a broad statement that describes the intended performance or expected execution or form. The outcome should define when the skill / tactic is clearly achieved or not achieved.

Step three: IDENTIFY KEY PERFORMANCE INDICATORS OR FACTORS:

For the skill and outcome that you have defined, identify the key performance factors that identify how the outcome could be achieved. The key performance indicators or factors should describe optimal or effective execution of the skill. These indicators or factors are the sport specific technical or tactical elements that help to describe how the outcome is achieved.

Four: IDENTIFY POTENTIAL CAUSES AND GAPS (Deviations)

In this step you will be required to prioritize the potential causes of performance error, and identify instance when an intervention may be required. In the column labeled priority indicate using an H=High, M=Medium and L=Low to prioritize each potential cause (Equipment, Environment, Affective, Cognitive/Mental, Physical/Motor, Tactical, Technical). In the column labeled "Key indicators for intervention (GAP)" identify possible detectable signs that may require an intervention. For each cause the questions is; ***when does the gap between the observed performance and the intended outcome reach a point that makes a coaching intervention necessary?***

Step five: IDENTIFY COMMON CORRECTIVE MEASURES

In the column labeled "Common Corrective Measures" indicate the type of intervention that you would implement. This step defines the appropriateness of a correction and whether it actually relates to the potential cause that was observed in the participant's performance. Where appropriate, indicate a common correction for a particular cause that will assist in creating better performance. Corrective measures could be categorized as 1) Teaching Interventions, 2) Activity or Drill Modifications, and 3) Competitive Interventions



Skill Analysis Referent Model - Template

Sport: Taekwondo		Context: Coach-beginner	
SKILL	OUTCOME	Key Performance Indicators / Factors	
		•	
Analysis of Causes	Priority H / M / L	Key indicators for intervention (GAP) Deficiencies	Common Corrective Measures
Equipment Examines sport specific equipment that could be a limiting factor on the performance. E.g. dobok too long/short. Protective pads too big/small.	L		
Environment Examines any environmental factors that could lead to performance deficiencies? E.g. Surface, weather, lighting etc.	L		
Affective Examines internal factors that could be related to the performer's perception of the task, performance or activity. E.g. Fear, motivation, interest, etc.	M		
Cognitive / mental Examines factors that relates to the performers thoughts or thought processes that are used to execute a given task or action. E.g. Lack of understanding, confusion, choice of decision, concentration etc.	M		
Physical / Motor Examines the physical abilities that could have limiting affects on the performance, task or activity. E.g. Strength, stamina, flexibility etc.	H		
Tactical Examines the intent of the skill execution within the overall strategies that enable successful performance. Asks whether the tactic may be too demanding for the technical skills that are required to achieve the outcome.	H		
Technical Examines the execution and or biomechanics of skill execution and identifies specific performance factors/goals that are required to achieve a given outcome.	H		



Task 4: Develop a yearly training plan

Multi-sport module designing a sport program workshop helped you to learn how to develop a yearly training plan. The worksheets below are to assist you in providing the relevant information for your plan. Be sure to design the plan base on an athlete who you work with on a regular basis.

Dojang Coach – Planning Logistics

Use the table below to identify planning logistics. In the middle column indicate the necessary information. In the “relation to LTAD” column identify how the consideration relates to the Taekwondo Canada LTAD. You may identify for example, the stage of development and or whether the information that you have indicated in High, Low or Optimal depending on LTAD guidelines.

Considerations	Number / Item	Relation to LTAD
Age of athlete		
Weight Class		
Current Weight		
Height		
Total number of Fights / Year		
Belt Level		
Taekwondo Practice / Week		
Practice Length		
Other Activities / Week		
Average Length of Activities		
Number of Tournaments		
Number of Fights		
Practice / Fight Ratio		
Duration of Preparatory Phase		
Duration of Competitive Phase		
Duration of Transition		



TAEKWONDO CANADA

Microcycle Planner Worksheet

Competition Phase

Use this template to provide an example of a typical Microcycle for the competitive phase which includes a competition.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							



Task 5: Provide report cards or other strategies for monitoring athlete performance

As part of the portfolio coaches should provide examples of various recording method that they have used to monitor athlete performance. Examples could include:

1. Attendance records
2. Scouting reports
3. Skill analysis checklists
4. Report Cards
5. Progress reports

Please check the NCCP evaluation matrix on Page 34 for a detailed list of evidence required for the evaluation of this criterion.



Task 6: Complete Make Ethical Decisions (MED) On-line Evaluation and apply MED process for Taekwondo specific scenario.

The purpose of this task verifies your familiarity with the NCCP Ethical Decision Making process. You will be required to:

1. As a certified Assistant Instructor you will have completed the MED online evaluation. You will be required to submit verification of successfully completing the MED online evaluation. You can obtain a copy your “Coach Transcript” from the Coaching Association of Canada website verifying the successful completion of this task. You can obtain your transcript on-line by entering your NCCP Coaching Certification Number, or contact the Taekwondo Canada to obtain a copy.
2. Complete the worksheet below and submit as part of your portfolio. This worksheet will require you to apply the Ethical Decision Making framework to a Taekwondo specific scenario.



Taekwondo Specific Ethical Decision Scenario

You will be required to answer a number of questions to apply your knowledge of the Ethical Decision Making Framework based on the following scenario. Please read the scenario and answer the questions below.

You have a regional qualifying tournament for an open international competition in the United States coming up. The winners of the A & B divisions will receive some national or provincial funding but C & D divisions will not receive any funding. A parent of one of your top 12 year old C division Junior Black Belts approaches you requesting to move their son up to the Division B division because he wants his son to be exposed to head contact earlier. The parent also feels that his or her son has a good chance of winning and therefore have access to funding. The son would compete in the Light Heavy weight category in Division C and is above average height for his age. The parent is also a member of the provincial board and your current coaching contract comes up for renewal in a couple months. What do you do?

Use the worksheet on the following page to work through Steps 1 – 3.

Step 1: Gather the facts

Use column one to identify the facts of the situation. You will be scored on the number and quality of the facts that you identify. You will also be scored on whether you can correctly identify if the situation is legal or ethical.

Step 2: Identify relevant ethical issues

Use column two and place a check beside the ethical issues that are at play in the scenario. You will be marked on the accuracy of identifying the correct ethical issues.

Step 3: Identify possible consequences of potential decisions

In column three you are provided with two options, one to do nothing and therefore allow the athlete to compete in Poom B, or two, to intervene and ensure the athlete competes in his correct division. You are required to identify possible consequences of these options in light of the ethical issues that you identified in column 2. In addition, you must propose a third option and describe the consequences. You will be marked on the quality of the consequences that you identify and the innovativeness of the third option.



Step 4: Evaluate your options in relation to NCCP Code of Ethics

Use the table on the next page to determine the extent to which each of the options you identified in Worksheet 1 upholds NCCP standards of behaviour.

- ❑ Consider Option 1.
- ❑ Read the first statement in the first row of the column A: coach is expected to.
- ❑ Ask yourself whether Option 1 upholds this standard of behaviour. If it does, put a checkmark in the Option 1 column; if it doesn't, leave the Option 1 column empty.
- ❑ Repeat this for each statement in the A coach is expected to column for Option 1.
- ❑ Once you've evaluated Option 1 in the light of each statement, do the same for each of the other options you identified in Worksheet 1 (Options 2, 3, 4, and 5 as appropriate).
- ❑ Total the number of checkmarks associated with each option.



Worksheet 2: Evaluating Your Options

Principles	A coach is expected to: (expected standards of behaviour)	Option Number		
		1	2	3
Physical safety and health of athletes	Ensure training or competition sites are safe at all times			
	Be prepared to act appropriately in case of emergency			
	Avoid placing athletes in situations presenting unnecessary risk or beyond their level			
	Strive to maintain the present and future health and well-being of athletes			
Coaching responsibly	Make wise use of the authority of the position and make decisions in the interest of athletes			
	Foster self-esteem among athletes			
	Avoid deriving personal advantage for a situation or decision			
	Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action			
	Honour commitments, word given, and agreed objectives			
	Maintain confidentiality and privacy of personal information, and use it appropriately			
Integrity in relations with others	Avoid situations that may affect objectivity or impartiality of coaching duties			
	Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete			
	Always ensure decisions are taken equitably			
Respect	Ensure that everyone is treated equally, regardless of athletic potential, race, sex, language, religion or age			
	Preserve the dignity of each person in interacting with others			
	Respect the principles, rules, and policies in force			
Honouring sport	Strictly observe and ensure observance of all regulations			
	Aim to compete fairly			
	Maintain dignity in all circumstances and exercise self-control			
	Respect officials and accept their decisions without questioning their integrity			
Number of behavioural standards consistent with Options 1 through 5 =				



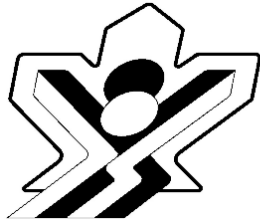
Step 5: Make a decision

In the space below, indicate your decision using one of the three options that were presented in WORKSHEET one and had the highest score on WORKSHEET two. Briefly describe why you believe that this is the best decision. You will not be marked for the decision that you made, but rather how you have justified making the decision.

My decision:

In my opinion it is the best decision because ...

I have validated my decision and it is “just and reasonable”



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Appendix 1:

Taekwondo Canada Dojang Coach Matrix

Competition-introduction





Overview of Outcomes and Criteria

Outcome	Criteria	Trained	Evaluated	Context	
Make Ethical Decisions	Apply an ethical decision making process	Multi-Sport Module Part A	Online MED - Portfolio	Assistant Instructor	
Plan a Practice	Identify appropriate logistics for practice	Multi-Sport Module Part A	Assistant Instructor Portfolio		
	Identify appropriate activities in each part of the practice	Multi-Sport Module Part A	Assistant Instructor Portfolio		
	Design an Emergency Action Plan	Multi-Sport Module Part A	Assistant Instructor Portfolio		
Analyze Performance	Detect and correct basic taekwondo skills	TKD Assistant Instructor Workshop	Assistant Instructor Portfolio and Observation		Inst-Beg
Provide Support to Athletes in Training	Ensure that the dojang is safe	TKD Assistant Instructor Workshop	Assistant Instructor Observation		Pre-requisite
	Implement a structured and organized lesson to develop basic taekwondo skills	TKD Assistant Instructor Workshop	Assistant Instructor Observation		
	Make interventions that promote learning with novice performers	TKD Assistant Instructor Workshop	Assistant Instructor Observation		
Analyze Performance	Detect Performance	TKD Coach Workshop	Coach Portfolio and Observation		Coach
	Correct Performance	TKD Coach Workshop	Coach Portfolio and Observation		
Support the Competitive Experience	Ensure that the competitive environment is safe	TKD Coach Workshop	Coach Observation		
	Implement a pre-competitive warm-up that enables readiness for competition	TKD Coach Workshop	Coach Observation		
	Design a competitive plan	TKD Coach Workshop	Coach Portfolio		
	Prepare for readiness in competition	TKD Coach Workshop	Coach Observation		
	Make effective interventions during and after the competition	TKD Coach Workshop	Coach Observation		
	Assist athletes to be mentally prepared for competition	Multi-Sport Module Part B	Not Evaluated		
	Give basic nutritional advice	Multi-Sport Module Part B	Not Evaluated		
Design a Sport Program	Outline program structure based on available training and competition opportunities	Multi-Sport Module Part B	Coach Portfolio		
	Identify program measures to promote athlete development	Multi-Sport Module Part B	Coach Portfolio		
	Develop practice plans that integrate seasonal training priorities	Multi-Sport Module Part B	Coach Portfolio		
Manage a Sport Program	Report on athlete progress throughout program	TKD Coach Workshop	Coach Portfolio	Competition Introduction	





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Outcome: Analyze Performance	
Criterion: Detect performance	
Above Expectations	
Identifies biomechanical principles:	Coach can identify key biomechanical principles that relate to each phase of movement.
Identifies multiple factors impacting performance:	Coach identifies a multiple factors that impact the performance outcome and consistently recognizes factors that have greatest impact on the achievement of performance outcome.
Consistently recognizes KPFs:	Coach identifies several KPFs that impact performance and consistently recognizes the KPFs that successfully or unsuccessfully impacted the performance outcome.
Rationalizes techniques:	Coach rationalizes the choice of techniques and tactics used by fighter in competition based on LTAD recommendations.
NCCP Standard	
Identifies performance outcomes:	Coach clearly identifies the performance outcome for a competition related skill or tactic.
Identifies KPFs:	Coach identifies key performance factors that are used to achieve the performance outcome.
Categorizes KPFs:	Coach categorizes KPFs into phases of movement (Preliminary, Backswing, Force-producing, Critical Instant, Follow-through)
Indicates angle of observation:	Coach identifies the optimal angle to observe KPF.
Determines phase of movement:	Coach can determine phases of movement by watching video clips.
Selects phase of movement:	Coach is able to select the phase of movement and at that most likely impacts the achievement of the performance related outcome
Selects correct KPFs:	Coach is able to select and rationalize KPFs that impact successful achievement of the performance related outcome
Creates referent model:	Coach creates a referent model and identifies factors impacting performance that are not technical (Equipment, Environment, Affective, Cognitive, Physical and Tactical) for a given competitive skill.
Provides observable indicators:	Coach can provide observable indicators for all factors identified in the referent model.
Below Standard	
	Coach is unable to determine the angle of observation for observing a given KPF.
	Coach is unable to identify the phase of movement based on video clips.
	Coach cannot identify KPFs for all phase of movement.
	Coach is limited in identifying indicators of the seven factors identified in referent model.
	Coach is unable to identify the KPF that most impacts performance outcome.





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Outcome: Analyze Performance	
Criterion: Correct performance	
Above Expectations	
Evidence in competitive event	
Assists inherent feedback:	The coach is able to assist athlete gather inherent feedback of own performance.
Read opponent:	Corrections help the athlete to read opponent.
Achieve focus:	Corrections identified help athlete to focus on relevant and specific cues.
Asks questions:	During competition debrief the coach helps athletes to identify individual corrections by asking open-ended questions.
Evidence in portfolio	
Correction targets KPF:	Coach is able to identify corrective strategy or drill that targets a specific KPF
Includes cognitive trigger:	The corrective strategy or drill identifies a “cognitive trigger” which helps the athlete identify when the KPF is performed correctly.
NCCP Standard	
Evidence in portfolio	
Identifies common corrections:	Coach is able to identify common corrections based on factors described in referent model.
Relate correction to referent factors:	Coach is able to identify at least one correction related to equipment, environment, affective, cognitive, physical, tactical based on a video clip.
Target phase of movement:	Coach is able to identify a corrective strategy / drill used to improve a KPF related to a given phase of movement for a competitive skill
Specific correction during competition:	Coach is able to provide a specific correction (feedback) that would assist the athlete execute a KPF during competition based on video.
Evidence in competitive event	
Correction related to opponent:	During a fight, between rounds the coach identifies at least one correction that may have an effect on the opponent’s strength or weakness.
Correction related to own athlete:	During a fight, between rounds the coach identifies at least one correction that may impact his or her own fighter’s strengths or weaknesses.
Consistent with rules:	The corrective strategy is within the rules of competition
Implemented by fighter:	The corrective strategy has a high probability of being implemented by the fighter
Identifies how to improve:	When providing the corrective strategy between rounds and or after the fight the coach identifies what and how to make improvements.
Identifies importance:	After the competition (Fight) the coach assists the fighter to understand why the correction will have a beneficial effect.
Below Standard	
	The corrective strategy/drill does not assist in improving the identified KPF
	The corrections identified in the referent model are incomplete or limited.
	Corrections are vague and not specific.
	Corrections during a competition do not identify opponent’s strengths or weaknesses.
	Corrections during a competition do not impact own athletes strengths or weaknesses.
	The coach only identifies what the fighter should do and does not indicate how to do it.
	The coach does not debrief the fighter after the fight



Outcome: Support the competitive experience	
Criterion: Ensure that the competition environment is safe	
Above Expectations	
Critically reflect on safety:	Coach is able to critically reflect on safety concerns during the competitive event and intervene in situations that do not involve his or her athlete
Forecast dangerous situations:	Coach forecasts dangerous factors and makes immediate adjustments by speaking to competition officials
Assesses injuries:	Coach assesses all injuries and makes prudent and informed decisions to allow athlete to compete
NCCP Standard	
Surveys Environment:	Coach surveys the competition environment (warm-up area and ring) to ensure that there are minimal safety risks.
Make safety adjustments:	Coach makes adjustments to the competitive environment only after a dangerous situation has become evident.
Identifies severe injuries:	Coach can determine severe injuries and removes athlete from competition
Applies rules to enable safety:	Coach reinforces and teaches the correct application of competitive rules that enable a safety during the competition
Identifies EAP for event:	Coach is able to identify an emergency action plan for the competitive event but may have difficulty implementing the plan.
Has access to First-Aid:	Coach has a basic first-aid kit or has access to a first-aid kit that includes necessary equipment for the competition.
Has medical information:	Coach has medical information forms for each athlete.
Below Expectations:	
	Coach recognizes the potential risks but does nothing to make adjustments to enable safety.
	Coach is unable to present a complete emergency action plan and is unaware of how to enable emergency care
	Coach does not have a first aid kit and cannot identify where there is a first-aid kit.
	Coach does not survey competition environment prior to practice.
	Clearly there are dangerous factors in the competition environment (Warm-up and ring), which should have been addressed.
	Coach does not identify severe injuries and allows athlete to compete.

Note: Evidence observed for this outcome must be gathered during direct observation of the coach either through an on-site formal observation or through observation of a video submission. NSOs must identify the parameters of the practice to be observed, outlining specific elements that will allow the candidate the best opportunity for evidence to be observed.



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Outcome: Support the competitive experience	
Criterion: Implement an appropriately structured and organized pre-competition warm-up	
Above Expectations	
Adapt warm-up:	Coach adapts warm-up activities through out the competition day to account for fatigue
Reinforces tactics and strategies:	Warm-up activities include and reinforce tactics and strategies that are to be used against the next opponent.
Assists in reading cues:	Coach helps athlete to read cues that enable decisions that may be experienced against opponent.
Ensure Ideal Performance State:	Coach assists athlete in strategies that ensure ideal performance state
Maintains physical readiness:	Coach uses strategies to maintain optimal physical readiness after inspection and before event.
NCCP Standard	
Reinforces Goals:	Warm-up activities reinforce competition goals and objectives
Maintains Hydration:	Coach ensures athlete maintains hydration throughout warm-up period.
Progressive warm-up activities:	Warm-up activities are progressive and work towards realistic scenarios that could be experienced in the competition.
Optimally uses space:	Coach uses space appropriately to ensure that warm-up activities do not interfere with other fighters.
Present during inspection:	Coach accompanies fighter to inspection
Enables physical activation:	Warm-up is dynamic and provides optimal physical activation
Manages Fatigue:	Coach ensures that there is enough rest to manage fatigue.
Uses mental strategy:	Coach integrates at least one mental training strategy to assist athlete to achieve Ideal Performance State during warm-up
Inspects equipment:	Coach inspects athlete equipment and uses sport specific equipment appropriately throughout the warm-up
Below Expectations	
	Coach is not involved or does not oversee warm-up activities
	Coach is not present during fighter inspection
	Equipment is not checked and athlete has to make last minute adjustments prior to the fight
	Coach does not utilize space appropriately and interferes with other fighters or coaches
	There are no water/fluids available for athlete during the warm-up.
	Coach does not provide or use any strategies to help athlete achieve Ideal Performance State.
	Athlete is sedentary prior to the event and does not engage in strategies to maintain physical readiness.



Outcome: Support the competitive experience	
Criterion: Design a pre-competitive plan	
Above Expectations	
Multiple fight adjustments:	The plan provides modifications or adjustments that could be made for multiple fights (Warm-up times, warm-up length)
Nutritional Strategies:	The plan identifies between fight nutritional strategies.
Post fight recovery:	The plan includes specific recovery strategies that are used post fight and post competition
Manage Fatigue:	The plan identifies strategies to manage fatigue
Coach preparation:	The plan identifies specific objectives related to coach preparation (e.g. Equipment, focus strategies, pre-competition scouting)
Debrief fighter:	The plan includes strategies to debrief fighter and allow opportunities to analyze own performance and opponents
NCCP Standard	
Logistical information:	The plan has a date, location and list of competitors.
Timeline:	The plan has a clear timeline for activities leading to the fight
Clear objectives:	The plan has clear objectives for each element identified prior to the fight
24 hours prior:	The plan includes objectives/actions for the day (at least 24 hours) prior to the event
Locations identified:	The plan identifies the location of key events leading to the competition (Warm-up area, change rooms, inspection site, ring locations, etc)
Meeting identified:	The plan identifies a meeting once athletes have arrived at the competition
Warm-up identified:	The plan identifies an appropriately structured warm-up to ensure optimal physical preparation
Pre-competitive procedures:	The plan includes pre-competition procedures that are appropriate for the competition (fighter registration, weigh in, accreditation, etc...)
Inspection:	The plan identifies the pre-fight inspection
Equipment issues:	The plan identifies timing for equipment preparation and checklist of equipment related issues.
Strategies for injuries:	The plan identifies strategies to deal with athlete injuries.
Mental strategies for athlete:	The plan identifies timing for mental strategies that assist athlete achieving ideal performance state.
Hydration and nutrition:	The plan includes strategies for hydration and pre-competitive nutrition.
Athlete expectations / rules:	The plan identifies athlete expectations / rules for the competitive event
Between fight expectations:	The plan identifies expectations for athletes between fights
Below Standard	
	The plan does not include specific details leading to the competitive event.
	The plan includes the competition schedule, but does not have any objectives or direction for athletes.
	The plan lacks timing of key events prior to and during the competition day.



Outcome: Support the Competitive Experience	
Criterion: Prepare for readiness in competition	
Above Expectations	
Present contingency plans:	Coach is able to present contingency plans to deal with unforeseen or ambiguous factors that may affect the competition.
Reduces distractions:	Contingency plans reduce or minimize distractions for athletes or provide alternatives to ensure optimal athlete performance.
Rationalize mental strategies:	Coach can rationalize the mental strategy that is chosen to assist athlete attain an ideal performance state.
Use mental strategies for self:	Coach uses mental strategies that help him or her attain ideal performance state for the competition.
Adjustments for extraneous factors:	Coach adjusts athlete preparation based on extraneous factors (e.g., athlete injury).
Uses monitoring strategies:	Coach can present a strategy to monitor competition goals or gather evidence of athlete performance.
NCCP Standard	
Reinforces nutrition and hydration:	Coach reinforces proper nutrition habits and ensures optimal hydration and pre-event eating.
Athlete at optimal weight:	Coach ensures that athlete competes in optimal weight category and reduces large fluctuations in weight prior to competition.
Produce competition plan:	Coach can produce a competition plan that is specific to an athlete or competitive event.
Meet with athletes/parents:	Coach meets with athlete (parents) to clarify competitive rules before the competition
Clarifies rules:	Coach ensures that all competition rules are clarified with officials.
Appropriate use of tactics:	Coach ensures that tactics and strategies are consistent with athletes' stage of development, skill level, and fitness level; seasonal objectives; weight class and the rules of competition.
Uses mental strategy:	Coach uses at least one mental strategy to assist athlete attain an ideal performance state.
Reinforces competitive procedures:	Coach ensures that athletes (parents) understands the draw; schedule of fights, warm-up procedures; and pre-match inspection.
Enables safety:	The coach enables a safe and positive competition environment.
Manages Time:	Coach manages time effectively to ensure athlete readiness leading up to the fight. i.e. movement from warm-up area to the pre-competition inspection
Identifies process goals:	Coach identifies performance or process goals for competition.
Below Expectations	
	Coach is not prepared and has difficulty organizing athletes for competition.
	Athletes are unaware of competition schedule or plan.
	Pre-competition preparation is rushed, and equipment is not readily available.
	It is obvious that athlete has cut weight to a point that will affect his or her ability to compete.
	The coach acts in a manner that increases risks to athlete and compromises safety and or ethical conduct.
	The coach behaves in a manner that is contrary to the rules of competition and established etiquette.



TAEKWONDO CANADA

Outcome: Support the Competitive Experience	
Criterion: Make effective interventions during and after the competition	
Above Expectations	
Helps athlete critically reflect:	During or between competitive fights, the coach helps athletes to reflect critically by prompting them to choose successful strategies for subsequent performances.
Enables athlete ownership:	Interventions are complex and require athletes to take ownership over competitive decisions where appropriate.
Provide strategic information:	Coach uses interventions that provide strategic information about opponent
Uses video:	Coach uses video of own fighter or opponent to make corrections or identify strategies / tactics.
NCCP Standard	
Information related to tactics:	Coach is positive and provides athletes with basic information that identifies what and how to attack, defend or counter attack an opponent.
Reinforce performance:	Coach reinforces performance goal and tries to minimize the athlete's attending to score board.
Debrief athlete:	Coach debriefs athlete after the competition to review performance and assist in preparing for future fights.
Empowers athlete:	Interventions are coach directed but empower athlete to make successful performances.
Relate to referent model factors:	Interventions relate to a minimum of three factors that are identified in referent model (equipment, environment, affective, cognitive, physical, tactical and technical).
Checks equipment:	Coach ensures that Hogu, helmet and padding is optimally fitted
Checks finger/toe nails:	Coach ensures that finger/toe nails are cut
Reinforces mental strategy:	Intervention reinforces the use of at least on mental strategy.
Consistent with rules:	All interventions are within the rules of competition.
Below Expectations	
	Coaching interventions are mostly motivational and lack information on how to attack, defend or counter attack.
	Coach does not intervene when athlete's safety is at risk.
	Coach ignores athletes after the competition or berates athletes' performance.
	Coach criticizes athletes' performance during the competition or between competitive
	Coach interventions are against rules of competition or accepted etiquette.



TAEKWONDO CANADA

Outcome: Design a Sport Program	
Criterion: Outline program structure based on available training and competition opportunities	
Above Standard	
Identifies phases within periods:	Planning calendar is divided into specific phases within each period.
Importance of competitions:	Plan identifies the relative importance of competitions.
Optimal recovery:	There are sufficient opportunities for recovery and learning/athlete development between important competitions.
Consistent with LTAD:	Competitions and their importance are put in an appropriate perspective in order to promote athlete long-term development.
Identifies program orientations:	Planning calendar identifies major program orientations (goals and objectives) related to skill development, physical conditioning, athlete performance, and general stages of athlete development for each period of the program.
Prioritizes training factors:	Plan indicates the relative importance of the training factors and training components for each period (e.g., weighted line, colour, and percentage).
Identifies other events:	Plan includes events (social, fund-raising, school, other sports) that impact athlete development
NCCP Standard	
Template prioritizes training objectives:	Portfolio includes program template that prioritizes training objectives at critical times of the program.
Calculates length of periods:	Portfolio includes calculation of the length of the periods given breaks and other logistics.
Identifies logistical information:	Portfolio includes logistical information on a planning calendar.
Identifies periods:	Coach correctly divides program into three main periods (preparation, competition, transition).
Calculates competition versus training:	Portfolio includes calculation of the total number of competition and training days in program.
Identifies athlete information:	Portfolio identifies basic athlete information (age, number, differences in growth and development)
Identify practices and competitions:	Portfolio identifies practice dates and main competitions.
Below Standard	
	Plan lacks a calendar of events:
	Plan is not divided into periods
	Plan does not prioritize performance factors
	No calculation of training and competition



Outcome: Design a Sport Program	
Criterion: Identify program measures to promote athlete development	
Above Expectations	
Implements LTAD recommendations:	Portfolio provides evidence of LTAD recommendation which may include but not limited to; optimal number of fights; optimal weight categories; and optimal training / practice. \
Adjustments consistent with LTAD:	Portfolio includes possible adjustments that can be made that are consistent with LTAD and include but not limited to; modified competitive event (i.e. adjusting weight classes); rationalization for single or double periodization.
NCCP Standard	
Calculates Training to competition ratio	Portfolio includes calculation of the ratio of training-to-competition opportunities within the program.
Training to competition consistent with LTAD	Plan ensures that ratio of training-to-competition opportunities are consistent with long-term athlete development (LTAD) recommendations.
Adequate training aligned to LTAD	Plan ensures there are adequate training and competition opportunities for developmental potential based on LTAD recommendation
Rationale for Decisions	Portfolio includes brief rational for decisions made in program to ensure adequate developmental potential.
Below Expectations:	
	Portfolio does not calculate training-to-competition ratios.
	Portfolio does not compare training-to-competition ratios to NCCP or NSF long-term athlete development (LTAD) norms.
	Portfolio does not present any strategies or solutions to assist in aligning training-to-competition ratios to NCCP or NSF long-term athlete development (LTAD) norms.




Outcome: Design a Sport Program	
Criterion: Develop practice plans that integrate training priorities	
Above expectations	
Integrates specific training components:	Portfolio identifies planning template that integrates sport-specific components, physical components, and specific mental strategies into program design (e.g., visualization, goal setting, etc.).
Consistent with 10 key principles:	Taekwondo planning template consistent with 10 key principles of LTAD
Rationalizes differences:	Portfolio provides rational for differences between NSO template and own program and is consistent with 10 key principles of LTAD.
Horizontal sequence of objectives:	Plan prioritizes key training factors, components, and objectives and provides appropriate sequencing of these items within each period of the plan.
NCCP Standard	
Calculates training within week:	Portfolio identifies the total number of training or practice sessions and their duration within a given week or microcycle.
Identifies gap between real and ideal:	Portfolio includes evidence that identifies whether there is a gap between the time required and the time available for athlete preparation that is consistent with LTAD.
Ensures time to develop athletic abilities:	Portfolio includes strategies to develop athletic abilities on a weekly basis and ensure there is enough time
Identifies micro-cycle plan for each period:	Portfolio provides a one-week plan for each period of program that correctly identifies main objectives and priorities for athletic abilities.
Identifies series of practice plans:	Portfolio provides a series of practice plan that identifies appropriate types of exercises for athletic abilities, and practice conditions for technical or tactical factors within each of the weekly plans.
Prioritizes athletic abilities:	Portfolio includes an indication of the most important athletic abilities for a given week in the preparatory and competition periods of the program.
Objectives identified for athletic abilities:	Plan correctly identifies the specific objectives (development-maintenance or acquisition-consolidation) for each of the athletic abilities based on the location in the preparatory period.
Below Expectations:	
	Plan does not prioritize athletic abilities within a given week of the preparatory period of a seasonal plan.
	Plan is unable to identify objectives for each of the athletic abilities within a given week of the preparatory period of a seasonal plan.
	Portfolio lacks detail in practice or micro-cycle plan



TAEKWONDO CANADA

Outcome: Manage a Program	
Criterion: Report on athlete progress throughout program	
Above Average	
Video library	Portfolio includes digital image (video) library for athlete.
Video analysis of KPFs	Digital images (video) identify key performance factors and evidence of analysis.
Notational Analysis	Portfolio provides notational analysis of competition (E.g. points per attack ratio; point per kick ratio)
Monitors other factors	Portfolio identifies monitoring strategies for other factors (e.g. Sleep, Resting Heart Rate, Nutrition, Mental readiness etc...)
Detailed Feedback	Portfolio provides detailed feedback on athlete performance.
Peak Height Velocity	Portfolio provides evidence of peak height velocity.
NCCP Standard	
Monitors physical factors	Portfolio provides monitoring of basic physical factors like athlete weight, and height.
Tracks competition factors	Portfolio identifies evidence for tracking key competition factors: (E.g. number of fights athletes; scoring differential, competition dates; opponents, etc...)
Communication strategies	Portfolio provides communication strategy used to share information with athlete / parent (E.g. report cards, emails, blogs, web groups etc...)
Tracks practice information	Portfolio provides evidence of tracking basic practice information (E.g. attendance, duration of practice, etc)
Monitors other activities	Portfolio provides evidence of monitoring engagement in other activities (Other sports, school, clubs etc...)
Assessment Tool	Portfolio include basic assessment tool to provide feedback to athlete.
Confidentiality of information	Evidence that athlete information is confidential and maintain reasonable privacy
Below Expectations	
	Portfolio shows some record keeping, but not in a fully organized fashion;
	Monitoring of athlete is done verbally and not readily seen except by personal observation of coaching sessions, not in portfolio
	Records are unorganized; slips of scrap paper at best; information is only in coaches memory if anything; likely records will be martial arts only, not sparring

Outcome: Make Ethical Decisions		
Criterion	Apply an ethical decision making process (Trained and Evaluated in Assistant Instructor Context)	
Achievement	Evidence	Sport-Specific Examples
5 (Highly Effective)	As in #4 however: Coach correctly assigns all of the potential arguments (12) to two conflicting decisions for all three legal and ethical scenarios. Coach correctly selects all of the most effective actions (10) in implementing the chosen decision while avoiding all actions (5) that are not effective in all three legal and ethical scenarios.	
4 (Advanced)	As in #3 however: Coach correctly assigns most of the potential arguments (> 8/12) to two conflicting decisions for all three legal and ethical scenarios. Coach correctly selects the majority of the most effective actions (> 8/10) in implementing the chosen decision while avoiding most of the actions (> 4) that are not effective in 1 intermediate and 1 complex legal or ethical scenario.	
3 (NCCP Standard) 	As in #2 however: Coach correctly identifies most of the facts, including all of the critical ones, (15) in all three legal and ethical scenarios. Coach correctly identifies what is at stake (i.e., legal vs. ethical, and potential reasons for ethical issues) for three ethical or legal scenarios. Coach correctly assigns some the potential arguments (> 6/12) to two conflicting decisions for 1 intermediate and 1 complex legal or ethical scenario. Coach correctly selects some of the most effective actions (> 5/10) in implementing the chosen decision while avoiding actions (< 5) that are not effective in 1 intermediate and 1 complex legal or ethical scenario.	Complex scenario: Interpretation of a legal and ethical issue that has multiple (> 3) decisions including several (> 6) consequences and stakeholders (> 3). Intermediate scenario: Interpretation of only an ethical issue that has multiple (> 3) decisions and includes several (> 6) consequences and stakeholders (> 3).

Outcome: Make Ethical Decisions		
Criterion	Apply an ethical decision making process (Trained and Evaluated in Assistant Instructor Context)	
Achievement	Evidence	Sport-Specific Examples
2 (Foundation)	<p>Coach correctly orders the six steps of the MED framework.</p> <p>Coach matches 7 critical MED terms with the appropriate definitions.</p> <p>Coach identifies all key values at play in a simple ethical scenario.</p> <p>Coach correctly identifies some of the facts and omits a few critical ones (> 10/15) in all three legal and ethical scenarios.</p> <p>Coach correctly identifies what is at stake (i.e., legal vs. ethical, and potential reasons for ethical issues) for three ethical and legal scenarios.</p> <p>Coach chooses from three potential decisions (options) and prioritizes each decision based on an assessment of the potential consequences.</p> <p>Coach assesses three potential decisions against 6–8 criteria to determine the efficacy of each decision.</p> <p>Coach correctly assigns a few potential arguments (> 3/12) to two conflicting decisions for 1 intermediate and 1 complex legal or ethical scenario.</p> <p>Coach selects that the best decision option based on the arguments that are consistent with his or her values.</p> <p>Coach correctly selects a portion of the most effective actions (> 5/10) in implementing the chosen decision while avoiding a portion of actions (< 5) that are not effective in 1 intermediate and 1 complex legal or ethical scenario.</p>	<p>Complex scenario: Interpretation of a legal and ethical issue that has multiple (> 3) decisions including several (> 6) consequences and stakeholders (> 3).</p> <p>Intermediate scenario: Interpretation of only an ethical issue that has multiple (> 3) decisions includes several (> 6) consequences and stakeholders (> 3).</p>
1 (Not Sufficient)	<p>Coach identifies the six steps of the MED framework.</p> <p>Coach matches most (i.e., 4/7) critical MED terms with the definitions.</p> <p>Coach identifies some of key values at play in a simple ethical scenario.</p>	<p>Critical MED terms: Code of ethics, unethical behaviour, legal situation, ethical dilemma, do no harm principle, fair play.</p> <p>Simple scenario: Interpretation of a single decision with ethical consequences.</p>

Appendix 2: The NCCP Code of Ethics

The NCCP Code of Ethics is based on five fundamental principles:

1. **Respecting Participants**
2. **Coaching Responsibly**
3. **Maintaining Integrity in Relationships**
4. **Honouring Sport**
5. **Preserving the physical safety and health of participants**

Respect for Participants

The principle of *respecting participants* challenges coaches to act in a manner respectful of the dignity of those involved in sport. The cornerstone of this principle is the basic assumption that each person has value and is worthy of respect. Acting with respect for participants means that coaches:

Do not make some participants feel more or less worthy as persons than others on the basis of gender, race, place of origin, athletic potential, colour, sexual orientation, religion, political beliefs, socioeconomic status, marital status, age, or any other conditions;

Have a responsibility to respect and promote the rights of all participants. This is accomplished by establishing and following procedures for confidentiality (right to privacy); informed participation and shared decision-making (right to self-determination –participants’ rights); and fair and reasonable treatment (right to procedural fairness). Coaches have a special responsibility to respect and promote the rights of participants who are in vulnerable or dependent positions, and therefore less able to protect their own rights;

- Interact with others in a manner that enables all participants in sport to maintain their dignity;
- Build mutual support among fellow coaches, officials, participants, and their family members.

Coaching Responsibly

The principle of *coaching responsibly* carries the expectation that the activities of coaches will benefit society in general, and participants in particular, and will do no harm. Fundamental to the implementation of this principle is the notion of competence (i.e. coaches who are well prepared and current in their discipline will be able to maximize benefits and minimize risks to participants).

In addition, *coaching responsibly* implies that coaches:

- act in the best interest of the participant’s development as a whole person
- recognize the power inherent in the position of coach

- are aware of their personal values and how these affect their behaviour
- acknowledge the limitations of their knowledge and competence in their sport
- accept the responsibility to work with other coaches and professionals in sport in the best interests of the participants.

Maintaining Integrity in Relationships

The principle of *maintaining integrity in relationships* means that coaches are expected to be honest, sincere, and honourable in their relationships. Acting on these values is most possible when coaches have a high degree of self-awareness and the ability to reflect critically on how their views and opinions influence their interactions.

Critical reflection questions existing assumptions about the values and practices that govern coaches' actions. The essential component of critical reflection is an attitude based on open-mindedness, active inquiry, and sincerity.

Honouring Sport

The principle of *honouring sport* challenges coaches to recognize, act on, and promote the value of sport for individuals and teams, and for society in general. Honouring sport implies that coaches:

- act on and promote clearly articulated values related to coaching and sport
- encourage and model honourable intentions and actions.

Preserving the physical safety and health of participants

The theme of safety and health must be a part of all coaching. Preserving the physical safety and health of participants implies that coaches:

- ensure the training or the competition environment is safe at all times.
- be prepared to react appropriately and in a time efficient manner in case of an emergency situation.
- ensure participation in training or competition activities does not pose a threat to the safety or health of the athlete beyond the normal risks of the sport.
- not allow an injured athlete to participate in training or in competition if such participation increases the likelihood of further injury.