



TAEKWONDO CANADA

Performance Planning Portfolio

Competition-Development



National
Coaching
Certification
Program



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National
Coaching
Certification
Program



PARTNERS IN COACH EDUCATION

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

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Performance Coach

Performance Planning Checklist

Date					
Coach			CC number:	C C	
	Surname	First Name			

	Portfolio Requirements	Check	Date (dd/mm/yyyy)
Tasks	Task 1: Gap Analysis / Sport Profile <ul style="list-style-type: none"> Identify Program benchmarks related to stage of LTAD Complete overview of sport demands (Sport Audit) Use gap analysis tool to identify optimal demands related to stage of LTAD Rate athletes against sport demands Create Training objectives based on prioritized athlete gaps 		
	Task 2: Creating the YTP <ul style="list-style-type: none"> Identify program structure and logistics (Training, Competition and other events) Break the plan into manageable pieces (Periods, phases and meso cycles) Plan / prioritize training emphasis for main program factors Sequence training objectives throughout plan Quantify plan based on training volume and intensity 		
	Task 3: Meso and Micro Cycle Planning <ul style="list-style-type: none"> Create sample meso cycle / micro cycle plan for each training block Identify main purpose or objectives linked to YTP Show integration of training priorities to ensure optimal recovery Identify how training factors may be monitored 		

Portfolio Marking Checklist

Check	Evidence of Achievement	Comments
Promote LTAD	Identify benchmarks for stage of LTAD	
	Identify frequency of competition	
	Identify importance of competition	
	Debrief Issues	
	Identify trends in taekwondo	
	Debrief solutions for issues in taekwondo	
	Impact PSO/NSO structure	
	Use as model for other coaches	
Gap Analysis – Sport Demands	Summarize demands of taekwondo (Audit)	
	Identify optimal physiological demand	
	Identify optimal mental demands	
	Identify optimal Technical demands	
	Identify optimal tactical decision making	
	Identify optimal training commitments	
	Identify optimal training conditions (Equipment / Environment)	
	Rate athletes against taekwondo demands for stage of LTAD	
	Prioritize (rank) demands (Hi, med, low)	
	Identify measurement or monitoring strategy	
	Identify trends in taekwondo	
YTP – Program Structure	Accurate logistical information	
	Competition schedule	
	Length of Season – Training volume	
	Accurate periods and phases	
	Planning calendar consistent with LTAD	
	Importance of competitions	
	Accurate periodization (single vs double)	
	Objectives identified based on gap analysis	
	Quantification of Training	
	YTP – Integrate Priorities	
Clear objectives for athletic abilities		
Emphasis of abilities		
Weekly volume and intensity		
Properly sequenced (horizontal integration)		
Provides Monitoring strategy		
Modulates training load and intensity		
Consistent with LTAD		
Use as model for other coaches		
Rank (NI, MS, ES)		Criteria
	Identify appropriate measures to promote athlete development	
	Perform a thorough analysis of the sport demands at an elite level	
	Outline a program structure based on training and competition opportunities	
	Integrate yearly training priorities into own program	
Evaluator		
Signed		Date
Evaluator	Surname	First Name

Evaluators MUST NOT recommend any coach as a Certified if they observe ANY of the following behaviours, as they undermine values of Taekwondo Canada and the National Coaching Certification program.

- *Any incident of disrespectful, offensive, abusive, racist or sexist comments or behaviours directed towards others, including but not limited to athletes, coaches, officials, administrators, spectators and sponsors.*
- *Repeated unsportsmanlike conduct such as angry outbursts or arguing.*
- *A single physically abusive incident with willful intent to injure.*
- *Activities or behaviours that interfere with a competition or with any athlete's preparation for a competition.*
- *Pranks, jokes or other activities that endanger the safety of others.*
- *Use of techniques or programs that may endanger the safety of others.*
- *Use or promotion of banned performance enhancing drugs or methods.*
- *Willfully and knowingly plagiarizing or copying work from other coaches for the purpose of providing evidence for evaluation.*

If any of the above actions are observed during the observation, the coach must fail. The incident must be documented and notification sent to Taekwondo Canada. In order to be considered for re-evaluation the coach must initiate an appeal procedure as outlined in the Taekwondo Canada NCCP operations manual.

Taekwondo Benchmarking

		Performance Goal									
		2014		2015		2016		2017		2018	
Area	Benchmark	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
LTAD	STAGE										
Performance	National Championships										
Performance	International Competition										
Performance	Scoring Efficiency??										
Performance											
Programming	Number of Fights / Year										
Programming	Number of Camps / Year										
Programming	# international Events										
Programming	Hours of Taekwondo / year										
Programming	Hours of other Training / Year										

Sport Audit

Instructions:

1. Rate the importance of each factor for promoting performance in your sport. Use the rating scale for each factor to ensure contribution of a particular performance indicator. If a factor is not applicable to your sport leave the ranking space blank.
2. Rate the gap between current programming and the ideal condition for each overall indicator. Optimal suggests that current program is ideal for sport, whereas, needs enhancement, or area for attention, suggests a disparity between current programming and ideal performance.

The charts below will calculate a rough estimate of for the contribution of each performance indicator for your program.

		Importance in Sport		Gap in Current Programming	
Key Indicator for performance		Scale	Sport	Average	Gap
Equipment	Contribution to Performance	1=Low, 4=High			
	Contribution to Safety	1 = Minimal, 4 = Maximal			
	Ergonomic Specificity (Fit)	1=Limited, 4 = Maximal			
	Degree of innovation	1 = Stable, 4 = Changing			
Environment	Stability (i.e. indoor vs. outdoor)	1 = Very Stable, 4 = Variable			
	Degree of inherent risk involved	1= Low Risk, 4 = High Risk			
	Effect of temperature (Hot / Cold)	1 = Moderate, 4 = Extreme			
	Extreme conditions (i.e. pollution / altitude)	1 = Limited, 4 = Extreme			
Psychological	Affective	Motivation required to train	1 = Low, 4 = High		
		Confidence or belief in oneself	1 = Moderate, 4 = High		
		Intangibles (eg. Home field advantage)	1 = Limited, 4 = Maximal		
		Degree of interaction with others	1 = High, 4 = Low		
	Cognitive-Mental	Concentration required	1 = Low, 4 = High		
		Degree of arousal	1 = Calm, 4 = Psyched		
		Recognition of cues	1 = Limited, 4 = Many		
		Extent of problem solving	1 = Simple, 4 = Complex		

1 = Optimal
4 = Needs Enhancement

1 = Optimal
4 = Area for Attention

1 = Optimal
4 = Area for Attention

1 = Optimal,
4 = Area for Attention

Importance in Sport				Gap in Current Programming			
Key Indicator for performance		Scale	Sport	Average	Gap		
Physical	Abilities	Stamina contribution	1 = Low, 4 = High				1 = Optimal, 4 = Needs Enhancement
		Strength contribution	1 = Low, 4 = High				
		Speed contribution	1 = Low, 4 = High				
		Suppleness contribution	1 = Low, 4 = High				
	Nutrition	Contribution of quality	1 = Moderate, 4 = High				1 = Optimal, 4 = Needs Enhancement
		Opportunities for Hydration	1 = Limited, 4 = Maximal				
		Effect of pre competitive eating	1 = Limited, 4 = Maximal				
		Effect for recovery from activity	1 = Limited, 4 = Maximal				
	Recovery	Contribution Sleep	1 = Low, 4 = High				1 = Optimal, 4 = Needs Enhancement
		Effect of travel	1 = Limited, 4 = Maximal				
		Opportunity for rest intervals within sport	1 = Many, 4 = Few				
		Opportunity for optimal recovery in annual plan	1 = Limited, 4 = Maximal				
Tactical	Number of decisions required	1 = Limited, 4 = Many				1 = Optimal, 4 = Needs Enhancement	
	Memory of patterns or sequences	1 = Limited, 4 = Many					
	Number of opposition	1 = None, 4 = Many					
	Amount of time to decide	1 = Maximal, 4 = Limited					
Technical	Number of discrete skills	1 = Limited, 4 = Many				1 = Optimal, 4 = Needs Enhancement	
	Number of skill variations	1 = Limited, 4 = Many					
	Complexity of movement	1 = Low, 4 = High					
	Object control	1 = Low, 4 = High					

Taekwondo Athlete List

[illegible]

Gap Analysis

LEGEND

Well Above Expectation	6
Above Expectation	5
Slightly Above Expectation	4
Expected Performance	3
Slightly Below Expectation	2
Below Expectation	1
Poor	0

ATHLETE NAME:

Optimal Conditions for Stage (Description)			
Factor	Type	Current Conditions	
Logistics	Competition		
	Training		
	Competition Ratio		
Equipment / Environment			
Mental			
Physical			
Tactics			
Technique			

Linking Gaps to Objectives

Factor	Gap	Primary Objective	Secondary Objective
Logistics	Competition		
	Training		
	Competition Ratio		
Equipment / Environment			
Mental			
Physical			
Tactics			
Technique			

Taekwondo Planning Template

[illegible]

Taekwondo Meso Planner

PHASE General Prep
DATES Sep 30 - Dec 9
LENGTH 10 weeks
MICROCYCLES 40 - 50

KEY OBJECTIVES

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

Legend:
Taekwondo
I = Individual Practice
C = Competition
= Other
O = OFF

Legend:
Other
FC = Functional Conditioning
X = Cross Training
O = OFF

Date	Weekday	M	T	W	T	F	S	S	Planned HRs	Actual HRs
	Taekwondo									
	Other									
	Taekwondo									
	Other									
	Taekwondo									
	Other									
	Taekwondo									
	Other									
	Taekwondo									
	Other									
	Taekwondo									
	Other									
	Taekwondo									
	Other									
	Taekwondo									
	Other									
	Taekwondo									
	Other									
	Taekwondo									
	Other									
	Taekwondo									
	Other									
	Taekwondo									
	Other									

Microcycle Planner

Microcycle:	
Date:	
Phase:	

Planned Volume		Actual Volume	
Planned Intensity		Actual Intensity	

Load:	
-------	--

OBJECTIVES	

	Physical	Technical / Tactical	Mental	Nutrition	Recovery	Other	Volume	Intensity
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
Sunday								

Budget

Category	Item	Description	Budget	Actual	
Revenue					
		TOTAL	0	0	
Expenses					
		TOTAL	0	0	
			Balance	0	0

Analyzing the Training Week Worksheet

Training Factor	Hours
Taekwondo Specific	
Other Training (Other sports, physical etc..)	
School or Work	
Travel (Commuting – Other Travel)	
Meetings	
Competitions	
TOTAL	

Athletic Ability	Objective	Frequency	Required Hours	Total Hours (Freq x Time)
Technique	Refine Consolidation Acquisition			
Aerobic Endurance	Develop Maintain			
Aerobic Power	Develop Maintain			
Speed	Develop Maintain			
Speed Strength	Develop Maintain			
Flexibility	Develop Maintain			
TOTAL				

Microcycle Scheduling Worksheet

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Athlete Stressors/Cost Worksheet

Sport:						
Cost Category	Units	Intensity	Cost			Total Cost
Sport-specific Technical Training	Freq (#) ↓	Session Length →	<0.5 Hours	0.5 – 1.5 Hours	>1.5 Hours	
		High	<input type="checkbox"/> 3	<input type="checkbox"/> 5	<input type="checkbox"/> 7	
		Med	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6	
		Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	
Physical Training	Freq (#) ↓	Session Length →	<0.5 Hours	0.5 – 1.5 Hours	>1.5 Hours	
		High	<input type="checkbox"/> 3	<input type="checkbox"/> 5	<input type="checkbox"/> 7	
		Med	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6	
		Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	
Team Meetings/ Workshops	Freq (#) ↓	Session Length →	<0.5 Hours	0.5 – 3 Hours	>3 Hours	
			<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	
Competitions	Freq (#) ↓	Comp Length →	Short	Medium	Long	
		H imp	<input type="checkbox"/> 3	<input type="checkbox"/> 5	<input type="checkbox"/> 7	
		M imp	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6	
		L imp	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	
School/Work Days	Freq (#) ↓	Duration / Day →	<3 Hours	3 – 6 Hours	6 – 10 Hours	
			<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 4	
Travel Days	Freq (#) ↓	Duration →	<1 hour	1 – 4 Hours	>4 Hours	
			<input type="checkbox"/> 1			
				<input type="checkbox"/> 3		
					<input type="checkbox"/> 9	
Effect of Environment (Training and Comp Days)	Freq (#) ↓	Degree →	Variable	Extreme		
			<input type="checkbox"/> 1			
				<input type="checkbox"/> 3		
Other Stressors: _____ _____	Freq (#) ↓	Degree →	Low	Moderate	Extreme	
			<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5	
			<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5	
LTAD Stage	Stage →	T2T	T2C	T2W		
		<input type="checkbox"/> 30	<input type="checkbox"/> 20	<input type="checkbox"/> 10		
TOTAL COST						

Athlete Recovery/Income Worksheet

Recovery Category	Units		Income			Total Income
Sleep	Days ↓	Hours of Sleep →	<6 Hours	6 – 8 Hours	>8 Hours	
			<input type="checkbox"/> 3			
				<input type="checkbox"/> 5		
					<input type="checkbox"/> 8	
Level of Aerobic Fitness	Level of Fitness →		Low	Medium	High	
			<input type="checkbox"/> 5	<input type="checkbox"/> 10	<input type="checkbox"/> 20	
Nutrition – Diet	Days ↓	Quality of diet →	Poor	Good	Optimal	
	Indicate # of days in the week.		<input type="checkbox"/> 1			
				<input type="checkbox"/> 3		
					<input type="checkbox"/> 5	
Nutrition – Timing	Quality →		Poor	Good	Optimal	
	Pre-activity Diet		<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5	
	Post-activity Diet		<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5	
	Pre-activity Hydration		<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5	
	Post-activity Hydration		<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5	
Other Factors	Occurrence →		Never	Some-times	Always	
	Massage		<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 5	
	Hot/Cold Therapy		<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 5	
	Cool-down		<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 5	
	Injury/Health Management		<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 5	
	Mental Strategies		<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 5	
	Other		<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 5	
	Other		<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 5	
TOTAL INCOME						

Reference Material

Objectives of Periods and Phases of Seasonal Sport Programs


Period	Phase	Objectives and Priorities	Training Methods
Preparation	General Preparation Phase Recommended length: 6 to 8 weeks, or more	<input type="checkbox"/> General development of physical, motor, and mental athletic abilities <input type="checkbox"/> Acquisition of new technical abilities and skills <input type="checkbox"/> Consolidation of already acquired technical and tactical abilities <input type="checkbox"/> Progressive increase in the quantity of work done during practices <input type="checkbox"/> Improvement of athletes' weak points <input type="checkbox"/> Development of interpersonal bonds within the group <input type="checkbox"/> Establishment of general objectives related to athletic development	<input type="checkbox"/> Large proportion of general activities and exercises; small proportion of specific and competition activities and exercises <input type="checkbox"/> Training and practice conditions fairly stable and predictable, or controlled by the coach <input type="checkbox"/> Average intensity lower than that of later phases
	Specific Preparation Phase Recommended length: 3 to 5 weeks, or more	<input type="checkbox"/> Progressive development of physical conditioning adapted to the sport <input type="checkbox"/> Specific development of the primary physical, motor, and mental athletic abilities required in the sport <input type="checkbox"/> Improvement of athletes' weak points <input type="checkbox"/> Consolidation of already acquired technical and tactical abilities <input type="checkbox"/> Acquisition of new tactical abilities and knowledge <input type="checkbox"/> Progressive increase in the quantity of work done during practices <input type="checkbox"/> Progressive increase in activity intensity, approaching competition-level intensity toward the end of this phase	<input type="checkbox"/> Greater proportion of specific or competition exercises, decrease in the proportion of general activities and exercises <input type="checkbox"/> More specific and less predictable training and practice conditions; conditions controlled by the coach more frequent than random conditions
	Pre-Competition Phase Recommended length: 2 to 3 weeks, or more	<input type="checkbox"/> Preparation of athletes for future competitions <input type="checkbox"/> Maintenance of physical, motor, and mental athletic abilities of low or moderate importance in the sport <input type="checkbox"/> Specific development of the primary physical, motor, and mental athletic abilities required in the sport <input type="checkbox"/> Consolidation of already acquired technical and tactical abilities <input type="checkbox"/> Increase in activity intensity, to be at competition-level intensity toward the end of the phase <input type="checkbox"/> Stabilization of the quantity of work done during practices <input type="checkbox"/> Identification of more specific performance objectives <input type="checkbox"/> Stress management and emotional control when outcome is important <input type="checkbox"/> Cooperation within the group <input type="checkbox"/> First selection activities (if applicable)	<input type="checkbox"/> Large proportion of specific or competition exercises, and small proportion of general activities and exercises <input type="checkbox"/> Specific training and practice conditions <input type="checkbox"/> Conditions controlled by the coach more frequent than random conditions <input type="checkbox"/> Participation in a few preparatory and "non-official" competitions

Period	Phase	Objectives and Priorities	Training Methods
Compet- ition	Regular Competition Phase Length: variable	<ul style="list-style-type: none"> <input type="checkbox"/> Validation and confirmation of learning and progress made by athletes during training <input type="checkbox"/> Achievement of performance goals <input type="checkbox"/> Maintenance of the primary physical, motor, and mental athletic abilities required in the sport <input type="checkbox"/> Consolidation of already acquired technical and tactical abilities; maintenance of recently acquired ones <input type="checkbox"/> Stabilization of or decrease in the quantity of work done during practices and maintenance of an intensity similar to that found in competition <input type="checkbox"/> Stress management and emotional control when outcome is important <input type="checkbox"/> Acquisition/implementation of game/combat/race plan <input type="checkbox"/> Cooperation within the group <input type="checkbox"/> Other selection events (if applicable) 	<ul style="list-style-type: none"> <input type="checkbox"/> Very large proportion of specific or competition exercises, and very small proportion of general activities and exercises, unless the latter are required to correct persistent shortcomings <input type="checkbox"/> Specific training and practice conditions similar to those of competition; conditions controlled by the coach less frequent than random conditions <input type="checkbox"/> Practice simulation of situations likely to be encountered in major competitions <input type="checkbox"/> Use of specific competition situations or of less important competitions as difficult practices or as tests in which athletes experiment; include psychological stress during training only when athletes have a high success rate in the execution of technical skills
	Major Competition Phase	<ul style="list-style-type: none"> <input type="checkbox"/> Implementation of game/combat/race plan with the aim of achieving a performance in competition <input type="checkbox"/> Achievement of performance goals when the stakes or competition level are higher <input type="checkbox"/> Stress management and emotional control when outcome is very important <input type="checkbox"/> Recovery from fatigue and stress due to participation in regular and major competitions <input type="checkbox"/> Rather than trying to increase the length of practices, make sure that their frequency is maintained and the intensity remains high <input type="checkbox"/> High success rate when performing actions in training (precision and consistency); high cooperation within the group <input type="checkbox"/> Final selections (if applicable) 	<ul style="list-style-type: none"> <input type="checkbox"/> Very large proportion of specific exercises <input type="checkbox"/> Random conditions more frequent than conditions controlled by the coach <input type="checkbox"/> Exercises and activities intended to refine preparation <input type="checkbox"/> Insertion of frequent breaks in practices so as to avoid fatigue and maintain a high degree of intensity

Period	Phase	Objectives and Priorities	Training Methods
Transition	Length: variable (2 to 8 weeks)	<input type="checkbox"/> Recovery and regeneration <input type="checkbox"/> Healing of injuries sustained during the Competition Period <input type="checkbox"/> Decrease in the length, frequency, and intensity of sport activities	<input type="checkbox"/> Active rest <input type="checkbox"/> Very large proportion of general activities and exercises <input type="checkbox"/> Participation in activities other than organized competitive activities <input type="checkbox"/> Participation in sports with different physical and motor requirements, with or without competition, without stress


Summary Table: Training Methods


Athletic Ability	Training Objective	Number of Weeks Required for Significant Improvement	Training Frequency	Training Time (Minutes)	
				Minimum:	Up to:
Technique	Initiation	1-2; variable	3 or +	30	60
	Acquisition	4-6	3 or +	30	60-90
	Consolidation	3-4	2 or +	20	60-90
	Refinement	Variable; probably several months or more	2-3 or +	??; most likely at least 20-30	60-90
Tactics	Acquisition	4-6	2	20	45
	Consolidation	Variable; 3-4	2	20	45-60
	Decision-making	??; probably several	2	??	??
Aerobic Endurance	Development	6	2-3	20-30	60-75
	Maintenance	<i>Not applicable</i>	1	20-25	60-75
Aerobic Power	Development	6	2-3	20	55-60
	Maintenance	<i>Not applicable</i>	1	12-15	55-60
Speed	Development	4	2-3	15	45-50
	Maintenance	<i>Not applicable</i>	1	10	45-50
Speed-endurance	Development	4	2-3	18-20	45-50
	Maintenance	<i>Not applicable</i>	1		45-50
Maximum Strength	Development	<i>Seeking systematic development of this athletic ability in young athletes is NOT recommended</i>			
	Maintenance				
Strength-endurance	Development	4-5	2	10	30-35
	Maintenance	<i>Not applicable</i>	1	10	30-35
Speed-strength	Development	4-5	2	5	12
	Maintenance	<i>Not applicable</i>	1	5	12
Flexibility	Development	3-5	2-3 or +	12-15	50-55
	Maintenance	<i>Not applicable</i>	1	5-8	50-55
Motor Abilities (agility, balance, coordination)	Development	??; probably several	2-3 or +	??; probably at least 10-15	??; probably 20-45
	Maintenance	<i>Not applicable</i>	??; probably at least one	??; probably at least 10-15	??; probably 20-45


Module	Outcome	Criteria	Training	Evaluation
Yearly Training Plan	Analyze Performance	Perform a thorough analysis of the sport demands at an elite level	 Taekwondo Canada - Performance Planning Webinar <i>Webinar 2: Planning for Taekwondo with LTAD</i> <i>Webinar 5: Sport Profile and Gap Analysis</i> <i>Webinar 9: Creating Objectives</i> <i>Webinar 10: Creating the YTP</i> <i>Webinar 11: Microcycle Planning</i>	Task 1 – Gap Analysis Sport Profile Task 2 – Creating the YTP Task 3 – Meso and Micro cycle planning
	Design a Sport Program	Outline a program structure based on training and competition opportunities		
		Integrate yearly training priorities into own program		
		Identify appropriate measures to promote athlete development		


Outcome: Analyze performance

Criterion: Perform a thorough analysis of the sport demands at the elite level.

Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p><input type="checkbox"/> Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cross-reference analyses of the demands of the sport with the results of performance analyses of the athletes and identify program priorities and needs at Competition – Development <input type="checkbox"/> Use your analyses to contribute to formalizing SPORT knowledge and train other coaches of the Competition – Development context <input type="checkbox"/> Train other coaches on how to use analyses of the demands of the SPORT at the elite level in order to identify initiatives that can be implemented to enhance the quality of the Competition – Development athletes’ preparation for excellence
Above Standard	<p><input type="checkbox"/> Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use analytical data collected to identify short and mid-term priorities for athlete development <input type="checkbox"/> Use analytical data collected to incorporate short and mid-term priorities into yearly program to enhance performance and facilitate continued progression in the sport <input type="checkbox"/> Identify trends at the elite and/or international levels that may impact how athletes of the Competition – Development context train <input type="checkbox"/> Identify the actual social/training/competitive conditions of your athletes and program, and identify discrepancies between those and the demands of SPORT at the elite level
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify critical elements of information or statistics that serve to describe the requirements for international competitions <input type="checkbox"/> Analyse the physiological demands of the sport <input type="checkbox"/> Analyse the motor demands of the sport <input type="checkbox"/> Analyse the mental demands of the sport <input type="checkbox"/> Analyse the technical demands of the sport <input type="checkbox"/> Analyse the tactical and decision-making demands of the sport <input type="checkbox"/> Analyse the training commitments required at the elite level in the sport <input type="checkbox"/> Analyse the conditions that are conducive to the achievement of the highest levels of performance in the sport <input type="checkbox"/> Analyse the actual social/training/competitive conditions of the athletes <input type="checkbox"/> Use analytical data collected to make an analysis of demands of sport at elite level and the context of your own program
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Have no clear point of reference with regard to the physical, technical, tactical, mental, and cognitive demands of SPORT at the elite level <input type="checkbox"/> Do not identify critical normative data pertaining to key performance factors <input type="checkbox"/> Do not identify the number of years that are necessary to develop a competitive athlete at the elite level, and/or the volume and intensity of training that are required at critical stages of athlete development

Outcome: Design a Sport Program	
Criterion: Outline a program structure based on training and competition opportunities	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<input type="checkbox"/> Meet “Above Standard” and: <ul style="list-style-type: none"> <input type="checkbox"/> Identify specific remedial and/or other corrective measures that are necessary to the structure of the program in order to (1) address specific weaknesses identified in individual athletes as a result of evaluations or other performance analyses and (2) ensure adequate progression in a way that is consistent with SPORT’s long-term athlete development framework and/or generic NCCP guidelines and/or Canadian Sport for Life principles <input type="checkbox"/> Yearly program plan is used as a model for other coaches of the Competition – Development context
Above Standard	<input type="checkbox"/> Meet “Standard for Core Certification” and: <ul style="list-style-type: none"> <input type="checkbox"/> Present yearly planning calendar that 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, consistent with SPORT’s long-term athlete development framework and/or generic NCCP guidelines and/or Canadian Sport for Life principles <input type="checkbox"/> Identify relative importance of competition in Yearly Training Plan <input type="checkbox"/> Determine if yearly program should be based on a single or double periodization approach, and identifies Periods/Phases as necessary <ul style="list-style-type: none"> <input type="checkbox"/> If the yearly program should be based on a double periodization approach, Periods/Phases are identified as necessary throughout the program, and are of an appropriate duration <input type="checkbox"/> Factor in the results of evaluation or other performance analysis to identify training and competition needs for the program
NCCP Standard for Core Certification 	On a yearly planning calendar: <ul style="list-style-type: none"> <input type="checkbox"/> Present logistical information <input type="checkbox"/> Identify competition schedule and number of competitions during the program, as well as other key events (training, evaluation, etc.) <input type="checkbox"/> Correctly calculate the length of the season given breaks and other logistics, and the total number of competition days in the Yearly Training Plan <input type="checkbox"/> Identify length of each period of the program (Preparation, Competition, and Transition) and break down each into Phases (GPP; SPP; PCP; CP; Transition) <input type="checkbox"/> Identify number, duration, and frequency of training sessions in each period of the program (Preparation, Competition, Transition).
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Only present basic athlete information and seasonal logistics (practices and competitions) <input type="checkbox"/> Do not present a planning calendar of logistical information

Outcome: Design a Sport Program	
Criterion: Integrate yearly training priorities into own program	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<ul style="list-style-type: none"> <input type="checkbox"/> Meet “Above Standard” and: <ul style="list-style-type: none"> <input type="checkbox"/> Integrate sport-specific components, physical components as well as specific mental strategies into program design (e.g., visualization, goal setting, etc.) <input type="checkbox"/> Factor in critical programming decisions that have to be made to the Yearly Training Plan in order to address/correct specific performance factors, and re-adjusts training priorities and objectives in a way that (1) reflects the anticipated time required to induce the desired training effects and (2) takes into account the anticipated effects of such changes on other performance factors <input type="checkbox"/> The yearly program developed is a model for the Competition – Development context in the sport
Above Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Meet “Standard for Core Certification” and: <ul style="list-style-type: none"> <input type="checkbox"/> Identify adjustments to NCCP or NSO template to better reflect own program situation, while remaining consistent with NCCP or NSO long-term athlete development guidelines, and Canadian Sport for Life principles <input type="checkbox"/> Prioritize key training/factors/components, indicate training and developmental objectives, and provide appropriate sequencing of such factors/components/objectives with each period of the plan
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Use NCCP or NSO sample yearly program template to correctly prioritize athletic abilities to be trained at a given time of the Yearly Training Plan <input type="checkbox"/> Use NCCP or NSO sample yearly program template to identify training objectives (development-maintenance/acquisition-consolidation) for specific athletic abilities at a given time of the Yearly Training Plan <input type="checkbox"/> Identify for a given week in the program: <ul style="list-style-type: none"> ○ The total number of practices and the duration of each practice, and use this information to determine the total training/practice time within the week ○ Whether there is a gap between the “minimum training time required to induce specific training effects” and the “time available for training”, using NCCP and/or NSO guidelines ○ The organization and sequence training priorities on a weekly basis based on timing within Yearly Training Plan
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not use the NCCP or NSO sample yearly program template to correctly prioritize athletic abilities to be trained at a given time of the Yearly Training Plan <input type="checkbox"/> Do not use the NCCP or NSO sample yearly program template to identify training objectives (development-maintenance / acquisition-consolidation) for specific athletic abilities at a given time of the Yearly Training Plan

Outcome: Design a Sport Program	
Criterion: Identify appropriate measures to promote athlete development	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<input type="checkbox"/> Meet “Above Standard” and: <input type="checkbox"/> Identify systemic strategies or measures to offset critical program elements that are prevalent in the sport, and that show major inconsistencies with recommended guidelines on long-term athlete development available through the NCCP or the NSO <input type="checkbox"/> The remedial measures or solutions developed are used as a model for other coaches of the Competition – Development context
Above Standard	<input type="checkbox"/> Meet “Standard for Core Certification” and: <input type="checkbox"/> Determine if trends observed in own program are generalized with the sport <input type="checkbox"/> Propose solutions that describe sound remedial or other corrective measures in order to (1) address specific weaknesses identified in individual athletes as a result of evaluations or other performance analyses and (2) ensure adequate progression in a way that is consistent with SPORT’s long-term athlete development framework and/or generic NCCP guidelines and/or Canadian Sport for Life principles
NCCP Standard for Core Certification 	<input type="checkbox"/> Calculate the ratio of training to competition opportunities within own program <input type="checkbox"/> Compare the ratio of training to competition opportunities within own program to recommended NCCP or NSO norms pertaining to long-term athlete development <input type="checkbox"/> Use data from performance analyses and normative data pertaining to expected performance standards at Competition – Development to identify whether training and competition opportunities of own program are adequate for athlete progression <input type="checkbox"/> Identify major issues negatively impacting athlete progression within own yearly program, and present realistic solutions that (1) are consistent with NCCP / NSO long-term athlete development norms / Canadian Sport for Life principles and (2) are adapted to the needs of Competition-Development athletes
Below Standard	<input type="checkbox"/> Do not calculate training to competition ratios <input type="checkbox"/> Do not present appropriate strategies or solutions to assist in aligning training and competition ratios to NCCP or NSO long-term athlete development norms