



TAEKWONDO CANADA

Competition Observation 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

Taekwondo Competition Observation Checklist

Date			
Coach			CC number:
	<small>Surname</small>	<small>First Name</small>	

	Portfolio Requirements	Check	Date (dd/mm/yyyy)
Tasks	Task 1: Video and self / peer assessment <ul style="list-style-type: none"> Video should include: 5-10 minute – Pre-Fight, Fight Interventions (Show fighter and coach), 5 minute Post fight comments Watch video and complete observation 		
	Task 2: Competition Observation Debrief <ul style="list-style-type: none"> Conduct debrief to identify coaching strengths and areas for improvement Assess coach based on evaluation criteria Identify Action plan for further development and or completion of evaluation standard. 		

Portfolio Marking Checklist

Check	Evidence of Achievement	Comments
Decision Making and Intervention (During Fight)	Observes from optimal position	
	Displays respectful behaviour	
	Uses optimal timing of intervention	
	Gives effective feedback	
	Focuses athlete on opponent	
	Use optimal recovery strategy between rounds	
	Make effective strategic / tactical interventions	
	Optimally manages athletes mental state	
	Optimally adjusts tactics during fight	
	Uses competitive rules appropriately	
	Gathers notational data (or data gathering strategy)	
Use Competition for future development (Post-Comp)	Assesses effectiveness of competitive plan	
	Debrief athletes and provides feedback	
	Analyzes fight to impact future performance	
	Adjust / creates goals based on fight assessment	
	Facilitate athlete in choosing tactics for future fights	
	Provides optimal recovery between fights	
	Use technology to enhance analysis	
	Critically reflect on athlete preparation	
	Engage specialists post competition	
	Enable greater athlete ownership over competition	

Check	Evidence of Achievement	Comments
Pre-competition Readiness	Monitors nutrition and hydration	
	Enable optimal warm-up	
	Readies athlete for inspection	
	Sets goals and objectives	
	Assess mental state and maximize readiness	
	Develop game plan	
	Game plan consistent with rules	
	Manages own anxiety / stress	
	Individualizes and adjusts pre-competition readiness	
	Prepares monitoring strategy	
	Works effectively with others	
	Considers environmental influences	
	Develops and implements contingency plans	
Utilizes specialist effectively		
Rank (NI, MS, ES)		
Criteria		
	Make decisions and interventions that promote sport-specific performance during competition	
	Implement pre-competition mental training procedures that promote readiness for performance	
	Use the competitive experience in a meaningful manner to further athletes' development after competition	
	Implement procedures that promote readiness for performance pre-competition	
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.

Task 1: Video and Self Peer Assessment

- Video should include: 5-10 minute – Pre-Fight, Fight Interventions (Show fighter and coach), 5-minute Post fight comments
- Watch video and complete observation checklist.

Coach Competition Assessment Template

Date								
Coach				CC number:				
		Surname		First Name				
Type	Criteria	Never	Seldom	Sometimes	Fairly Often	Usually	Always	
Precompetitive Readiness	Monitors nutrition and hydration							
	Enable optimal warm-up							
	Readies athlete for inspection							
	Sets goals and objectives							
	Assess mental state and maximize readiness							
	Develop game plan							
	Game plan consistent with rules							
	Manages own anxiety / stress							
	Individualizes and adjusts pre-competition readiness							
	Prepares monitoring strategy							
	Works effectively with others							
	Considers environmental influences							
	Develops and implements contingency plans							
	Utilizes specialist effectively							
Fight Interventions	Observes from optimal position							
	Displays respectful behaviour							
	Uses optimal timing of intervention							
	Gives effective feedback							
	Focuses athlete on opponent							
	Use optimal recovery strategy between rounds							
	Make effective strategic / tactical interventions							
	Optimally manages athletes mental state							
	Optimally adjusts tactics during fight							
	Uses competitive rules appropriately							
	Gathers notational data (or data gathering strategy)							
Post Competition Interventions	Assesses effectiveness of competitive plan							
	Debrief athletes and provides feedback							
	Analyzes fight to impact future performance							
	Adjust / creates goals based on fight assessment							
	Facilitate athlete in choosing tactics for future fights							
	Provides optimal recovery between fights							
	Use technology to enhance analysis							
	Critically reflect on athlete preparation							
	Engage specialists post competition							
Enable greater athlete ownership over competition								
Evaluator								
Signed		Date						
Evaluator	Surname		First Name					

Task 2: Practice Observation Debrief

- Conduct debrief to identify coaching strengths and areas for improvement
- Assess coach based on evaluation criteria
- Identify Action plan for further development and or completion of evaluation standard.

Conducting the debrief

It is important that the Evaluator be thoroughly prepared for the debrief session and have a good understanding of the criteria that has been evaluated. It is important that the debrief focuses on the criteria and utilize the specific evidences to assist in justifying the attainment of the criterion. By doing this, the Evaluator minimizes the risk criticizing the person, but rather, identifying or clarifying specific behaviours that could improve the coaching environment. In order to maintain the effectiveness of the debrief the following elements are recommended.

Opening: The opening stage of the debriefing provides an opportunity to continue data collection about the coach. Opening remarks should use a language that invites the candidate to reflect, to self-assess, and to present more information about his or her knowledge or experience. This type of communication should try to put the candidate at ease and allow him or her to express feelings and frustrations that may have occurred in the certification process. By doing this, Evaluator validates the coach's feelings and thoughts and creates opportunities to build greater trust and confidence in the certification process. Offering opinions too early in the debrief will tend to stifle coach expression. Rather the Evaluator should use guiding questions that enable the candidate to reflect on his or her experiences. Finally, it is important that the evaluator uses active listening skills. While it may be tempting to review various evaluation tools during the debrief, the Evaluator should be focused on the candidate and his or her responses to various questions. This communication skill can be developed and all Evaluators should hone this trait.

Facilitation: The facilitation phase assists in leading the coach in guided discovery to probe areas for further evidence. To this end, the Evaluator should use the evidences to justify the attainment of a criterion and to form specific questions or to generate scenarios. This will enable the Evaluator to gather more information, and clarify concerns about elements that may have been missed in the evaluation (portfolio or formal observation). For example, if a safety issue did not present itself in the evaluation, the Evaluator may ask the coach what he or she would have done if a safety-related scenario had occurred.

Closing: The closing phase of the debriefing allows the Evaluator to summarize key points and provide feedback. The Evaluator may provide comments on specific evidence or provide suggestions for improvement. Remember that any opinion should focus on the instructional behaviours rather than personal qualities of coach. The Evaluator should consider what the coach could do in order to become better based on the criteria and evidences. In the cases where the candidate is clearly below the standard, the Evaluator may ask if they understood the expectations of the evaluation as this may identify areas to consider in the action plan.

The debrief template below can be used to summarize the debrief. Any notes or comments that arise during the debrief should be sent to the coach to assist in supporting their portfolio.

Action Planning

The action planning segment should aid the coach in establishing her or his short-term and long-term goals as well as the sequence of activities to accomplish these. The action plan may become part of the overall dossier for the coach and can be a good source of data for future deliberations about the coach, talent identification, succession planning within the sport, and so on.

The timing of the action plan must be considered in relation to the debrief and the overall outcome of the certification process. In most instances the action plan may occur in conjunction with the debrief, allowing greater feasibility in completing the process. In some situations (review of portfolio) the debrief may occur over the phone and an action plan could be generated during a follow-up with the coach via email or other means. If a candidate clearly does not meet the standard, it may be difficult to discuss action planning immediately following the debrief, and in these circumstances a follow-up conversation may be warranted at a later date.

Regardless of the result of the evaluation, the action plan should ultimately come from the coach and the Evaluator should merely facilitate the coach in exploring possible options. The three main areas that an Evaluator should consider in action planning are as follows.

Needs Improvement – For outcomes or criteria that were below standard, the Evaluator must indicate what the coach needs to improve. Here, the Evaluator should identify what the coach needs to do to complete a successful evaluation of particular outcome or criteria. An evaluator may use specific evidence to help identify areas for improvement, and depending on sport policies this may involve a re-submission or a re-observation.

Meets Expectations – In this section, the Evaluator notes outcomes for which the coach has met the standards. The Evaluator should identify to the coach what needs to happen to obtain credit towards certification (e.g., identifying appropriate professional development opportunities, mentorship, etc.). Once again this will depend on the policies, expectations and horizontal development opportunities that are available in the sport.

Exceeds Expectations – For outcomes where the coach has performed exceptionally well, the Evaluator should identify opportunities to move to a more expert level. This may involve further evaluation or training and depends on the sport's coach development structure.

Competition-Development Debriefing Template

Date			
Instructor Information			
Name			CC number:
	Surname	First	

Steps in Process

1. Opening: Asking key questions

Examples:

- What did you think went well and why?
- What might you have done better and how you would change it?
- Did you consider other ways to do that?

2. Facilitation: Leading the instructor in guided discovery to probe areas for further evidence

Examples:

- If [safety situation] occurred, explain what you could have done?
- I noticed that you did _____. Why did you do that, or what might you have done differently?

3. Closing: Summarizing key points and providing feedback

Examples:

- Overall I thought that you did _____ well. You may want to consider trying _____ in the future.
- I observed that [a specific scenario] occurred and thought that you should be aware of its impact during the practice.

Debriefing (Reflections and Comments)


Competition Development Action Plan Template


Date			
Coach Information			
Name			CC number:
	Surname	First	


Action Planning (Next Steps)	NEEDS IMPROVEMENT
	MEETS EXPECTATIONS
	EXCEEDS EXPECTATIONS


Evaluator			
Signed		Date	
Coach			
Signed		Date	
Evaluator			
	Surname	First	
Phone	()	()	()
	Home	Business	Fax
E-mail			

Performance Coach Context: Outcomes, Criteria for Training and Evaluation

Module	Outcome	Criteria	Training	Evaluation
Competition Observation	Support the Competitive Experience	Make decisions and interventions that promote sport-specific performance during competition	 Taekwondo Canada - Supporting Athletes in Training (1 Day) After National Championships. One Day Assessment of video of coach at Nationals with Debrief	Depending on the location and timing training camp, this observation could be done at a National Event. Task 1: Observation of Coach with fighter over a series of fights Task 2: Debrief
		Use the competitive experience in a meaningful manner to further athletes' development after competition		
		Implement procedures that promote readiness for performance pre-competition		

Outcome: Support the Competitive Experience	
Criterion: Make decisions and interventions that promote sport-specific performance during competition	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<ul style="list-style-type: none"> <input type="checkbox"/> Meet “Above Standard” and: <input type="checkbox"/> Assists athletes to reflect between fights: During or between competitive events, help athletes to reflect critically by prompting them to choose successful strategies for subsequent performances <input type="checkbox"/> Rationalizes interventions: Provide a rationale for decisions and/or interventions made during the competition that impacted athlete or team performance
Above Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Meet “Standard for Core Certification” and: <input type="checkbox"/> Facilitate athlete to identify solutions: Engage athletes to assist in identifying solutions that will enhance athlete or team performance where and when appropriate <input type="checkbox"/> Gathers notational data: Use or develop tools to gather notational data during the competition (paper/video/computer software, etc.)
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Observes from optimal position: Observe athletes from the most optimal vantage point based on SPORT rules and/or competitive objective/goals <input type="checkbox"/> Displays respectful behaviour: Behave in a controlled manner and show respect towards officials, opponents, and own athletes <input type="checkbox"/> Intervenes effectively during competition: Make use of the opportunities to interact directly with athletes during competition (time outs; breaks; interventions between matches, etc.) where appropriate as defined by competitive rules for the sport <input type="checkbox"/> Gives effective feedback: Provide athletes with sport-specific information that identifies what and how to achieve greater performance by focusing on solutions and potential actions <input type="checkbox"/> Focuses athlete on opponent: Ensure that athletes or team are focused on the task, not the result or scoreboard <input type="checkbox"/> Use optimal recovery strategies between fights: Provide athletes with recovery and fatigue management modalities during the competition, where appropriate for sport <input type="checkbox"/> Analyzes key performance factors: Identify strategies to analyze key performance factors during the competition to assist in correctly identifying potential causes of error, and/or areas for improvement <input type="checkbox"/> Make effective strategic interventions: Make interventions that provide strategic information (event specific), manage athletes (substitutions, replacements), make adjustments for equipment (fine tuning, etc.), or implement mental strategies (arousal control / re-focusing strategies) <input type="checkbox"/> Uses optimal timing of intervention: Assess the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the sport <input type="checkbox"/> Optimally manages athletes mental state: Assist and/or facilitate athletes in managing mental state during competition that positively impacts athlete or team performance <input type="checkbox"/> Optimally adjusts tactics during fight: Make adjustments to tactics and strategies as necessary in response to how the competition unfolds or to significant events during the competition (e.g., injury) <input type="checkbox"/> Uses competitive rules appropriately: Correctly interpret competitive rules and make necessary adjustments that positively impact athlete or team performance
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Criticize athletes’ performance during the competition and/or between competitive events <input type="checkbox"/> Act distracted during the competition and do not focus on key element in the athlete or team performance <input type="checkbox"/> Do not observe athletes performance during the competition

Outcome: Support the Competitive Experience	
Criterion: Use the competitive experience in a meaningful manner to further athletes' development after competition	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<ul style="list-style-type: none"> <input type="checkbox"/> Meet "Above Standard" and: <input type="checkbox"/> Enable greater athlete ownership: Plan and implement strategies to assist athletes to take greater ownership over the analysis of competition results and/or performance. Work with athletes to identify possible adjustments to future training or practice goal and/or objectives <input type="checkbox"/> Engage specialists post competition: Consult sport-specific specialists to ensure implementation of appropriate recovery or regenerative strategies to assist athletes return from injury where appropriate Work with other coaches and/or sport-specific specialists in the analysis of the competition to report on and implement strategies to improve subsequent practices
Above Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Meet "Standard for Core Certification" and: <input type="checkbox"/> Critically reflect on athlete preparation: Critically reflect on the effectiveness of training and preparation for competition, based on athletes' behaviour and performance in the competition. Critically reflect on training orientations and priorities in the Yearly Training Plan and determine if adjustments are warranted based on athletes' results and/or behaviour in competition. Critically reflect on the relevance and timing of interventions (or decisions to not intervene) and coaching decisions made during the competition, and identify which ones may be repeated and/or modified in the next competition situation <input type="checkbox"/> Intervene post competition: Implement confidence and skill building interventions after the competition <input type="checkbox"/> Implement recovery plan: Identify and coordinate a recovery plan that can be accessed by athletes <input type="checkbox"/> Use technology to enhance analysis: Use appropriate technology to analyze competition against key strategic or tactical outcomes and performance factors
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Assesses effectiveness of competitive plan: Assess competitive plan after the competition and identify what aspects of the plan were successful and a rationale for what could be improved <input type="checkbox"/> Debrief athletes and provides feedback: Debrief performance with athletes, and provide constructive feedback that identifies what and how to develop greater performance <input type="checkbox"/> Analyzes fight to impact future performance: Use analysis taken during the competition to review, interpret, and modify individual and/or team goals <input type="checkbox"/> Adjust / creates goals based on fight assessment: Use post-competition assessment to identify goals or objectives of future practices or competitions, where appropriate <input type="checkbox"/> Facilitate athlete in choosing subsequent tactics: Assist athlete to reflect upon, and choose successful tactics/strategies for subsequent competitive performances <input type="checkbox"/> Provides optimal recovery strategies between fights: Implement recovery and regeneration strategies to maintain optimal performance for the next training session or competition
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Provide athlete with an analysis of the competition, but do not debrief or ask the athletes for input on analysis <input type="checkbox"/> Identify some key areas for improvement, but do not provide a plan for implementing improvements in subsequent practices <input type="checkbox"/> Reflect on preparation for the competition and interventions used during competition, but do not identify areas for improvement <input type="checkbox"/> Ignore athlete(s) after the competition, or berate athlete(s) performance <input type="checkbox"/> Do not identify how to factor the athlete/team performance during competition into subsequent practice <input type="checkbox"/> Do not implement appropriate recovery or regenerative strategies after the competition

Outcome: Support the Competitive Experience	
Criterion: Implement procedures that promote readiness for performance pre-competition	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<ul style="list-style-type: none"> <input type="checkbox"/> Meet “Above Standard” and: <input type="checkbox"/> Develops contingency plans: Present or develop contingency plans to deal with unforeseen or ambiguous factors that may affect the competition <ul style="list-style-type: none"> ○ Contingency plans reduce or minimize distractions for athletes or provide alternatives to ensure optimal athlete performance <input type="checkbox"/> Utilizes specialist effectively: Work with experts in specific areas to enhance pre-competitive procedures. Facilitate and/or monitor other coaches, support staff, and/or key stakeholders to implement prescribed pre-competitive roles and responsibilities
Above Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Meet “Standard for Core Certification” and: <input type="checkbox"/> Individualize Pre-competition readiness: Develop highly individualized pre-competitive procedures that reflect past experiences and prepare for the demands of higher competitive levels <input type="checkbox"/> Adjusts pre-competitive preparation: Adjust athlete or team preparation based on changes in the competitive environment or other extraneous factors (e.g., athlete injury) <input type="checkbox"/> Prepares monitoring strategy: Present a strategy to monitor competition goals or gather evidence of athlete performance <input type="checkbox"/> Works effectively with others: Work with other coaches, support staff and/or other key stakeholders to ensure roles and responsibilities are outlined prior to the competition <input type="checkbox"/> Considers environmental influences: Monitor athletes for acclimatization to environmental factors and make adjustments to enhance performance
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors nutrition and hydration: Monitor and provide guidance for nutritional and hydration strategies that will assist athlete’s physical performance in competition <input type="checkbox"/> Enable optimal warm-up: Ensure athletes perform appropriate SPORT physical warm-up <input type="checkbox"/> Readies athlete for inspection: Oversee final adjustments in equipment (fine tuning, etc.) in order to maximize athlete performance <input type="checkbox"/> Sets goals and objectives: Work with athlete(s) and/or team to identify appropriate performance and process goals and objectives <input type="checkbox"/> Assess mental state: Assess the individual mental state of athletes relative to the demands of the competition <input type="checkbox"/> Maximize mental readiness: Implement pre-competitive procedures and measures that assist athletes/team to achieve an adequate mental state for performance by managing the following appropriately: focus, distractions, negative anxiety, or social factors (e.g., team cohesion, athlete interaction) <input type="checkbox"/> Develop game plan: Develop a game or competition plan that outlines an appropriate level of strategies or tactics for achieving desired performance during competition. Identify tactics and strategies that are consistent with athletes’ stage of development and yearly objectives, and reflect an analysis of both athletes coached and opponents. Explain tactics and strategies in a way that is clear for the athletes and check for understanding <input type="checkbox"/> Game plan consistent with rules: Identify tactics and strategies that are consistent with the rules of competition and principles of fair play <input type="checkbox"/> Manages own anxiety / stress: Manage own anxiety/stress level in an effective way, in order not to become a source of distraction for the athletes
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not be prepared and have difficulty organizing athletes for competition <input type="checkbox"/> Athletes are unaware of competition schedule or plan <input type="checkbox"/> Rush pre-competition preparation and do not make equipment readily available