

Competition Observation Portfolio

613-695-5425 | info@taekwondo-canada.com | taekwondo-canada.com

House of Sport, 2451 Riverside Drive, Ottawa, Ontario, K1H 7X7

Competition-Development



**Revision History**

|  |  |  |
| --- | --- | --- |
| Revision | Date | Comments |
| Module Created | 2014 |  |
| Module Updated with Committee Post Pilot | June 2014 |  |
|  |  |  |

****

The programs of this organization are funded in part by Sport Canada.

cdnheritage

Printed in Canada

© This document is copyrighted by the Coaching Association of Canada and Taekwondo Canada (2014) and its licensors. All rights reserved.

Acknowledgments

The Taekwondo Canada would like to acknowledge the following people for their contribution in the development of this document.

David Hill (Consultant)

Ken Anstruther

Jamie Dossantos

Tino Dossantos

GM Young Choung

Dominique Bosshart

Table of Contents

[Performance Coach 5](#_Toc50125569)

[Taekwondo Competition Observation Checklist 5](#_Toc50125570)

[Portfolio Marking Checklist 5](#_Toc50125571)

[Task 1: Video and Self Peer Assessment 8](#_Toc50125572)

[Coach Competition Assessment Template 9](#_Toc50125573)

[Task 2: Practice Observation Debrief 10](#_Toc50125574)

[Conducting the debrief 10](#_Toc50125575)

[Opening 10](#_Toc50125576)

[Facilitation 10](#_Toc50125577)

[Closing 10](#_Toc50125578)

[Action Planning 11](#_Toc50125579)

[Needs Improvement 11](#_Toc50125580)

[Meets Expectations 11](#_Toc50125581)

[Exceeds Expectations 11](#_Toc50125582)

[Competition-Development Debriefing Template 12](#_Toc50125583)

[Competition Development Action Plan Template 13](#_Toc50125584)

[Performance Coach Context: Outcomes, Criteria for Training and Evaluation 14](#_Toc50125585)

# Performance Coach

## Taekwondo Competition Observation Checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** |  | | | |
| **Coach** |  |  | **CC number:** |  |
| Surname | First Name |  | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Portfolio Requirements** | **Check** | **Date (dd/mm/yyyy)** |
| **Tasks** | 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 |  |  |
| Task 2: Competition 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. |  |  |

## 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 |  | |

|  |  |
| --- | --- |
| Debriefing (Reflections and Comments) | 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. |

# 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 | Description: logo.JPG**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** | * **Meet “Above Standard” and:** * **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 * **Rationalizes interventions**: Provide a rationale for decisions and/or interventions made during the competition that impacted athlete or team performance |
| **Above Standard** | * **Meet “Standard for Core Certification” and:** * **Facilitate athlete to identify solutions**: Engage athletes to assist in identifying solutions that will enhance athlete or team performance where and when appropriate * **Gathers notational data**: Use or develop tools to gather notational data during the competition (paper/video/computer software, etc.) |
| **NCCP Standard for Core Certification**  **nccplogoblacksmall** | * **Observes from optimal position**: Observe athletes from the most optimal vantage point based on SPORT rules and/or competitive objective/goals * **Displays respectful behaviour**: Behave in a controlled manner and show respect towards officials, opponents, and own athletes * **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 * **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 * **Focuses athlete on opponent:** Ensure that athletes or team are focused on the task, not the result or scoreboard * **Use optimal recovery strategies between fights**: Provide athletes with recovery and fatigue management modalities during the competition, where appropriate for sport * **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 * **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) * **Uses optimal timing of intervention**: Assess the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the sport * **Optimally manages athletes mental state**: Assist and/or facilitate athletes in managing mental state during competition that positively impacts athlete or team performance * **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) * **Uses competitive rules appropriately**: Correctly interpret competitive rules and make necessary adjustments that positively impact athlete or team performance |
| **Below Standard** | * Criticize athletes’ performance during the competition and/or between competitive events * Act distracted during the competition and do not focus on key element in the athlete or team performance * 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** | * **Meet “Above Standard” and:** * **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 * **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** | * **Meet “Standard for Core Certification” and:** * **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 * **Intervene post competition**: Implement confidence and skill building interventions after the competition * **Implement recovery plan**: Identify and coordinate a recovery plan that can be accessed by athletes * **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**  **nccplogoblacksmall** | * **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 * **Debrief athletes and provides feedback**: Debrief performance with athletes, and provide constructive feedback that identifies what and how to develop greater performance * **Analyzes fight to impact future performance**: Use analysis taken during the competition to review, interpret, and modify individual and/or team goals * **Adjust / creates goals based on fight assessment**: Use post-competition assessment to identify goals or objectives of future practices or competitions, where appropriate * **Facilitate athlete in choosing subsequent tactics**: Assist athlete to reflect upon, and choose successful tactics/strategies for subsequent competitive performances * **Provides optimal recovery strategies between fights**: Implement recovery and regeneration strategies to maintain optimal performance for the next training session or competition |
| **Below Standard** | * Provide athlete with an analysis of the competition, but do not debrief or ask the athletes for input on analysis * Identify some key areas for improvement, but do not provide a plan for implementing improvements in subsequent practices * Reflect on preparation for the competition and interventions used during competition, but do not identify areas for improvement * Ignore athlete(s) after the competition, or berate athlete(s) performance * Do not identify how to factor the athlete/team performance during competition into subsequent practice * 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** | * **Meet “Above Standard” and:** * **Develops contingency plans:** Present or develop contingency plans to deal with unforeseen or ambiguous factors that may affect the competition   + Contingency plans reduce or minimize distractions for athletes or provide alternatives to ensure optimal athlete performance * **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** | * **Meet “Standard for Core Certification” and:** * **Individualize Pre-competition readiness**: Develop highly individualized pre-competitive procedures that reflect past experiences and prepare for the demands of higher competitive levels * **Adjusts pre-competitive preparation**: Adjust athlete or team preparation based on changes in the competitive environment or other extraneous factors (e.g., athlete injury) * **Prepares monitoring strategy**: Present a strategy to monitor competition goals or gather evidence of athlete performance * **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 * **Considers environmental influences**: Monitor athletes for acclimatization to environmental factors and make adjustments to enhance performance |
| **NCCP Standard for Core Certification**  **nccplogoblacksmall** | * **Monitors nutrition and hydration:** Monitor and provide guidance for nutritional and hydration strategies that will assist athlete’s physical performance in competition * **Enable optimal warm-up**: Ensure athletes perform appropriate SPORT physical warm-up * **Readies athlete for inspection**: Oversee final adjustments in equipment (fine tuning, etc.) in order to maximize athlete performance * **Sets goals and objectives**: Work with athlete(s) and/or team to identify appropriate performance and process goals and objectives * **Assess mental state:** Assess the individual mental state of athletes relative to the demands of the competition * **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) * **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 * **Game plan consistent with rules**: Identify tactics and strategies that are consistent with the rules of competition and principles of fair play * **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** | * Do not be prepared and have difficulty organizing athletes for competition * Athletes are unaware of competition schedule or plan * Rush pre-competition preparation and do not make equipment readily available |