

Fitness Challenge Portfolio

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Competition-Development



**Revision History**

|  |  |  |
| --- | --- | --- |
| Revision | Date | Comments |
| Module Created | 2014 |  |
| Module Updated with Committee Post Pilot | June 2014 |  |
| Spelling and Grammar Checking Only | January 2018 |  |

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

cdnheritage

Printed in Canada

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Acknowledgments

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

David Hill (Consultant)

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# Performance Coach – Taekwondo Fitness Challenge Checklist

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

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| --- | --- | --- | --- |
|  | **Portfolio Requirements** | **Check** | **Date (dd/mm/yyyy)** |
| **Tasks** | Task 1 – Baseline Fitness Testing   * Collect baseline data * Select at least 3 standardized fitness tests (non-sport specific) that are relevant to taekwondo (e.g. Agility T-Test, Vertical Jump, Modified sit and reach, standing triple jump) * Implement testing procedures with athlete(s) * Record results |  |  |
| Task 2 – Training Plan   * Design a practice plan (within a micro or meso cycle) that integrates the training/development of an athletic ability into the practice * Plan should include specific stimulus to create desired training effect (training/development of a specific athletic ability) |  |  |
| Task 3 – Training Video   * Implement designed practice and video 10-15 min segment where athletic ability is trained * Video should be continuous with audio to hear coaching interventions |  |  |
| Task 4 – Debrief / Report   * Review training video to determine the effectiveness of the practice * Reflect on the resulting training effect, document observations and build them into the micro or meso cycle. * Identify Strengths and areas for improvement in coaching * Re-test athlete after training block(s) [4-6 weeks] * Interpret testing result in light of baseline test and identify why results changed, remained the same or decreased. * Document and include future testing in YTP. |  |  |

# Portfolio Marking Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| ***Check*** | | ***Evidence of Achievement*** | ***Comments*** |
| **Fitness Assessment** |  | **Applies Relevant Testing Methods** |  |
|  | **Tests appropriate for physical abilities** |
|  | **Test protocol accurately implemented** |
|  | **Interpretation of results (Gap Analysis)** |
|  | **Maintain testing records and reporting** |
|  | **Plan Testing in YTP** |
|  | **Make strategic decision based on testing** |
|  | **Use testing to assess training stimulus** |
| **Implement training for Athletic Abilities** |  | **Demonstrate training of physical ability** |  |
|  | **Adapt training to athlete stage of LTAD** |
|  | **Training session prioritized based on YTP (Yearly Training Plan)** |
|  | **Create optimal stimulus to meet objective** |
|  | **Use monitoring strategy throughout session** |
|  | **Sequence abilities within practice** |
|  | **Individualize training within session** |
|  | **Modulate volume and intensity (Load)** |
|  | **Use innovative training methods** |
|  | **Mentor other coaches** |
| **Adjusts training stimulus** |  | **Modify training to maximize resources** |  |
|  | **Adapt activities to ensure challenge** |
|  | **Adjust work to rest ratios** |
|  | **Use effective corrections** |
|  | **Manage training volume and intensity** |
|  | **Reflect and rationalize coaching decisions** |
|  | **Individualize training demands** |
|  | **Integrate mental training factors** |
|  | **Adjust progressions** |
|  | **Use and manage assistant coaches / staff** |
| **Sequences Training** |  | **Present meso or micro cycle for each phase** |  |
|  | **Sequences abilities to maximize stimulus** |  |
|  | **Identifies training objectives** |  |
|  | **Sequenced for optimal recovery** |  |
|  | **Indicates Training volume / commitment** |  |
|  | **Identifies optimal training intensity** |  |
|  | **Tracks actual training volumes** |  |
|  | **Identifies monitoring strategies** |  |
|  | **Adjustments for fatigue / injury** |  |
|  | **Use as model for other coaches** |  |

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| Rank  ***(NI, MS, ES)*** | ***Criteria*** | | |
|  | Evaluate if the athlete`s sport-specific fitness level is adequate for performance and for continued progression in sport (Taekwondo) | | |
|  | Make adjustments to practice based on athlete`s responses to training task | | |
|  | Implement protocols and methods that contribute to the development of athlete abilities relevant to sport | | |
|  | Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations | | |
| Evaluator | | | |
|  | | |  |
| Signed | | | Date |
| Evaluator | |  |  |
| Surname | First Name |

*Evaluators MUST NOT recommend any coach as a Certified coach 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 action 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 – Baseline Fitness Testing

* Collect baseline data (age, height, weight etc.) specific to the competition development level athlete.
* Select at least 3 standardized fitness tests (non-sport specific) that are relevant to taekwondo (e.g. Agility T-Test, Vertical Jump, modified sit and reach, standing triple jump). This is to evaluate athletes sport specific fitness in the relevant athletic abilities for the sport.
* Implement testing procedures with athlete(s).
* Record results.

# Task 2 – Training Plan

* Design a practice plan that integrates the training/development of an athletic ability into the practice.
* Consider the importance of sequencing in the optimal order to maximise the training effect.
* Plan should include specific stimulus to create desired training effect (training/development of a specific athletic ability).

# Task 3 – Training Video

* 10-15 minute video segment where the athletic ability is implemented and trained as outlined in the practice plan.
* Video should be continuous with **audio** to hear coaching interventions.
* Importance is in linking the training of an athletic ability to the specific needs of the athlete (based on testing and GAP analysis), to the practice plan, and the overall training plan (YTP, micro, meso cycle).

# Task 4 – Debrief / Report

* Review training video to determine the effectiveness of the practice.
* Reflect on the resulting training effect, document observations and build them into the micro or meso cycle.
* Identify Strengths and areas for improvement in coaching.
* Re-test athlete after training block(s) [4-6 weeks].
* Interpret testing result in light of baseline test and identify why results changed, remained the same or decreased.
* Document and include future testing in YTP.

# Reference Material

## Exercise Sequence within a Practice — General Considerations

* Each practice focuses on the goals specific to the period in which it takes place.
* The sequence of activities in a practice addresses the need to:
* Optimize technical or tactical learning
* Optimize physical and psychological development
* Activities in a practice must therefore be sequenced as follows:

1. Activities pertaining to technical skills, co-ordination, and balance
2. Activities pertaining to speed
3. Activities pertaining to muscle development
4. Activities pertaining to endurance and flexibility

* Activities relating to tactical and strategic learning must be performed when the athlete is well-rested and able to concentrate properly. That’s why they’re often done at the start of a practice. By contrast, activities designed to consolidate tactics and strategies already acquired are best performed at the end of the practice so that athletes can develop endurance.
* Activities that call on psychological abilities such as concentration, emotional control, and exercise tolerance can be performed at different times during the practice, depending on the rest they require.
* There is very little scientific information on the optimal sequencing of training loads within a microcycle or training day. The following sequencing should therefore be considered as a guideline based on current best practices:
* **Technical** training — acquiring or refining motor skills — should always occur before other forms of training, when the neuromuscular system is not tired. This means the beginning of the practice, after the warm-up.
* **Pure speed** training should occur before the development of other athletic abilities.
* **Anaerobic alactic** training should occur before lactic or aerobic training.
* **Anaerobic lactic** training should occur before aerobic training.
* **Higher intensity aerobic** training should occur before endurance training.
* **Specific-speed aerobic endurance** should take precedence over slow continuous training.
* A break of at least 36 hours should occur between practices causing a significant depletion of muscle glycogen; this allows recovery to occur.
* In general, the development of motor abilities should occur before the development of physical abilities during a practice.
* When different physiological systems are trained, athletic abilities related to these systems, such as power and capacity, should be trained in the following order:

1. Alactic power
2. Alactic capacity
3. Lactic power
4. Lactic capacity
5. Aerobic power
6. Aerobic capacity (endurance)

* Training the same element more than once in the day is NOT recommended.
* If several practices are planned for successive days, the considerations listed above should also apply. For example:
* On the morning of the first day of a microcycle *following a day of rest*, perform activities aiming to develop speed, technique, or alactic anaerobic system power. The central nervous system is in an optimal state to respond to these types of activities.
* In the afternoon session, aim to develop or maintain another physical ability.

**Important Note:** The preceding information does NOT refer to the order in which to develop athletic abilities within seasonal or annual planning. Rather, it relates to the sequence of activities within one practice or within a series of practices taking place over a few days (week).

**In sum:**

|  |
| --- |
| Early in the Main Part of the Practice… |
| Athletes are not tired, so try to plan for:   * Activities to acquire **new** techniques, skills, or motor patterns * Activities that develop or require co-ordination or balance * Activities that develop or require speed |
| Then Consider… |
| * Activities to develop or require speed-endurance * Activities that develop or require strength * Activities that develop or require strength-endurance |
| Later in the Main Part of the Practice… |
| Athletes may be tired, so try to plan for:   * Activities to consolidate skills already acquired * Activities that develop or require aerobic endurance * Activities to develop flexibility |

## Exercise Sequence for Combative Sports

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|  | First Portion of the Main Part of the Practice | Second Portion of the Main Part of the Practice | Third Portion of the Main Part of the Practice |
| **Purpose** | * Technical and tactical/strategic training | * Refinement of existing abilities | * Load capacity/stress |
| **Goals** | * Learn * Develop * Correct | * Stabilize * Maintain * Refine | * Fatigue resistance * Stress * Speed-endurance |
| **Content/task** | * Whole technical movement OR part/movement OR tactical component | * Basic motor know-how OR tactical/strategic notions | * Technical movements * Tactical components |
| **Design of the training task** | * Series of repetitions for the same training task | * Series of repetitions for the same task OR establishment of a link between movements OR response to a situation | * Establishment of a link between movements OR response to a situation at hand (reading the situation and reacting with the correct motor response) |
| **Key performance expectation** | * Proper execution OR success rate when performing the movement | * No deterioration of motor skills * High rate of success when performing the movement | * Self-control * Willpower * Concentration * Success at different rates of movement |
| **Requirements** | * Concentration plus well-rested central nervous system | | |

## Activity Progression

Depending on the learning required and the desired result, the coach determines:

* The number of activities required
* Their distribution in time
* Their frequency in comparison with other activities

Here is an example of an activity progression over several practices. In this example, a coach chooses eight activities for athletes to do in a specific order over ten practices; *1* refers to the activity the athlete does first, *2* to the activity the athlete does second, and so on through the eight activities.

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| **1** |  |  |  | **2** |  |  |  | **3** |
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|  |  | **4** |  | **5** |  | **7** |  | **8** |
|  |  |  |  | **6** |  |  |  |  |
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The order in which athletes do the activities is based on research about how learning occurs for those types of activities.

## Types of Activities

To optimize their learning, athletes need to train the following four types of activities in the order shown:

* 1st: Motor activities (technical, tactical, individual, group)
* 2nd: Speed activities
* 3rd: Muscular activities
* 4th: Endurance activities

Athletes typically train these four types of activities in their practices. Cognitive and psychological abilities also need to be trained and are covered in other NCCP modules.

Here’s one example of how to distribute motor, speed, muscular, and endurance activities across ten practices to optimize athletes’ learning.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Introduction |  | Introduction |  | Introduction |  | Introduction |  | Introduction |
| Warm-up |  | Warm-up |  | Warm-up |  | Warm-up |  | Warm-up |
| **1** |  | **2** |  | **2** |  | **5** |  | **3** |
| **1** |  | **3** |  | **2** |  | **5** |  | **6** |
| **1** |  | **4** |  | **3** |  | **3** |  | **7** |
| **1** |  | **2** |  | **4** |  | **4** |  | **5** |
| Cool-down |  | Cool-down |  | Cool-down |  | Cool-down |  | Cool-down |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Introduction |  | Introduction |  | Introduction |  | Introduction |  | Introduction |
| Warm-up |  | Warm-up |  | Warm-up |  | Warm-up |  | Warm-up |
| **6** |  | **4** |  | **5** |  | **8** |  | **9** |
| **7** |  | **9** |  | **6** |  | **9** |  | **10** |
| **8** |  | **6** |  | **7** |  | **10** |  | **10** |
| **8** |  | **7** |  | **8** |  | **9** |  | **11** |
| Cool-down |  | Cool-down |  | Cool-down |  | Cool-down |  | Cool-down |

|  |  |  |
| --- | --- | --- |
|  |  | **Motor Activities** |
|  |  |  |
|  |  | **Speed Activities** |
|  |  |  |
|  |  | **Muscular Activities** |
|  |  |  |
|  |  | **Endurance Activities** |

## Correcting a Common Error

Bompa’s Training Factors Pyramid[[1]](#footnote-1)

**Order to follow to correct the errors**

Ps

Tactical

Technical

Physical

* The following example provides steps about correcting a common error in basketball.

Step 1: Describe the coaching context

* Age of athletes: Young women, 17 to 19
* Competition level: Collegiate AA (provincial circuit)
* Years of experience: 5 years on average

Step 2: Choose a common error in your sport that has a significant impact on performance

* The opponent often blocks the athlete’s throws during attack.

Step 3: Ensure that the chosen error affects at least two of the three dimensions of performance (physical, technical, tactical)

* Three dimensions can explain why an error has a major impact on performance:
* **Physical.** The athlete does not have enough relative maximum strength and speed-strength in her lower body, and she does not have enough momentum to throw the ball over the defence player.
* **Technical.** The athlete has poor technique: she holds the ball too low when she initiates her throw (instead of lifting the ball over her shoulders), which allows the defence player to easily block it.
* **Tactical.** The athlete’s tactical decisions are inadequate. For example, she never throws at the right moment, that is, when she can free herself from the defence. This is probably due to a lack of understanding of the defence’s intentions and a lack of anticipation of the defence movements.
* The error can be rooted in all three dimensions. To determine which dimension or dimensions cause the error, you need to observe the athlete in a game situation and pay special attention to why her throws are blocked.

Step 4: Identify the sequence to follow to correct that error

* Using Bompa’s Training Factors Pyramid, first correct the *physical dimension* of the error, i.e., the lack of strength (maximum and speed) in the athlete’s lower body. Develop relative maximum strength first, then speed-strength.
* When the physical dimension is corrected, turn to the *technical dimension* of the throw. Correct the technical elements in a specific order because each part of the movement has an impact on the next parts (biomechanical principles). Here’s the sequence to follow to correct the throw (you can add images to illustrate these points):
* **Starting Position:** Facing the basket; dominant foot pointing toward the basket; shoulders and hips perpendicular to the target; ball positioned in front of the dominant shoulder (the right one if the athlete is right-handed).
* **Executing the Throw:** Fluid movement in the following sequence: extension of ankles, legs, hips, shoulder, elbow, and wrist.
* A list of errors frequently observed while a throw is performed is provided below, along with the exact order in which they must be corrected:
* Inadequate use of leg strength, either because of insufficient flexion or lack of co‑ordination between leg movement and upper body movement
* Dominant arm movement initiating the throw at hip level rather than at shoulder level
* Elbow of the dominant arm not pointing toward the target, which causes the wrist to extend in the wrong direction
* Dominant arm movement not ending in complete extension, decreasing the strength of the throw OR dominant arm extending horizontally instead of vertically, resulting in a bad angle between the ball and the basket
* Wrist does not complete its flexion toward the target or does not flex at all, affecting the precision of the throw
* Correction of the *tactical dimension* comes last.[[2]](#footnote-2) Here’s the sequence to follow to help the athlete make the appropriate decisions:
* Clearly define the decisions your athlete needs to make when she’s in an attack situation with the ball. The decisions must be specific to the sport and situation at hand (make the throw or not); they must also identify the cognitive skills required to perform at a high level.
* Identify and describe the drills or activities that allow the optimal training of the decision options listed above; the chosen activities must reflect the competition situation as accurately as possible.
* Choose the tool or tools that will best contribute to decision-making training during the activities.

Step 5: Use the sequence identified in Step 4 to create a series of activities to correct the error

* **Physical Dimension:** Use an appropriate test to assess your athlete’s lower-body strength. Then suggest a training program that will develop the athlete’s relative maximum strength, followed by her speed-strength. Propose activities that allow simultaneous training of speed-strength and one technical element.
* At this point, make sure the proposed activities reflect the training protocols for the ability you want to train.
* **Technical Dimension:** Develop a series of activities to correct the error identified in Step 4. Establish a timeline for these activities.
* **Tactical Dimension:** Use appropriate training tools[[3]](#footnote-3) for decision-making, and establish a timeline for your activities.

### Performance Coach Context: Outcomes, Criteria for Training and Evaluation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module** | **Outcome** | Criteria | Training | Evaluation |
| **Taekwondo Fitness Challenge** | **Design a sport program** | Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations | Description: MC_NCCPclr_dec05.jpg  **NCCP Competition Development Multi Sport Modules**  Developing Athletic Abilities (1.5 Days)  Webinar 3: Understanding Taekwondo Abilities  Webinar 4: Integrating Taekwondo Specific Abilities in Training  Webinar 5: Sport Profile and Gap Analysis | Task 1 – Baseline Fitness Testing  Task 2 – Training Plan  Task 3 – Training Video  Task 4 – Debrief / Report |
| **Provide support to athletes in training** | Make adjustments to practice based on athlete`s responses to training task |
| Implement protocols and methods that contribute to the development of athlete abilities relevant to sport |
| **Analyze Performance** | Evaluate if the athlete`s sport-specific fitness level is adequate for performance and for continued progression in sport (Taekwondo) –Optional |

| **Outcome: Analyze performance (Task 1)** | |
| --- | --- |
| **Criterion: Evaluate if the athlete’s sport-specific fitness level is adequate for performance and for continued progression in the sport** | |
| **Achievement** | **Evidence: Add Sport-specific Examples** |
| **Highly Effective** | * **Meet “Above Standard” and:** * **Make Strategic decisions based on testing** * Work with other coaches to implement testing procedure and protocols, and mentor other coaches in interpreting the results * Present the evaluation of sport-specific fitness/athletic abilities as a model for other coaches in SPORT * Contribute to the development of new and innovative general and sport-specific evaluation methods, consistent with scientific principles * Cross-reference the progresses made by athletes’ in specific test with quantification analyses of training activities done over time in order to evaluate the effectiveness of own yearly program |
| **Above Standard** | * **Meet “Standard for Core Certification” and:** * **Use Testing to assess training stimulus:** * Make recommendations for talent identification and/or specialization based on sport-specific fitness for athletic abilities identified by SPORT long-term development plan * Use new and innovative evaluation protocols, consistent with current and emerging scientific research data and sport-specific practices at the elite level * Implement a regular monitoring system to evaluate fatigue to prevent overtraining and minimize injuries * Implement a regular monitoring system to track the evolution of specific performance factors/abilities and to measure athlete progress * Correctly identify the amount of time/volume of work that may be necessary to achieve the desired effects while seeking to improve specific athletic abilities * Make short and mid-term adjustments to the athletes’ training program in order to reflect the degree to which athletic abilities are developed, and articulate a sound, evidence-based rationale for doing so |
| **NCCP Standard for Core Certification**  **nccplogoblacksmall** | * **Tests appropriate for physical abilities:** Implement field or lab tests to evaluate athletes’ sport-specific fitness in the relevant athletic abilities for SPORT: aerobic endurance; maximal aerobic power; speed; speed-endurance; flexibility; coordination; balance; agility; maximum strength; strength-endurance; speed-strength * **Interpretation of Results (Gap Analysis):** Interpret the results of field or lab tests by comparing them to (1) normative data that are appropriate to the athletes’ gender, age, and discipline, and (2) previous evaluation results * **Maintain Testing Records:** Maintain records of evaluation results and ensure confidentiality of records according to SPORT privacy policies * **Plan Testing in YTP:** Implement a system to monitor progress of sport-specific fitness over time. Make adjustments to weekly or monthly training schedules based on test results (e.g., modification to short/mid-term training priorities and objectives; selection of appropriate means and methods to improve selected athletic abilities) * **Test protocols accurately implemented:** Demonstrates accurate use of testing protocols so that tests can be repeated reliably in order to set similar testing conditions. * **Apply Relevant Testing Methods:** Implement sport-specific fitness testing to assess physical abilities related to tactics/strategies used in competition |
| **Below Standard** | * Do not correctly interpret field or lab test results to make the type of training recommendations that will effectively contribute to enhancing the performance of athletes in the Competition – Development context * Do not use field or lab tests that can be used to evaluate athletes’ sport-specific fitness in SPORT * Do not interpret or use the results to field or lab tests to make appropriate training recommendations |

| **Outcome: Provide Support to Athletes in Training (Task 2)** | |
| --- | --- |
| **Criterion: Implement protocols and methods that contribute to the development of athletic abilities relevant to the sport** | |
| **Achievement** | **Evidence: Add Sport-specific Examples** |
| **Highly Effective** | * **Meet “Above Standard” and:** * **Use Innovative training methods:** Develop new and innovative general and/or sport-specific training protocols that are consistent with scientific principles * **Mentor other Coaches:** Mentor other coaches to effectively implement training methods and protocols for all relevant athletic abilities |
| **Above Standard** | * **Meet “Standard for Core Certification” and:** * **Individualize Training within session:** Select and implement training protocols and methods to address individual athlete weaknesses * **Modulate volume and intensity (load):** Adapt loading parameters for specific methods to reflect individual variables such as training background, previous injuries, etc. Correctly implement training methods and protocols to develop and/or maintain physical abilities relevant to Taekwondo |
| **NCCP Standard for Core Certification**  **nccplogoblacksmall** | * **Demonstrate training of physical ability**: Implement general and sport-specific training protocols and methods to appropriately develop and/or maintain (each sport should identify the ones that are relevant to sport context and required for certification purposes):   + aerobic endurance; maximal aerobic power; speed; speed-endurance; flexibility; coordination; balance; agility; maximum strength; strength-endurance; speed-strength * **Adapt training to athlete stage of LTAD:** Ensure selected training protocols and methods are adapted to the age and training experience of the athletes * **Training session prioritized based on YTP:** Ensure selected training protocols and methods are adapted to the time of the yearly program * **Use monitoring strategy throughout session:** Ensure the use of monitoring methods is based on an evaluation of performance and where applicable compared with normative data for the sport/discipline/gender/age group * **Create optimal stimulus to meet objective.** Ensure that training stimulus is optimal to meet desired training objective for a prescribed physical ability. * **Sequence activities within practice:** Ensures that all activities are sequenced in an optimal order within the practice to maximize training effects. |
| **Below Standard** | * Implement a limited number of methods that effectively contribute to the development of some athletic abilities relevant to SPORT * Identify and implement training protocols and methods that are adequate given the age of the athletes, but that are not adapted to their training experience * Implement training protocols and methods that are not adequate or sufficiently sport-specific given the time of the yearly program * Do not purposely create conditions whereby athletic abilities relevant to SPORT are trained during practice * Do not implement methods that effectively contribute to the development of athletic abilities relevant to SPORT |

| **Outcome: Provide Support to Athletes in Training (Task 3)** | |
| --- | --- |
| **Criterion: Makes adjustments to the practice based on athletes’ response to the training tasks** | |
| **Achievement** | **Evidence: Add Sport-specific Examples** |
| **Highly Effective** | * **Meet “Above Standard” and:** * **Use and manage assistant coaches and staff:** Work with other coaches to identify and implement adjustments during the practice to enhance achievement of practice goals and objectives * **Adjust progressions**: Adjust progressions to ensure optimal achievement of practice objectives, and provide rational for choice of progression based on observations made during the practice. Create modifications that can be made to activities given specific training objectives and athlete needs Make adjustments to activities in order to verify the degree of learning by the athlete, as opposed to limiting his or her judgments to performance alone |
| **Above Standard** | * **Meet “Standard for Core Certification” and:** * **Integrate Mental Training factors:** Select appropriate mental strategy (visualization, relaxation, re-focusing, arousal control) to facilitate athlete to achieve practice goal or objective based on observation made during the practice * **Individualize Training demands:** Adjust individualized mental training activities for each athlete based on performance needs and personal characteristics |
| **NCCP Standard for Core Certification**  **nccplogoblacksmall** | * **Modify training to maximize resources:** Modify practice activities to deal with specific circumstances or logistics (e.g., weather, timing, resources, etc.) as required * **Adapt activities to ensure challenge:** Adapt practice activities or practice conditions where necessary to provide appropriate challenges from a technical, tactical, physical, or decision-making point of view * **Adjust work to rest ratios:** Reduce or increase work intensity, work periods, or length of pauses as necessary to account for athletes’ fitness and/or fatigue, consistent with practice goals * **Use effective corrections:** Implement and adapt corrective measures based on defined “referent model” used to analyze the cause of performance errors during practice * **Manage training volume and intensity:** Facilitate achievement of task goal (training objective) by modifying practice conditions to regulate volume and intensity based on fitness and/or fatigue * **Reflect and rationalize coaching decisions**: Provide appropriate rationale for coaching decisions and justify how adjustments enhance the practice objectives |
| **Below Standard** | * Make adjustments to activities in which athletes are not learning that are incomplete and do not improve the situation * Make adjustments that simplify or elevate the degree of difficulty of tasks that do not improve the situation * Do not recognize that an activity clearly requires adjustments for safety reasons * In a situation where learning is clearly not occurring during an activity:   + Do not recognize the causes of the situation (emotional, cognitive, physical/motor)   + Do not adjust the demands of the task in order to make it a reasonable challenge for athletes * In a situation where the task is clearly too easy for the athletes:   + Do not recognize the situation   + Do not adjust the demands of the task in order to make it a reasonable challenge for athletes * Do not provide a rationale for any adjustment made to activities during the practice |

| **Outcome: Design a Sport Program (Task 4)** | |
| --- | --- |
| **Criterion: Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations** | |
| **Achievement** | **Evidence: Add Sport-specific Examples** |
| **Highly Effective** | * **Meet “Above Standard” and:** * **Tracks actual training volumes:** Make modifications to the objectives, duration, and methods used in certain sessions to optimize adaptations, and provide rationale for such decisions based on specific evidence gathered from observation and athlete monitoring * **Identifies monitoring strategies**: Make optimal use of monitoring and guidelines related to the proper training responses, physical testing or other measurement strategy. |
| **Above Standard** | * **Meet “Standard for Core Certification” and:** * **Adjustments for fatigue / injury:** Take into account fatigue indices from previous weeks’ training and competition activities to organize and sequence weekly training priorities and objectives. The organization and sequencing of training priorities identified are used as a model for other coaches of the Competition – Development context. |
| **NCCP Standard for Core Certification**  **nccplogoblacksmall** | * **Sequenced for optimal recovery:** Sequence training activities during the week to account for: (1) the effects of fatigue on learning, performance, and adaptation; (2) recovery time needed following the use of specific types of loadings or methods, etc. * **Sequences abilities to maximize stimulus:** Manage and prioritize training stimulus appropriately and present a strategy to develop athletic abilities that is consistent with the training priorities and objectives identified in the NCCP or NSO template for the week of the program * **Identifies training objective:** Identifies training objectives based on the yearly training plan when sequencing weekly training activities * **Present meso or micro cycle for each phase**: Present a 1-week plan for each phase of the yearly program that correctly identifies main objectives and priorities for athletic abilities * **Indicated training volume / commitment:** Strategically position training sessions relative to each other within the week that accounts training volume and time necessary to recover from specific activities, training priorities, overall performance goals, and competitions scheduled in the short term * **Identifies optimal training intensity:** Plan provides specific intensities in order to create a desired training effect for a given physical ability. |
| **Below Standard** | * Present a plan to develop athletic abilities that is inconsistent with the training priorities and objectives identified for the week of the program * Do not take into account the logistical constraints that apply to your own program when sequencing the training activities within the week * Do not apply the principles and guidelines related to the proper sequencing of training sessions in your weekly plans |

1. Tudor Bompa, Ph.D. *Periodization: Theory and Methodology of Training*. 4th edition. 1999: Human Kinetics. In the graphic shown above, *P* refers to psychological and mental training. [↑](#footnote-ref-1)
2. The sequence used here is based on Joan Vickers’s research on decision training. [↑](#footnote-ref-2)
3. For one example of such tools, see Joan Vickers’s research on decision training. [↑](#footnote-ref-3)