



National
Coaching
Certification
Program



Taekwondo Canada Dojang Coach Portfolio

Competition-introduction



TAEKWONDO CANADA

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Partners in Coach Education



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David Hill (Developer), TC Master Coach Developers – Su Hwan Chung, Rommel Cabanatan, Pierre Lachance, Karen Armour, Derek Sadler.

Dojang Coach Profile

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

Coaching Context Description

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

Completed checklist:

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

Task 1: Design a competitive plan

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

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

Your plan should begin at least 24 hours before the fight and should continue post-fight taking into consideration post-fight recovery and multiple fight adjustments.

Competition Date:	Stage of LTAD
Venue (Name and Address)	
Meeting time with athletes"	Location:
Competition Goal	

Time (Hours: Minutes)	Factors to consider
POST FIGHT	
0:00	START OF FIGHT (<i>Insert Additional Lines as Required</i>)
24:00	

Task 2: Online Analysis of Performance

Find the videos at: <http://www.wtfcanda.com/eng/coaches/videos/>.



Task 2: Online Analysis of Performance

Observing the Planes of Motion Worksheet

Video Clip #	Identify the Plane of Motion	Identify the skill being executed	Identify at least one Key Performance Factor (KPF) that can be observed
1	Sagittal	Roundhouse kick	Knee Drive Leg extension Follow through
2			
3			
4			
5			



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Identify the Phases of Movement Worksheet SEP **Check workshop**

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



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Using Movement Phases to Correct Performance Worksheet

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

Task 3: Create a Skill Analysis Referent Model

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

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

Step One: IDENTIFY A SKILL

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

Step Two: IDENTIFY OUTCOME

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

Step three: IDENTIFY KEY PERFORMANCE INDICATORS OR FACTORS:

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

Four: IDENTIFY POTENTIAL CAUSES AND GAPS (Deviations)

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

Step five: IDENTIFY COMMON CORRECTIVE MEASURES

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



Skill Analysis Referent Model - Template

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



Task 4: Develop a Seasonal training plan

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

Dojang Coach – Planning Logistics

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

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



Micro cycle Planner Worksheet - 1

General Preparatory Phase

Use this template to provide an example of a typical Microcycle for the General Prep Phase.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							



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Microcycle Planner Worksheet - 2

Pre - Competition Phase

Use this template to provide an example of a typical Microcycle for the Pre - competitive phase.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							



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Microcycle Planner Worksheet

Competition Phase

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Sample – Seasonal Training Plan

Name	Stage of LTAD	Age/Sex	Level			
Michael Jackson	Train to Train	15/M	Regional	Provincial	National	International

	January 2019				February				March					April				May									
Date	5	12	19	26	2	9	16	23	2	9	16	23	30	6	13	20	27	4	11	18	25						
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21						
Tournament								D								C				A							
Test	T1				T2				T3									T4									
Tactics and Techniques																											
Kicks and distance control	Develop – 6 Weeks							Refine – 6 Weeks					Maintain														
Timing & Ring Management								Develop – 6 weeks					Refine & Maintain														
Energy System																											
Aerobic	Develop – 6 weeks							Aerobic Power – 6 weeks					Maintain														
Lactic - Speed & Speed Endurance								Develop - 7 weeks					Lactic Capacity														
Mental								x	x			x	x					x	x	x	x	x	x		x	x	x
	5							5					10					15									
Physical	30							15					10					5									
Tactic	10							30					40					45									
Technique	55							50					40					35									
Test 1 & 2 – VO2 Max (Step Up Test)											Test 3 & 4 – Notational Analysis of Tournament D & C																
Objective (goal) for each competition																											
Name of Competition				Performance Goal														Podium Goal									
D – D.K Chun memorial (Edmonton)				Actively initiating with front leg														Not important									
C – Calgary Tournament				Same + successfully follow up														1st									
A – ATA provincial (Edmonton)				Same + set up for attack/counter (60 % success)														1st									



Task 5: Develop a Linking Technique with Tactic Chart

In preparing athletes for competition, it is not only important that they are technically proficient but can also apply tactics and strategies that are appropriate for the athletes level of technical ability. Build a chart of Linking Techniques with Tactic. At the top of the chart indicate the one strategy that relates to a performance outcome. Next identify all of the tactics that could be used to achieve that strategy. Finally for each tactic identify the specific skills that are used.

Strategy – Overall Intention or Plan

Tactic – Decisions that enable the strategy to be achieved

Techniques – Execution of skills that achieve tactic

Strategy:				
Tactics:				
Techniques:				

Sample - Linking Technique with Tactic

Strategy	Actively initiate with front foot (attacking)			
Tactic	Ring Management	Maintaining Optimal Distance	Timing of Attack/Counterattack	Choice of kick/strike
Technique	Turning opponent to the corner Clinch and push	Footwork Skipping in/out with standing foot while one leg is in the air. Shuffle in/out Step in/back	Fainting Reaction anticipation Where to look for identifying cues	Front foot <ul style="list-style-type: none"> • Cut (M & H) • Hook (M & H) • Axe • Round (M & H) Back Foot <ul style="list-style-type: none"> • Cut • Axe • Spin • Round • Double • Back kick Block & Punch

Task 6: Provide report cards or other strategies for monitoring athlete performance

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

:

1. Attendance records
2. Scouting reports
3. Skill analysis checklists
4. Report Cards
5. Progress reports
- 6.

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

Task 7: Apply MED process for Taekwondo specific scenario.

Taekwondo Specific Ethical Decision Scenario

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

You have a 1st Poom Black Belt, Michael who quit shortly after his Black Belt Promotion Test. He has been away for just over one year. Michael enjoyed sparring and was quite successful in competing at many local tournaments. He attended all the Sparring Team Training Classes, and his classmates enjoyed the challenge and intensity that Michael brought each class. His Father was always pushing him to compete at a high level and now wants Michael to return to train and start competing again.

Michael is very tall at 13 years of age and has extremely good flexibility, speed, and power in his kicks. As a Junior Black Competitor, he would compete in the Cadets Division (12-14 years) and Head Contact is allowed.

Michael and his Father ask to speak to you about an upcoming local tournament. His Father knows that several tournaments are scheduled and wants Michael to enter and compete as a Green or Blue Belt to “get his feet wet once again.” He states that he wants Michael to get some ring experience and some wins to build his confidence. The upcoming scheduled tournaments allow the option of head contact for colour belts who are 12 years old and older. - What do you do?

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

Step 1: Gather the facts

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

Step 2: Identify relevant ethical issues

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

Step 3: Identify possible consequences of potential decisions

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



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Junior Dojang Coach Portfolio

Task 7: Steps 1, 2 and 3

Analyzing Taekwondo Specific Ethical Situation Worksheet

Column 1-	Column 2	Column 3
Identify the facts of this situation	What ethical issues are at play (Check boxes)	Identify possible consequences of each option
<p>The situation has legal implications: YES () NO ()</p> <p>If yes, what do you do?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Safety of certain individuals. <input type="checkbox"/> Well-being or health of certain individuals in the short or long term <input type="checkbox"/> Respect for established principles, rules (rules of the team; the game etc.) or policies of an organization <input type="checkbox"/> Obligations, loyalties, or responsibilities of the person(s) concerned <input type="checkbox"/> Appropriate use of power by the individuals in a position of authority <input type="checkbox"/> Goals and objectives sought by the group or by an individual are in conflict with established rules <input type="checkbox"/> Behaviours or practices that are generally considered acceptable conflict with those that expected under the circumstances at hand (standard of behaviour) <input type="checkbox"/> Fairness and equity of individuals <input type="checkbox"/> Confidentiality of information and privacy <input type="checkbox"/> Respect of people 	<p>Option no. 1: Do Nothing; Athlete competes in Colour Belt Division</p> <p>Option no. 2: Ensure athlete competes in Cadet Division</p> <p>Option no. 3: Let Michael fight in inter club tournament where he has to enter as a cadet division and have enough experience.</p>
<p>SCORE / 10</p>	<p>SCORE / 5</p>	<p>SCORE / 10</p>



Task 6: Step 4 - Evaluating Your Options Worksheet

Principles	A coach is expected to: (expected standards of behaviour)	Option Number		
		1	2	3
Physical safety and health of athletes	Ensure training or competition sites are safe at all times			
	Be prepared to act appropriately in case of emergency			
	Avoid placing athletes in situations presenting unnecessary risk or beyond their level			
	Strive to maintain the present and future health and well-being of athletes			
Coaching responsibly	Make wise use of the authority of the position and make decisions in the interest of athletes			
	Foster self-esteem among athletes			
	Avoid deriving personal advantage for a situation or decision			
	Know one's limitations in terms of knowledge and skills when making decisions, giving instructions, or taking action			
	Honour commitments, word given, and agreed objectives			
Integrity in relations with others	Maintain confidentiality and privacy of personal information, and use it appropriately			
	Avoid situations that may affect objectivity or impartiality of coaching duties	x		
	Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete			
Respect	Always ensure decisions are taken equitably			
	Ensure that everyone is treated equally, regardless of athletic potential, race, sex, language, religion, or age			
	Preserve the dignity of each person in interacting with others			
Honouring sport	Respect the principles, rules, and policies in force			
	Strictly observe and ensure observance of all regulations			
	Aim to compete fairly			
Honouring sport	Maintain dignity in all circumstances and exercise self-control			
	Respect officials and accept their decisions without questioning their integrity			
	Respect officials and accept their decisions without questioning their integrity			
Number of behavioural standards consistent with Options 1 through 3 = Option 1 – Do nothing, Let student compete in Colour Belt Division Option 2 – Let student compete Cadet Division Option 3 – What do you do (your option)?				



Task 7

Step 5 - Make a decision

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

My decision:

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

I have validated my decision, and it is “just and reasonable-



