

Karate Canada Instruction-Beginner Portfolio



*Programme
national de
certification des
entraîneurs*



*National
Coaching
Certification
Program*



National
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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.



Coaching Association of Canada
Association canadienne des entraîneurs



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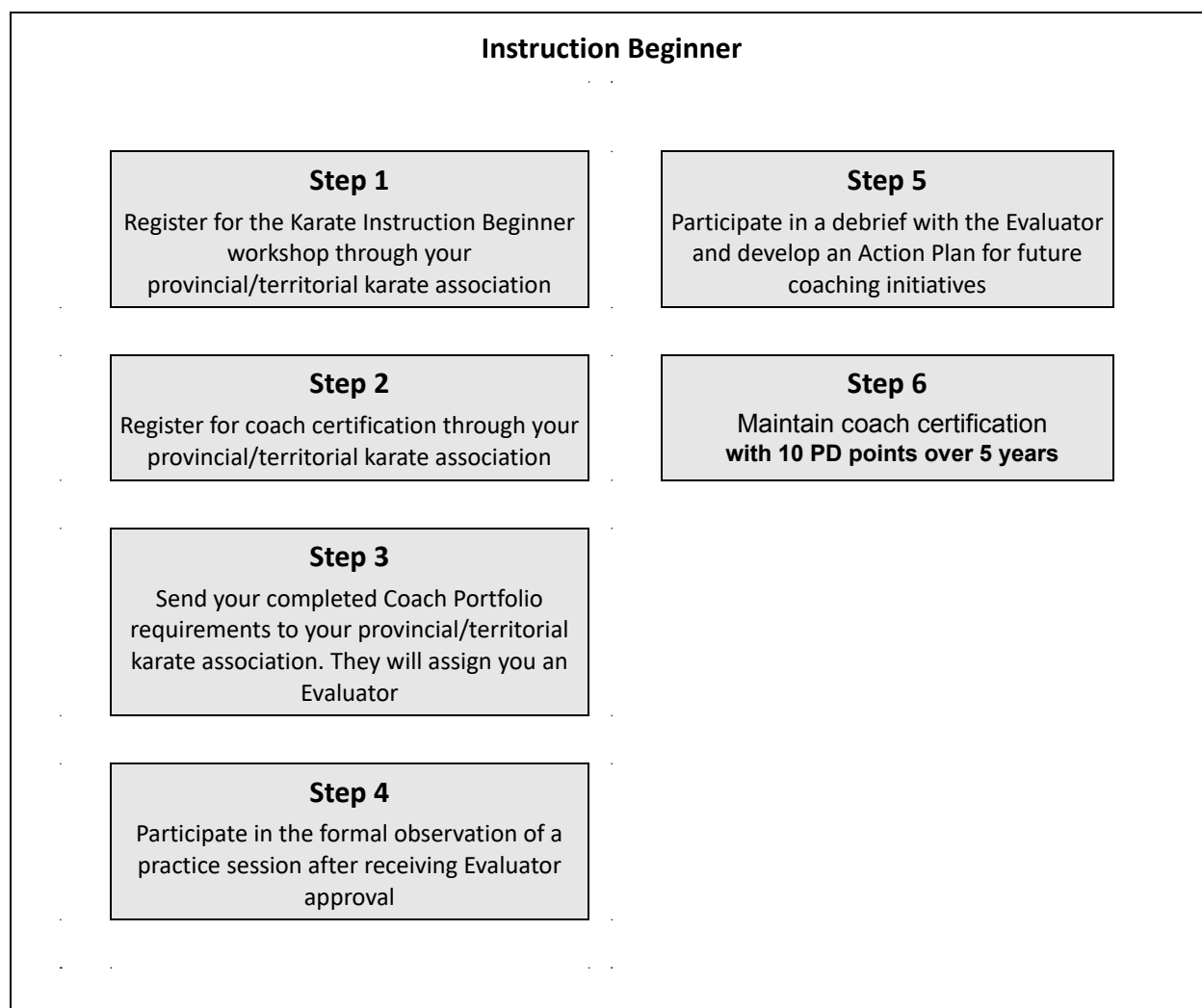
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INTRODUCTION

Congratulations on embarking on the first steps to becoming a certified coach in the Karate Canada National Coaching Certification Program.

Instruction Beginner is the first workshop in this process. You must complete the Portfolio and submit it to an Evaluator before they can agree to formally evaluate your coaching.

The following diagram shows all the steps in the training and certification process.



The purpose of the Coach Portfolio is to provide coaches with an opportunity to demonstrate coaching competence and readiness for formal observation.

Task 1 - Complete a Coach Profile Form

Task 2 - Instructor/student 360 Assessment

Task 3 - Complete an Emergency Action Plan (EAP)

Task 4 - Complete a Karate Basic Skill Analysis Referent Model

Task 5 – Complete the Online Evaluation of Make Ethical Decisions

The forms for each task are included in the following sections. Where necessary, instructions for each task are included.

If you do not feel ready to complete a task, sign up for training workshops that will help you gain the required training and experience. Contact your provincial Karate organization or the Evaluator assigned to you to find out about workshops in your area.

Note: The standards for the evaluation of each coaching outcome are included in the Coach Evaluation Matrix in Appendix 1.

TASK 1 – COMPLETE A COACH PROFILE FORM

| Coach Profile Form | | | | | | | | | | |
|-------------------------------------|--------|--------|--|-------------|--------------------------|--|-------------|--|--------|--|
| Name | | | | NCCP Number | | | | | | |
| | Family | | | First Name | | | | | | |
| Address | | | | | | | | | | |
| | Apt. | Street | | | | | | | | |
| | | | | | | | | | | |
| | City | | | Province | | | Postal Code | | | |
| Phone | () | | | () | | | () | | | |
| | Home | | | Business | | | Fax | | Mobile | |
| 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's age (y) | | | | | Number of practices/week | | | | | |
| Oldest athlete's age (y) | | | | | Number of weeks/year | | | | | |

Task 2: Karate Instruction Beginner Instructor Assessment FORM

Performance Review – Stakeholder Assessment

This form should be used to provide feedback to the coach on their ability to manage a sport program. The form can be submitted as part of a portfolio and used by a trained and accredited evaluator to validate the achievement of the criteria from other sources.

Please check the appropriate box for the person submitting this assessment.

| | | | |
|--|---------------------|--|--------------------------|
| | Participant/student | | MENTOR /Other Instructor |
|--|---------------------|--|--------------------------|

Rate the responses to the statement by circling the frequency that you perceive that the coach/ instructor achieve each evidence (never, sometime, often, always, non applicable)

| My Instructor manages administration and logistics by.. | Never | Sometimes | Often | Always | NA |
|---|-------|-----------|-------|--------|----|
| Providing me with current information about the program in the form of newsletter, email, website or announcements. | | | | | |
| Identifying his or her philosophy of the program | | | | | |
| Identifying a clear indication of program costs | | | | | |
| Ensuring that participants understand rules and consequences for not following the rules | | | | | |
| Working with program volunteers to help run the program | | | | | |
| Making sure that there are no surprise costs that could have been avoided | | | | | |
| Providing me with progress reports on my Karate skills | | | | | |
| Making sound recommendations on the development of the program | | | | | |
| Supervising other coaches (assistants) | | | | | |
| My Instructor helps to resolve conflicts by... | Never | Sometimes | Often | Always | |
| Clearly outlining expectations for behaviour and commitment to Karate | | | | | |
| Promoting and facilitating communication among stakeholders | | | | | |
| Clarifying communication to resolve perceptions of misinformation | | | | | |
| Promoting positive relationships among stakeholders | | | | | |
| Facilitating individuals to understand the causes of potential conflicts | | | | | |

| | | | | | |
|---|--------------|------------------|--------------|---------------|--|
| Applying consistent leadership and fairness when dealing with conflicts | | | | | |
| My Instructor takes measures to promote drug free sport by... | Never | Sometimes | Often | Always | |
| Helping me to recognize banned substances. | | | | | |
| Providing me appropriate education about drug testing protocols | | | | | |
| Reinforcing the consequences for the use of banned substances | | | | | |
| Helps me understand appropriate use of nutritional supplements | | | | | |
| Asking me to identify drugs or supplements that I am currently taking | | | | | |
| Promoting fair play and drug free sport | | | | | |

Name of Instructor/Student: _____

DATE: _____

TASK 3 – DESIGN AN EMERGENCY ACTION PLAN (EAP)

Preparing an Emergency Action Plan (EAP) in advance will help you respond responsibly and calmly in an emergency.

Your EAP should be prepared for the facility or site where your practices normally take place or for any facility or site used for special training sessions. An EAP can be simple or elaborate. It should cover the following items:

- Advance designation of the person in charge in an emergency (this may be the coach).
- A fully charged cell phone. If this is not possible, specify the location of a pay phone and have spare change available.
- Emergency telephone numbers (facility manager, fire, police, ambulance), as well as contact numbers (parents/guardians, next of kin, family doctor) for athletes.
- A medical profile for each athlete that can be given to emergency medical personnel. Include a signed consent from the parent/guardian authorizing medical treatment in an emergency.
- Directions to the site for Emergency Medical Services (EMS) so they can reach the site as rapidly as possible. Include information such as the closest major intersection, one-way streets, and major landmarks.
- An accessible and properly stocked first aid kit (all coaches are strongly encouraged to pursue first aid training).
- Advance designation of a call person who contacts medical authorities and assists the person in charge. The call person should be able to provide precise instructions to drivers of emergency vehicles so that they can reach the facility as quickly as possible.

Go to your Locker profile and click on the eLearning module to complete the Emergency Action Plan eLearning module. Complete the free EAP module and print out your EAP to include to your portfolio.

TASK 4 – CREATE A SKILL ANALYSIS REFERENT MODEL

Creating a Skill Analysis Referent Model allows you to assess your ability to analyze karate performance.

Referent Models

The Referent Model shown on the next two pages describes a decision tree you can use to detect and correct errors in skills. This diagram provides the basis for creating a Referent Model. The amount of detail in your model will depend on the skill you select and context you are coaching. The steps in the model are as follows:

The Intention Phase

Think of a skill or tactic that is commonly used in your sport, and then think about how athletes should perform the key elements — the details of skills that affect final performance — of each movement phase. This is the *intended performance*.

The Detection Phase

The detection phase involves:

- ❑ *Observing performance.* The observation will require you to choose several vantage points to best identify the outcome and key elements. Different vantage points may reveal different key elements or other potential influences on performance. It is important that the observation strategy provide the best picture of the intended performance.
- ❑ *Detecting gaps.* As you observe performance, you will begin looking for gaps between observed and intended performance.
- ❑ *Identifying reasons for the gaps.* Reasons for gaps include equipment, the environment, psychology, athletic abilities, tactics, technique, and biomechanics.

You may cycle through these steps several times before making a decision on what to correct. The key question is: **When does the gap between observed and intended performance reach a point that makes a coaching intervention necessary?**

The Correction Phase

The correction phase helps you close the gap between observed and intended performance. Corrective measures include teaching interventions, modifications of activities or drills, and competitive interventions. Applying the corrective measure requires that you consider how you will implement it in practice or competition.

Analyze Performance Referent Model



Intention

Intended Performance
Describes what and why



Key Elements
Describe how the intended performance is achieved



Detection

Observation
Where to look? What to look for?

Analyze Potential Influences
Prioritize the factors that have the greatest impact on performance

Equipment
Environment
Psychology
Athletic Abilities
Technical
Tactical
Biomechanics

Detectable Signs (Indicators)
Compare the gap between what is observed and what is intended



Correction

Apply Corrective Strategy
By supporting the athletes in training or competition

- Select Corrective Strategy**
- Teaching Interventions
 - Activity Modifications
 - Competitive Interventions



| Analysis of Factors | | | | | | |
|--|--|--|---|--|---|--|
| Equipment | Environment | Psychology | Athletic Abilities | Technical | Tactical | Biomechanics |
| <input type="checkbox"/> Fit <input type="checkbox"/> Tuning <input type="checkbox"/> Type | <input type="checkbox"/> Weather <input type="checkbox"/> Surface <input type="checkbox"/> Lighting <input type="checkbox"/> Altitude <input type="checkbox"/> Pollution | <input type="checkbox"/> Fear <input type="checkbox"/> Motivation <input type="checkbox"/> Self-efficacy <input type="checkbox"/> Belief <input type="checkbox"/> Concentration <input type="checkbox"/> Focus <input type="checkbox"/> Arousal control <input type="checkbox"/> Cue recognition <input type="checkbox"/> Perception | <input type="checkbox"/> Strength <input type="checkbox"/> Stamina <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility | <input type="checkbox"/> Key elements <input type="checkbox"/> Phases of movement | <input type="checkbox"/> Decision-making <input type="checkbox"/> Competition plan <input type="checkbox"/> Selection/ Substitution | <input type="checkbox"/> Planes of motion <input type="checkbox"/> Biomechanical principles |
| Detectable Signs or Indicators of Gaps | | | | | | |

| Corrective Measures | | |
|---|---|--|
| Teaching Interventions | Modifications of Activities or Drills | Competitive Interventions |
| <input type="checkbox"/> Help or reassure <input type="checkbox"/> Explain or ask questions <input type="checkbox"/> Simplify – Reduce number of variables to process, or use examples <input type="checkbox"/> Use mental skills strategy (e.g., re-focusing, visualization, or goal setting) <input type="checkbox"/> Demonstrate or model correct performance <input type="checkbox"/> Provide feedback or results <input type="checkbox"/> Adjust for athlete learning styles | <input type="checkbox"/> Adjust equipment <input type="checkbox"/> Adjust task demands or repeat <input type="checkbox"/> Adjust progression <input type="checkbox"/> Adjust speed or timing <input type="checkbox"/> Adjust space or change environment <input type="checkbox"/> Adjust work/rest ratios or intensity | <input type="checkbox"/> Adjust equipment <input type="checkbox"/> Changing tactics or game plan <input type="checkbox"/> Making substitutions <input type="checkbox"/> Change selection <input type="checkbox"/> Use mental skills strategy (e.g., re-focusing, visualization, or goal setting) <input type="checkbox"/> Provide feedback or results |

Skills for Your Referent Model

If you are coaching in the Instruction – Beginners context, use one of the following skills to construct your Referent Model:

- Stances (*Tachi*)
- Blocks (*Uke*)
- Kicks (*Keri*)
- Punches (*Tsuki*)
- Strikes (*Uchi*)

Skill Analysis Referent Model Worksheet

| Sport: Karate | | Context: Instruction – Beginners | |
|---|----------------------|--|---------------------|
| Skill | Intended Performance | Key Elements | |
| | | | |
| Analysis of Factors | Priority H/M/L | Detectable Signs (Indicators) for Intervention (Gap) | Corrective Measures |
| Equipment Sport-specific equipment that could limit performance (poor footwear, poor fit, etc.) | _____ | | |
| Environment Environmental factors that could lead to performance deficiencies (surface, weather, lighting etc.) | _____ | | |
| Psychology Internal factors that could affect perception of task, performance, or activity (fear, confusion, concentration, motivation, interest, etc.) | _____ | | |
| Athletic Abilities Physical abilities that could limit performance (strength, stamina, flexibility, etc.) | _____ | | |
| Technical Aspects of skill execution that affect performance (key elements, phases of movement) | _____ | | |
| Tactical Factors associated with a skill's intent that could affect performance (decision-making, for example) | _____ | | |
| Biomechanics Aspects of biomechanics that could affect performance (planes of motion, biomechanical principles) | _____ | | |

An example of a completed Referent Model is provided on the following page.

Example of Karate Skill Analysis Referent Model

| Sport: Karate | | Context: Instruction – Beginners/ Competition – Introduction | |
|---|---|--|---|
| Skill | Intended Performance | Key Elements | |
| <input type="checkbox"/> Basic timing and distance <input type="checkbox"/> Observed in all elements of practice | <input type="checkbox"/> Attacking or defending at correct distance, with proper timing | <input type="checkbox"/> Distance differs for hand and foot techniques. <input type="checkbox"/> Hand techniques generally applied at close range. Kicks generally applied at greater range <input type="checkbox"/> Timing must be adjusted to range and movement of opponent | |
| Analysis of Factors | Priority H/M/L | Detectable Signs (Indicators) for Intervention (Gap) | Corrective Measures |
| Equipment | L | <input type="checkbox"/> Trips on uniform (karategi) pants <input type="checkbox"/> Unable to see hands <input type="checkbox"/> Pads fall off | <input type="checkbox"/> Ensure proper fit |
| Environment | L | <input type="checkbox"/> Steps out of bounds <input type="checkbox"/> Slips on mat | <input type="checkbox"/> Training in boundary-specific situations <input type="checkbox"/> Clean mat |
| Psychology | M | <input type="checkbox"/> Turns head away/closes eyes | <input type="checkbox"/> Design drills to maintain eye contact with opponent/target |
| Athletic Abilities | M | <input type="checkbox"/> Slow or weak | <input type="checkbox"/> Train fast-twitch muscles <input type="checkbox"/> Resistance band training |
| Technical | H | <input type="checkbox"/> Uses wrong technique | <input type="checkbox"/> Apply appropriate key performance factors |
| Tactical | H | <input type="checkbox"/> Too close/too far | <input type="checkbox"/> Deepen distance training |
| Biomechanics | M | <input type="checkbox"/> Poor balance | <input type="checkbox"/> Drills for balance |

TASK 5 – COMPLETE THE ONLINE EVALUATION OF MAKE ETHICAL DECISIONS


Evaluating the Make Ethical Decisions (MED) module online at www.coach.ca will increase your familiarity with the NCCP ethical decision-making process.


Do the following in the order specified:


1. Participate in an appropriate MED training module. This module is available through provincial or territorial sport organizations or coordinators. Contact your Evaluator for further information about accessing this training.
2. Submit proof that you have completed an MED module. You may do this online or through your KC NCCP Committee member.
3. Complete the online evaluation of the MED module. To do this, go to www.coach.ca, select *Training and Certification*, click on *Index*, and click on the icon on the right-hand side of the page for the online evaluation of MED. This page gives you all the information you need to complete the evaluation.

APPENDIX 1 – COACH EVALUATION MATRIX


| Outcome Evaluation Criteria: Support Athletes in Training | | |
|---|---|---|
| #1 | Ensure Safe Practice Environment | |
| Achievement | Evidence | Sport-specific Examples |
| 5 (Highly Effective) | <p>As in #4 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach can critically reflect on safety concerns before practice. <input type="checkbox"/> Coach predicts dangerous situations and makes immediate adjustments to reduce risk during any activities. | <ul style="list-style-type: none"> <input type="checkbox"/> Coach identifies safety concerns and conducts a walk-around of the training facility to minimize safety risks on floor, walls & equipment before practice. <input type="checkbox"/> Coach ensures space is adequate for <i>kumite</i> drills, or <i>kihon</i> training. |
| 4 (Advanced) | <p>As in #3 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach can identify potentially dangerous situations and makes adjustments prior to engaging participants in most activities. <input type="checkbox"/> Coach can correct dangerous situations. | <p>(Post-assessment review of 3 scenarios)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach can identify adjustments to practice after assessing space, facilities and room required. <input type="checkbox"/> Coach portfolio submission (EAP) with 6 critical elements. |
| 3 (NCCP Standard) | <ul style="list-style-type: none"> <input type="checkbox"/> Coach surveys practice environment and ensures minimal safety risks. <input type="checkbox"/> Coach can identify adjustments to practice when dangerous situation arises. <input type="checkbox"/> Coach reinforces and teaches correct application of competitive rules to enable safe practice. <input type="checkbox"/> Coach presents an Emergency Action Plan with most (5) of the following critical elements in the submitted form from Coach Portfolio. <ul style="list-style-type: none"> • Locations of telephones are identified (cell or land lines). • Emergency telephone numbers are listed. • Location of medical profile for each athlete is identified. • Location of fully-stocked first aid kit. • Advance 'call person' and 'control person' are designated. • Directions to activity site are provided. <input type="checkbox"/> Coach has Inherent-danger participant form signed. | <ul style="list-style-type: none"> <input type="checkbox"/> Coach conducts a walk-around of training facility before practice to minimize safety risks paying particular attention to the following areas: floor, strike pads, athletes' attire, jewellery, mats, pillars. <p>(Post-assessment review of 2 scenarios)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach can identify adjustments to practice when a dangerous situation has arisen. <input type="checkbox"/> Coach posts competitive rules, codes of conduct or <i>dojo</i> rules (that reminds athletes and of requirements for safe practice). <input type="checkbox"/> Coach ensures acceptable contact with participant form (Centre for Sport and Law). |
| 2 (Foundation) | <ul style="list-style-type: none"> <input type="checkbox"/> Coach recognizes potential risks but does not alter practice to enable safety. <input type="checkbox"/> Coach can present Emergency Action Plan from Coach Portfolio with some (3-4) of the 6 elements mentioned above. | <ul style="list-style-type: none"> <input type="checkbox"/> Coach identifies possible safety concerns before practice (conducted during evaluation/debriefing). <input type="checkbox"/> Coach portfolio submission (EAP) from Inst. Beg Coach Portfolio. |
| 1 (Insufficient) | <ul style="list-style-type: none"> <input type="checkbox"/> Coach does not survey practice environment before practice. <input type="checkbox"/> Dangerous factors in training environment not addressed. <input type="checkbox"/> Coach cannot present Emergency Action Plan (Inst. Beg Coach Portfolio). | <ul style="list-style-type: none"> <input type="checkbox"/> Coach does not walk about training facility before practice. <input type="checkbox"/> Written EAP not readily available. <input type="checkbox"/> No waiver, release or medical forms. |

| Outcome Evaluation Criteria: Support Athletes in Training | | |
|--|--|---|
| #2 | Implements Appropriate Structured and Organized Practice | |
| Achievement | Evidence | Sport-specific Examples |
| <p>5 (Highly Effective)</p> | <p>As in #4 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach adapts practice activity to increase challenge or to ensure optimal learning opportunities. <input type="checkbox"/> Activity identifies performance factors and learning objectives outlined at start of practice. <input type="checkbox"/> Activity creates specific coaching moments (cognitive triggers) to enhance learning. | <ul style="list-style-type: none"> <input type="checkbox"/> Coach adjusts practice so complexity principles can enhance the challenge of the activity. Coach demonstrates final outcomes to practice, and re-iterates key points to achievement. <input type="checkbox"/> <i>Kumite</i> training and <i>kihon</i> drills are well supervised. |
| <p>4 (Advanced)</p> | <p>As in #3 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach modifies practice activities to address context-specific circumstances or logistics, and to create specific training effect (physical or motor). <input type="checkbox"/> Adjustments implemented depending on athlete reaction and performance during the activity. <input type="checkbox"/> Implemented adjustments enable achievement of practice objectives. <input type="checkbox"/> Coach adequately progresses activities to enhance learning or specific training effects. | <ul style="list-style-type: none"> <input type="checkbox"/> Coach can use basic plyometrics and weight/resistance band training to achieve goal. <input type="checkbox"/> Drills, exercises, methods, and training load are in accordance with pursued training objective(s), and are age/gender/physical ability structured. <input type="checkbox"/> Adequate sequencing refers to timing of practice activities. For example, activity sequence provides progression that builds towards execution under realistic/competitive situations. |
| <p>3 (NCCP Standard)</p>  | <p>As in #2 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Delivery of practice matches practice plan goal(s). <input type="checkbox"/> Breaks provided for recovery and hydration. <input type="checkbox"/> Practice demonstrates clear timeline for activities and drills and activity time is maximized. <input type="checkbox"/> Coach demonstrates adequate use of space and equipment. <input type="checkbox"/> Coach implements activities that contribute to development of skills, tactics and or athletic abilities. | <p>Observed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate recovery and hydration. <input type="checkbox"/> Coach recognizes energy systems needed for Comp Intro. <input type="checkbox"/> All approved activities (5 practice elements: intro, warm-up, main, cool-down, and conclusion). <input type="checkbox"/> Main teaches at least three karate Comp skills (for example, timing/distance, jabbing). <input type="checkbox"/> Adequate use of space. <input type="checkbox"/> Makes training enjoyable. |
| <p>2 (Foundation)</p> | <p>Practice has some structure as identified by all of the following elements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach provides evidence of planning. <input type="checkbox"/> Clear segments comprising appropriate warm-up, main segments, and cool-down. <input type="checkbox"/> Equipment available and ready to use. <input type="checkbox"/> Coach is appropriately dressed. | <ul style="list-style-type: none"> <input type="checkbox"/> Coach implements practice elements of intro, warm-up, cool-down. Minimum of two main practice elements (for example, coach does not teach sparring session) <p>Observed coach competence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equipment pads readily available for use. <input type="checkbox"/> Coach is appropriately dressed. |
| <p>1 (Insufficient)</p> | <p>No clear structure to practice as demonstrated by the following elements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach does not use appropriate warm-up activities. <input type="checkbox"/> Coach cannot provide evidence of planning (Practice Plan). | <ul style="list-style-type: none"> <input type="checkbox"/> Coach implements practice plan not based on submitted practice for portfolio. <p>Observed coach competence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3 practice elements performed (warm-up, main, cool-down). |


| Outcome Evaluation Criteria: Support Athletes in Training | | |
|--|--|--|
| #3 | Interventions that Promote Learning | |
| Achievement | Evidence | Sport-specific Examples |
| <p>5 (Highly Effective)</p> | <p>As in #4 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach uses various intervention strategies to achieve learning objectives. <input type="checkbox"/> Intervention is specific and enables athlete to take greater ownership over performance factors and learning objectives. <input type="checkbox"/> Coach emphasizes independent thinking and problem solving. | <p>Observed coach competence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements various karate teaching methods. <input type="checkbox"/> Introduces various scenarios in practice activities (Complexity principles). <input type="checkbox"/> Recognizes athlete uniqueness (some are defensive, others are offensive fighters) |
| <p>4 (Advanced)</p> | <p>As in #3 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach uses questions for athletes to reflect on their performance. <input type="checkbox"/> Coach can identify individual learning styles and provide appropriate interventions to optimize learning. <input type="checkbox"/> Coach reinforces correct performance using appropriate interventions (for example, feedback, questions, or a demonstration) and identifies key factors that were properly executed. <input type="checkbox"/> Coaches encourage calculated risks to enhance performance in accordance with NCCP Code of Ethics. | <p>Observed coach competence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interventions used by coach. <input type="checkbox"/> Provides feedback to athlete. <input type="checkbox"/> Asks reflective questions after performance of a skill/activity. <input type="checkbox"/> Explains/demonstrates proper skill and its effect on overall performance. <input type="checkbox"/> Coach uses a variety of teaching and training methods to ensure understanding. |
| <p>3 (NCCP Standard)</p>  | <p>As in #2 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach provides feedback and instruction that identifies WHAT and HOW to improve. <input type="checkbox"/> Coach uses feedback during the drill to reinforce athletes' effort and performance. <input type="checkbox"/> Coach clarifies key learning objectives and/or performance factors (feedback / instruction) with athletes before starting the activity. <input type="checkbox"/> Coach promotes positive image of karate and models the image to athletes and others. <input type="checkbox"/> Coach identifies expectations for athlete's behaviour and reinforces these expectations. | <ul style="list-style-type: none"> <input type="checkbox"/> During practice, coach communicates 2-3 key learning points for context-appropriate skills (pros and cons of various hand or foot techniques). <p>Observed coach competence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Constructive reinforcement using key points identified for each skill. <input type="checkbox"/> Key learning objectives and performance identified. <input type="checkbox"/> Expected behaviours and philosophies concerning competition or in the <i>dojo</i> identified. |
| <p>2 (Foundation)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Coach uses explanation and identifies 1-3 key learning points (Referent Model). <input type="checkbox"/> Coach uses demonstrations, ensures participants are in an optimal position to learn. <input type="checkbox"/> Feedback is positive, specific, and communicated to individuals and group. <input type="checkbox"/> Coach interventions ensure that participants have adequate time to practice skill or tactic. <input type="checkbox"/> Feedback and/or instruction only identify what to improve, and not how to improve. <input type="checkbox"/> Coach maintains a positive outlook and acknowledges athletes' needs and thoughts. <input type="checkbox"/> Coach uses respectful language when providing verbal interventions. | <p>Observed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes positive image of karate. <input type="checkbox"/> Submits Coach Portfolio. <input type="checkbox"/> Presents a coaching and Martial Arts philosophy. <input type="checkbox"/> Gives positive and effective feedback. <input type="checkbox"/> Uses interventions effectively (refer to analyze performance referent model) <input type="checkbox"/> Positive outlook and acknowledgment of athletes' needs and thoughts. <input type="checkbox"/> Respectful when intervening with an athlete. |
| <p>1 (Insufficient)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Coach explains but does not identify key learning points. <input type="checkbox"/> Coach demonstrates but participants are not in optimal position to see/hear. <input type="checkbox"/> Limited intervention to clarify key learning objectives. | <p>Observed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interventions do not identify key learning points. <input type="checkbox"/> Unclear explanations and demonstration of skills (positioning relative to athlete). |

| Outcome Evaluation Criteria: Analyzing Performance | | |
|--|---|--|
| #1 | Assesses Performance | |
| Achievement | Evidence | Sport-specific Examples |
| <p>5 (Highly Effective)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> As in #4 PLUS: <input type="checkbox"/> Coach provides specific evidence (i.e. notational analysis, biomechanical analysis, etc.) to reinforce analysis of performance. <input type="checkbox"/> Coach teaches key performance factors and explains how and why these errors affect overall performance. <input type="checkbox"/> Coach analyzes various factors that could contribute to improved performance. | <ul style="list-style-type: none"> <input type="checkbox"/> Coach uses video and analysis checklist to document performance errors. <input type="checkbox"/> Coach uses video to provide instant feedback to athlete after <i>kata</i> performance. <input type="checkbox"/> Submits Coach Portfolio. |
| <p>4 (Advanced)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Coach uses various strategies (i.e. positioning, video, other coaches, etc.) to identify critical factors of performance. <input type="checkbox"/> Coach consistently communicates how and why critical error contributes to performance. <input type="checkbox"/> Coach asks questions to supports athletes' understanding of how errors affect overall performance. <input type="checkbox"/> Coach reinforces application of competitive rules relating to skill execution. <input type="checkbox"/> Coach identifies individual/team skills and/or tactics that need improvement. | <ul style="list-style-type: none"> <input type="checkbox"/> Coach uses assistants to detect errors in performance during sparring or <i>kata</i>. (i.e., using officials to critique <i>kata</i> performance.) <p>Observed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports athlete's comprehension (see interventions that promote learning). <input type="checkbox"/> Coach explains skills and strategy of defensive and offensive fighters, and when to use appropriate techniques. <input type="checkbox"/> Coach can identify weak areas in athletes i.e., guard is down in <i>kumite</i>, head bobbing in <i>kata</i> causing imbalance. |
| <p>3 (NCCP Standard)</p>  | <ul style="list-style-type: none"> <input type="checkbox"/> Coach moves around practice environment to observe skills and athletes during sparring sessions. <input type="checkbox"/> Coach selects key factor impacting performance. <input type="checkbox"/> Coach explains how the error relates to overall performance but does not indicate why it is important. <input type="checkbox"/> Coach reflects on potential causes of skill error <input type="checkbox"/> Identified errors consistent with guidelines for appropriate stage of athlete development. | <p>Skill error detection</p> <p>Potential cause(s) of skill errors in performance are classified as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equipment <input type="checkbox"/> Environment <input type="checkbox"/> Psychology <input type="checkbox"/> Athletic Abilities <input type="checkbox"/> Technical <input type="checkbox"/> Tactical <input type="checkbox"/> Biomechanics <p>Skills must relate to age/gender/ability.</p> |
| <p>2 (Foundation)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Coach observes skill from single vantage point. <input type="checkbox"/> Coach identifies key factors contributing to performance errors but cannot select most critical factor impacting performance. | <p>Observed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach uses only one vantage point to detect errors. <input type="checkbox"/> Analysis does not identify key performance factor. <input type="checkbox"/> Coach only assesses <i>kata</i> from one perspective. |
| <p>1 (Insufficient)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Coach scans practice environment infrequently and pays little attention to skill execution. <input type="checkbox"/> Coach identifies effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors. | <ul style="list-style-type: none"> <input type="checkbox"/> Coach cannot detect performance errors. |

Note: Evidence for this outcome should be gathered during direct observation of the coach in the practice environment and combined with other methods for evidence building (during learning experiences, online applications, portfolio submissions).

| Outcome Evaluation Criteria: Analyzing Performance | | |
|---|---|---|
| #2 | Corrects Performance | |
| Achievement | Evidence | Sport-specific Examples |
| <p>5 (Highly Effective)</p> | <p>As in #4 PLUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach asks open-ended questions to assist athlete to identify individual corrections. <input type="checkbox"/> Coach involves athlete in critical thinking process: What did you do? What should you do? How can you net better results? | <p>Observed coach competence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach uses reflective questioning. Why did the applied skill not work? Why did he/she use a particular <i>kata</i> a certain time? |
| <p>4 (Advanced)</p> | <p>As in #3 PLUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach identifies why the correction will benefit performance and consistently identifies how to improve performance. <input type="checkbox"/> Coaching corrections focus athlete attention towards external cues, or on anticipated effects of movement rather than the way the movement is performed (internal focus). | <p>Observed coach competence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach identifies why correction will benefit overall performance and corrects performance using 2-3 key points. <p>Observed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages use of external cues. <input type="checkbox"/> Allows the athlete to feel the effect of the correction. |
| <p>3 (NCCP Standard)</p>  | <ul style="list-style-type: none"> <input type="checkbox"/> Coach makes specific corrections that identify <i>how</i> to improve performance by prescribing key performance factors. <input type="checkbox"/> Coach uses adequate demonstrations to model correct performance. <input type="checkbox"/> Skill/performance corrections are prescriptive (emphasize how to improve, not just what to improve). | <p>Observed coach competence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach can identify effects of error on performance and communicate the importance skill has on overall performance. <input type="checkbox"/> Coach facilitates athlete learning during training by providing a biomechanical explanation or demonstration of proper execution. <input type="checkbox"/> Coach adequately demonstrates cause and effect of skill performance. |
| <p>2 (Foundation)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Coach corrects the athlete(s) by indicating what they did rather than identifying specific strategies for how to improve performance. | <p>Observed coach competence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach identifies error and offers a biomechanical explanation without ensuring that the athlete understands how to correct the error. |
| <p>1 (Insufficient)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Coach provides corrections that identify vague external factors rather than specific factors that contribute to improved performance. | <ul style="list-style-type: none"> <input type="checkbox"/> Performance correction not based on biomechanical principles. |

Note: Evidence for this outcome should be gathered during direct observation of the coach in the practice environment and combined with other methods for evidence building (during learning experiences, online applications, portfolio submissions).

| Outcome Evaluation Criteria: Ethical Decision-Making | | |
|---|--|---|
| #1 | Apply Ethical Decision-making Process | |
| Achievement | Evidence | Sport-specific Examples |
| <p>5 (Highly Effective)</p> | <p>As in #4 PLUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach correctly assigns all potential arguments (1-2) to two conflicting decisions for all three legal and ethical scenarios. <input type="checkbox"/> Coach correctly selects all of the most effective actions (10) in implementing the chosen decision while avoiding all actions (5) that are not effective in all three legal and ethical scenarios. | |
| <p>4 (Advanced)</p> | <p>As in #3 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach correctly assigns most potential arguments (> 8/12) to two conflicting decisions for all three legal and ethical scenarios. <input type="checkbox"/> Coach correctly selects majority of most effective actions (> 8/10) in implementing chosen decision while avoiding most actions (> 4) that are not effective in one intermediate and one complex legal or ethical scenario. | |
| <p>3 (NCCP Standard)</p>  | <p>As in #2 PLUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach correctly identifies most, including all critical facts (15) in all three legal and ethical scenarios. <input type="checkbox"/> Coach correctly identifies what is at stake (legal vs. ethical and potential reasons for ethical issues) for three ethical or legal scenarios. <input type="checkbox"/> Coach correctly assigns some potential arguments (> 6/12) to two conflicting decisions for one intermediate and one complex legal or ethical scenario. <input type="checkbox"/> Coach correctly selects > 5/10 of the most effective actions in implementing chosen decision while avoiding < 5 actions that are not effective in one intermediate and one complex legal or ethical scenario. | <ul style="list-style-type: none"> <input type="checkbox"/> Complex scenario: Interpretation of a legal and ethical issue with > 3 decisions and includes > 6) consequences and (> 3 stakeholders. <input type="checkbox"/> Intermediate scenario: Interpretation of an ethical issue with > 3 decisions, and includes > 6 consequences and >3 stakeholders. <p>As presented in Karate Technical 1 reference materials.</p> |
| <p>2 (Foundation)</p> | | |
| <p>1 (Insufficient)</p> | | |

APPENDIX 2 – NCCP CODE OF ETHICS



Leadership and professionalism

This principle considers the inherent power and authority that a coach holds.

Ethical standards of behavior

- ▶ Understand the authority that comes with your position and make decisions that are in the best interest of all participants
- ▶ Share your knowledge and experience openly
- ▶ Maintain the athlete-centered approach to coaching so that every participant's wellbeing is a priority
- ▶ Be a positive role model
- ▶ Maintain confidentiality and privacy of participants' personal information



Health and safety

This principle considers the mental, emotional, physical health and safety of all participants.

Ethical standards of behavior

- ▶ Recognize and minimize vulnerable situations to ensure the safety of participants Prioritize a holistic approach when planning and delivering training and competition Advocate for, and ensure appropriate supervision of participants, including the Rule of Two
- ▶ Participate in education and training to stay current on practices to ensure the continued safety of your participants
- ▶ Understand the scope of your role and skills and call upon others with specialized skills when needed to support your participants



Respect and integrity

This principle considers respect and integrity, which are the rights of all participants.

Ethical standards of behavior

- ▶ Provide equitable opportunity and access for all
- ▶ Establish a respectful and inclusive sport environment where all participants can raise questions or concerns
- ▶ Obey the rules and participate honestly and respectfully
- ▶ Be open, transparent, and accountable for your actions
- ▶ Maintain objectivity when interacting with all participants



Rule of two

The goal of the Rule of Two is to ensure all interactions and communications are open, observable, and justifiable. The purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring more than one adult is present. There may be exceptions for emergency situations.



Contact

Questions related to the NCCP Code of Ethics design may be directed to the Chief Operating Officer at the Coaching Association of Canada. Send an email to coach@coach.ca or call 613-235-5000 ext. 1.

For complaints related to Registered Coaches or Chartered Professional Coaches refer to the Coaching Association of Canada's Code of Conduct.

APPENDIX 3 – OVERVIEW OF EVALUATION OUTCOMES

Coaches must be evaluated with context-specific athletes. This usually means athletes who train in the karate *dojo* setting and are learning basic karate skills and concepts for competition. Novice adults could also be used in the evaluation.

The following chart outlines karate priorities in the Instruction – Beginners and Competition – Introduction contexts.

| Instruction – Beginners Priorities | | |
|------------------------------------|--------------------------|-----------------------------|
| Enjoyment | Increased self-esteem | Proper attitude development |
| Increase physical fitness | Basic skill development | Basic <i>waza</i> |
| Learn motor skills | Basic <i>kumite/kata</i> | Basic timing and distance |
| Develop learning skills | Promote good health | Respect and courtesy |
| Basic power sources | Basic <i>kihon</i> | Learn to set goals |

Overview of Evaluation Outcomes

| Outcome | Criteria | Method |
|---|--|--|
| Ethical Decision-making Instruction – Beginners and Competition – Introduction | <input type="checkbox"/> Applies ethical decision-making process | <input type="checkbox"/> MED online evaluation |
| Support Athletes In Training Instruction – Beginners and Competition – Introduction | <input type="checkbox"/> Ensures safe practice environment <input type="checkbox"/> Implements structured and organized practice <input type="checkbox"/> Develops interventions to promote learning | <input type="checkbox"/> Formal observation at practice (Preferred) <input type="checkbox"/> Portfolio submission and evaluation <input type="checkbox"/> Video submission analysis (Logistics optional) |
| Analyzing Performance Instruction – Beginners and Competition – Introduction | <input type="checkbox"/> Detects and corrects performance for beginner athletes | <input type="checkbox"/> Formal observation at practice (preferred) <input type="checkbox"/> Formal observation of video (logistic optional) <input type="checkbox"/> Pre-observation portfolio submission |

NCCP Minimum Requirements for Certification

The competency-based NCCP evaluates important knowledge, skills, and attitudes in a variety of coaching settings. The evaluation must reflect the framework of ethical coaching practice promoted by Sport Canada. NCCP certification is outcomes-based and requires evidence-based evaluation. Certification supposes (1) the coach can demonstrate certain criteria and (2) sufficient evidence has been gathered to assess whether a specific goal has been achieved.

The certification process also requires the following:

- The evaluation process must help coaches achieve certification by identifying the evidence and descriptors used to assess any given criterion.
- Only NCCP-trained and NCCP-accredited Evaluators can determine whether a coach has achieved any given criterion.
- Evidence of achievement may be obtained from several sources and must adhere to the minimum recommendations for gathering evidence based on the specific outcomes that are being evaluated.
- Coaches seeking certification must be formally observed by an external Evaluator as they coach athletes or participants in a specific coaching context.

Certification is valid for three years. Coaches must provide proof of activity during this period to maintain certification. A coach is deemed active if he or she meets the following requirements:

- Actively teaches in the *dojo*
- Attends or participates in one of the following activities (additional activities may be recognized if preapproved by a provincial NCCP representative):
 - Professional development training
 - NCCP training modules (Multi-Sport Modules or karate-specific modules)
 - First aid training
 - Training sessions by Master Evaluators, Learning Facilitators, or Master Learning Facilitators
 - Workshops provided by multi-sport provincial sport organizations
 - Competition coach seminars/symposiums or training camps offered by provincial or national sport organization coaching committees
 - Mentorship by a certified Competition – Introduction coach

APPENDIX 4 – KC OVERVIEW OF COACHING CONTEXT

| Instruction Stream | | | | | | |
|--------------------|--------------------------|---|---|---|----------------|--|
| NCCP Context | Coach Levels | Priorities | Concepts | NCCP Outcomes | Criteria | Training/Evaluation |
| Inst-Beg | Junior <i>Dojo</i> Coach | <ul style="list-style-type: none"> <input type="checkbox"/> Enjoyment <input type="checkbox"/> Promote good health <input type="checkbox"/> Promote Self-Esteem <input type="checkbox"/> Promote good ethics <input type="checkbox"/> Basic skill development <input type="checkbox"/> Basic Motor skills <input type="checkbox"/> Basic flexibility <input type="checkbox"/> Build physical fitness <input type="checkbox"/> Learn to set goals <input type="checkbox"/> Strengthen muscles <input type="checkbox"/> Develop learning skills <input type="checkbox"/> Intro to a new culture <input type="checkbox"/> Respect and courtesy <input type="checkbox"/> <i>Dojo</i> rules <input type="checkbox"/> Martial Art Education <input type="checkbox"/> Basic power sources <input type="checkbox"/> Fundamental <i>kihon</i> <input type="checkbox"/> Fundamental <i>waza</i> <input type="checkbox"/> Fundamental <i>kata</i> <input type="checkbox"/> Fundamental <i>kumite</i> | <ul style="list-style-type: none"> <input type="checkbox"/> Make learning fun <input type="checkbox"/> Learn proper <i>dojo</i> hygiene <input type="checkbox"/> Learn the respect for <i>dojo</i> and participants within it <input type="checkbox"/> Learn all basics, stances, punches, kicks, blocks, and strikes <input type="checkbox"/> Make goals reasonable and attainable <input type="checkbox"/> Learn basic distance and timing <input type="checkbox"/> Learn basic <i>kumite</i> methods — <i>gohon</i> and <i>sanbon kumite</i> <input type="checkbox"/> Training specific to age/belt <input type="checkbox"/> Keep training exercises simple and age/belt specific <input type="checkbox"/> Promote understanding about use and dangers of self-defence <input type="checkbox"/> Exercises and techniques appropriate for age/belt <input type="checkbox"/> Learn basic sources of power applied to karate technique <input type="checkbox"/> Understand basic nutritional needs | <ul style="list-style-type: none"> <input type="checkbox"/> Ethical decision-making <input type="checkbox"/> Analyzing performance <input type="checkbox"/> Support athletes in training | See Appendix 3 | <p>Karate-specific training:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instruction – Beginners Karate Learning Experience <p>In-<i>Dojo</i> evaluation includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Building a portfolio <input type="checkbox"/> Possible video submission <input type="checkbox"/> Formal observation |

APPENDIX 5 – EVALUATION CRITERIA AND FORMS

(Achievement of outcomes will be determined using these tools)

Instruction – Beginners Factors for Evaluation

| Outcome | Criteria | Evidence of Achievement | Yes | No | Comments |
|--|----------|---|-----|----|----------|
| Planning a Practice (Evaluated Prior to Practice) | | | | | |
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| | EAP | Did the EAP identify the location of telephones and emergency telephone numbers? | | | |
| | | Did the EAP provide directions for how to reach the facility? | | | |
| | | Did the EAP identify a 'charge person' and 'control person.' | | | |
| | | Were the roles and responsibilities of the 'charge person' and 'control person' identified? | | | |
| | | Did the EAP describe how to respond to an injury that needed medical attention? | | | |
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| Outcome | Criteria | Evidence of Achievement | Yes | No | |
|--|----------------------------|---|--|----|--|
| Supporting Athletes in Training (Evaluated during the practice) | Safety | Was sport-specific equipment checked before practice? | | | |
| | | Before starting individual training session, did coach inspect training area for safety risks? | | | |
| | | Are coach and staff trained in first aid? Is staff qualified to treat sparring-related injuries? | | | |
| | | Were emergency phone numbers located near emergency phones? | | | |
| | | Does the coach have basic medical profiles of athletes? (Allergies, medications, etc.) | | | |
| | | Is an appropriately stocked first aid kit available? | | | |
| | | Were instructions to direct EMS to training site near phone and emergency numbers? | | | |
| | | Were locations of emergency exits clearly marked? | | | |
| | | Are emergency phone numbers located near emergency phones? | | | |
| | Structure and Organization | Was the coach appropriately dressed? | | | |
| | | Was the equipment available and ready for use? | | | |
| | | Did the practice have clear practice segments, including appropriate warm-up, main segments, and cool-down? | | | |
| | | Did the coach have a practice plan readily available? | | | |
| | | Were goals outlined in the practice plan achieved? | | | |
| | | Were breaks provided for recovery and hydration? | | | |
| | | Did the practice have a clear timeline for activities and drills, and was activity time maximized? | | | |
| | | Did the coach optimize use of space and equipment? | | | |
| | | Did the practice activities contribute to development of skills or tactics? | | | |
| | Coach Intervention | Did explanations identify 1-3 key learning points? | | | |
| | | Were demonstrations used, and were athletes in optimal position to see and hear? | | | |
| | | Was feedback positive, specific, and communicated to both individuals and the group? | | | |
| | | Did the coach maintain a positive outlook and acknowledge the athletes' needs and thoughts? | | | |
| | | Did the coach use respectful language when providing verbal interventions? | | | |
| | | Did feedback and instruction clearly identify <i>what</i> and <i>how</i> to improve? | | | |
| | | Did the coach constructively reinforce athletes' effort and performance? | | | |
| | | Were athletes made aware of behaviour expectations and were these appropriately reinforced during the practice? | | | |
| | Analyzing Performance | Detect | Did the coach move around practice environment to observe skills from optimal vantage points | | |
| | | | Could the coach identify the key factor that directly impacted performance? | | |
| Could the coach identify all potential causes of skill error as outlined in reference model? | | | | | |
| Did the coach detect discrepancies between observed performance and reference model? | | | | | |
| Correct | | Did the coach use adequate demonstrations to model correct performance? | | | |
| | | Were skill/performance corrections prescriptive (emphasize how to improve, not just what to improve)? | | | |
| | | Did the coach make specific corrections that identified <i>how</i> to improve performance? | | | |
| | | Were identified corrections consistent with the referent model? | | | |
| | | Were appropriate drills and or activities prescribed that helped the athlete to correct performance? | | | |
| | | | | | |

NCCP Competition – Introduction: Competition Intervention Strategies

| | | | | | | | | | | | | | | |
|---|-----------------------------|--|---------------------|----|-------------------------------------|--------------|------|---------------------|--|--|--|--|--|--|
| Coach | | | CC Number | | C | C | | | | | | | | |
| | Surname | | First Name | | | | | | | | | | | |
| Supporting the Competitive Experience | | | | | | | | | | | | | | |
| Timeline of Competition/Training Events and Coaching Actions | | | | | | | | | | | | | | |
| Indicate time of major events (Scoring/Substitution/Major stoppages/Injuries) in matches and identify coaching actions using the following codes: | | | | | | | | | | | | | | |
| M | Motivation -positive | | | CS | Communicates with spares | | | | | | | | | |
| SP | Scold or punish | | | CM | Communicates with coaches/ managers | | | | | | | | | |
| TT | Technical/tactical feedback | | | CR | Communicates with referee | | | | | | | | | |
| NI | No intervention | | | MP | Manages players (substitutions) | | | | | | | | | |
| Time | Event | | Coach Action | | Time | Event | | Coach Action | | | | | | |
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| Evaluator | | | | | | | | | | | | | | |
| Signed | | | | | | | Date | | | | | | | |

How to be a better coach



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Learn to listen, especially to the athletes –
they are excellent teachers.

Help each athlete develop all of their capacities:
physical, mental/emotional, and social.

Take a stand against doping and cheating in sport.

Thirst for knowledge
attend coaching courses, get certified, stay up to date.

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