



**National
Coaching
Certification
Program**



Analyze Technical and Tactical Performance Competition Skydiving Coach Workbook














Coaching
Association
of Canada



Association
canadienne
des entraîneurs

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.

Partners in Coach Education

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



© This document is copyrighted by the Coaching Association of Canada (2009) and its licensors. All rights reserved.

Printed in Canada.



ACKNOWLEDGEMENTS

Main Writer

David Hill

Contributors

Veronica Planella, MA

Alan Wrigley, PhD

Don Watts

Robert Laidlaw

Production

Lucie LeBel, MATRA • gs Translation Services Inc., Tressa Sorochan, Louise Wood

The Coaching Association of Canada expresses its thanks to Canadian Sport Centre Pacific operating as PacificSport for their permission to adapt material.

TABLE OF CONTENTS

1. Introduction	1
1.1 Purpose of the Document.....	1
1.2 NCCP Core Competencies.....	1
1.3 Learning Outcomes	2
1.4 Overall Context	5
1.5 Workbook Topics	5
2. Intention Phase (Phase 1).....	6
2.1 Skills.....	6
2.2 Tactics	12
3. Detection Phase (Phase 2).....	17
3.1 Exploring the Basics of Motion	17
3.2 Observing Performance, Detecting Gaps, and Identifying Reasons for the Gaps	21
4. Correction Phase (Phase 3).....	22
4.1 Identifying Possible Corrections	22
4.2 Assessing Athletes' Progress	24
5. How Am I Doing?.....	26
6. Self-assessment.....	27
7. Great Ideas	28

The Collection, Use, and Disclosure of Personal Information

The Coaching Association of Canada (CAC) in cooperation with its National Coaching Certification Program (NCCP) partners collect, use and disclose only such information from individuals as is required for the purpose of providing services or information to them, managing NCCP coach education records, conducting research and such other purposes as described in CAC's Privacy Policy.

CAC does not sell, trade, barter, or exchange for consideration any Personal Information obtained. CAC's collection, use and disclosure of personal information shall be done in accordance with its Privacy Policy, a copy of which is available at www.coach.ca.

1. INTRODUCTION

1.1 Purpose of the Document

This Coach Workbook is your record of what you did and what you learned in the Analyze Technical and Tactical Performance workshop. The Coach Workbook has been designed to help you work on your own, after the workshop, to improve even more as a coach. We therefore recommend that you save your Workbook and consult it regularly to ensure continuous improvement of your coaching skills.

This Workbook refers often to *Reference Material*, a document developed to deepen your knowledge of key coaching topics. You receive *Reference Material* along with this Coach Workbook when you register for the Analyze Technical and Tactical Performance workshop.

This document will help you as a future CSPA competition coach Analyze Performance in a much more effective way for your athletes in the **Learn to Compete** (L2C), **Train to Compete** (T2C), and **Train to Win** (T2W) stages of CSPA's LTAD program.

1.2 NCCP Core Competencies

As you progress through this module, you will work on developing *five core competencies* that will help you become a more effective coach and have a more meaningful impact on athletes' experience. The competencies are problem-solving, valuing, critical thinking, leading, and interacting.

At several points in the workshop, you will participate in activities that involve reflecting on and assessing your learning on these five competencies. These are important activities, because you indicate in them how you will apply and model the five core competencies in your athletes' training.

Here are just some of the ways these competencies come into play in analyzing technical and tactical performance:

Problem-solving

- Detect technical and tactical elements that have to be improved or refined
- Correct technical and tactical elements that have to be improved or refined

Valuing

- Value the input from athletes in analyzing personal performance
- Respect athletes' consent for physical contact when assisting in correcting a skill error
- Respect the privacy of athlete information collected for analysis and correction

Critical Thinking

- Analyze athlete performance using a variety of perspectives and sources to identify critical program decisions that have to be made to correct technical and tactical elements
- Ensure that corrective measures replicate competition-like situations

- ❑ Interpret the results of assessments to design individualized corrective plans

Leading

- ❑ Use an approach for analyzing and correcting technical performance that is used as a best practice by the sport
- ❑ Train other coaches to identify critical elements in the detection of athlete performance
- ❑ Use new and innovative analytical and assessment protocols to detect and correct athlete performance

Interacting

- ❑ Work with other coaches to detect and correct athlete performance
- ❑ Use analysis data

1.3 Learning Outcomes

The NCCP distinguishes between training and certification. The Analyze Technical and Tactical Performance module is one of a number of *training* opportunities in the Competition – Development context. To become *certified* in this and other coaching contexts, you must be evaluated, and you must provide *evidence* in the evaluation that you meet certain *criteria*.

The learning outcomes listed below reflect the evidence and criteria that apply to this module.

CRITERIA	EVIDENCES	
<p>Detects technical elements that have to be improved or refined to enhance performance and/or to prevent injuries.</p>	<ul style="list-style-type: none"> • Observes technical execution from adequate vantage point(s). • Correctly uses skill development/progression checklist or “referent model” defined by discipline to evaluate technical execution of a skydiver’s performance. • Identifies outcome (intention) of a technical skill and specific performance factors that define optimal performance based on sport specific referent model. • Communicates how and why the critical error(s) impact(s) performance, including implications from an injury prevention or from a tactical point of view where appropriate. • Identifies critical decisions and/or decision-making factors (including timing of decision) that must be considered by skydivers while performing specific technical elements. • Correctly identifies potential impact(s) on individual or team tactics that may result from incorrect execution of technical elements. • Reinforces application of competitive rules that relate to skill execution when appropriate. • Identifies critical programming decisions that have to be made in the short-term to correct the technical elements identified. 	<p>Portfolio submission Oral presentation and cross-examination Observed Training</p>

	<ul style="list-style-type: none"> • Correctly and consistently applies biomechanical principles while performing analyses of advanced skydiving-specific technical elements. 	
<p>Corrects technical elements that have to be improved or refined to enhance performance and/or to prevent injuries.</p>	<ul style="list-style-type: none"> • Identifies specific corrective measure based on analysis of potential causes of performance errors, consistent with the skill/development progression checklist and/or “referent model” defined by skydiving. • Identifies <i>why</i> the correction will have a beneficial effect on performance and how to improve performance using prescriptive interventions. • Evaluates when a specific intervention (teaching/modification of activity) is needed based on systematic observation of skydiver performance and whether corrective measure will produce desired effects. • Uses adequate demonstrations to model correct performance. • Prescribes an appropriate activity and or drill that assists skydiver to make correction in performance. • Ensures adequate motor engagement in the corrective task or activity for each skydiver, and identifies if level of difficulty in the task is relevant to skydivers’ capabilities. • Coaching corrections focus skydivers’ attention towards external cues, or on the anticipated effects of the movement rather than the way the movement is performed (Internal focus). E.g. External focus: “Concentration on keeping a specific object or implement in a certain position during the movement” versus Internal focus: “Concentrating on keeping a specific part of the body in a certain position during the movement”. • Reinforces application of competitive rules that relate to skill execution when appropriate. • Where appropriate, coach asks participant’s consent for physical contact when assisting in correcting a skill error. 	<p>Portfolio submission Oral presentation and cross-examination Observed Training</p>
<p>Detects tactical elements that have to be improved or refined to enhance performance.</p>	<ul style="list-style-type: none"> • Analyzes opponents, skydivers coached and/or event for strengths, weaknesses and opportunities. • Observes tactical execution from adequate vantage point(s) as defined by skydiving. • Correctly uses tactical development/progression checklist or “referent model” defined by skydiving to evaluate tactical execution of a skydiver’s performance. • Identifies outcome (intention) of a tactic/strategy and specific performance factors that define optimal performance based on skydiving specific referent model. • Identifies critical cause(s) that, may contribute to an enhancement of a tactic/strategy (i.e. athletic abilities, equipment, environmental factors, mental strategies etc.), and is able to select the most critical one(s) that impact performance. • Communicates how and why the critical error(s) 	<p>Portfolio submission Oral presentation and cross-examination Observed Training</p>

	<p>impact(s) performance.</p> <ul style="list-style-type: none"> Identifies critical decisions and/or decision-making factors (including timing of decision) that must be considered by skydivers while performing specific tactics/strategies. Correctly identifies potential technical elements that may impact the execution of individual or team tactics/strategies. Reinforces application of competitive rules that relate to tactics/strategies when appropriate. Identifies critical programming decisions that have to be made in the short-term to correct the technical elements identified. 	
<p>Corrects tactical elements that have to be improved or refined to enhance performance.</p>	<ul style="list-style-type: none"> Identifies specific corrective measure based on analysis of potential causes of tactical/strategic errors, consistent with the skill/development progression checklist and/or "referent model". Identifies <i>why</i> the correction will have a beneficial effect on performance and <i>how</i> to improve tactic/strategy using prescriptive interventions. Evaluates when a specific intervention (teaching/modification of activity) is needed based on systematic observation of individual or team tactics and whether corrective measure will produce desired effects. Uses adequate demonstrations to model tactic or strategy. Prescribes an appropriate activity and or drill that assists athlete to make correction in tactic/strategy. Ensures adequate motor engagement in the corrective task or activity for each skydiver, and identifies if level of difficulty in the task is relevant to skydivers' capabilities. Makes appropriate tactical/strategic decisions based on specific analysis of competitive event, and are consistent with tactical development model and/or "referent model". Ensures that corrective measures replicate competition like situations that will allow athletes to implement tactical/strategic corrections. Reinforces application of competitive rules that relate to tactical / strategic intentions when appropriate. 	<p>Portfolio submission</p> <p>Oral presentation and cross-examination</p> <p>Observed Training</p>

Achievement Standards	NI	MS	ES
<i>NI=Needs Improvement , MS = Meets Standard, ES = Exceeds Standard</i>			
Detects technical elements that have to be improved or refined to enhance performance and/or to prevent injuries.	<6	7	>8
Corrects technical elements that have to be improved or refined to enhance performance and/or to prevent injuries.	<6	7	>8

Detects tactical elements that have to be improved or refined to enhance performance.	<7	8	>9
Corrects tactical elements that have to be improved or refined to enhance performance.	<6	7	>8
	<25	29	>33

The learning activities in this module focus on your role in analyzing technical and tactical performance. In particular, you will be able to do the following after finishing this module:

Analyze technical and tactical performance for factors that influence performance;

Analyze technical and tactical performance by observing and defining key performance factors that affect technical and tactical performance;

Analyze technical and tactical performance by applying the principles of motion to detect and correct key performance factors;

Use technology to assist in analyzing technical and tactical performance;

Identify strategies to monitor and evaluate technical and tactical performance;

- Implement and assess the effectiveness of corrections;
- Apply a logical skydiving training progression for performance; and
- Analyze technical and tactical performance by applying a solid understanding of the aerodynamics of body flight or parachute flight.

1.4 Overall Context

This module is one of many offered in the National Coaching Certification Program (NCCP). For more information on the NCCP and the workshops it offers, visit <http://www.coach.ca/eng/certification/index.cfm>.

1.5 Workbook Topics

There are three topics on analyzing technical and tactical performance in this Workbook:

1. Intention phase (Phase 1):
2. Detection phase (Phase 2)
3. Correction phase (Phase 3)

2. INTENTION PHASE (PHASE 1)

2.1 Skills

2.1.1 Follow the Reference Material (Page ___) on movement phases and key elements.

In the worksheet below, describe successful performance of the skill assigned by the Learning Facilitator.

- Beside Name of Skill, record the name of the skill.
- Beside Purpose of Skill, state the purpose of the skill.
- In Column 1, describe how athletes should perform the key elements of each movement phase. This is the *intended performance*.

DO NOT COMPLETE COLUMNS 2 THROUGH 6 AT THIS TIME.

Analyzing a Skill Worksheet #1

Name of Skill: _____			Purpose of Skill: _____			
Movement Phase	The key elements should be performed this way... (intended performance) (Column 1)	My observation plan consists of... (Column 2)	This is the athlete's current performance... (Column 3)	These are the performance gaps... (Column 4)	These are the reasons for the gaps... (Column 5)*	These are the possible corrections...(Column 6)
Preliminary movements						
Backswing movements						
Force-producing movements						

Critical instant						
Follow-through movements						

* Use this key to specify reasons for gaps:

EQ for Equipment

EN for Environment

PS for Psychology

AA for Athletic Abilities

TA for Tactics

TE for Technique

BI for Biomechanics, with principles involved and violation(s) indicated

2.1.2 Activity: Choose a skill your athlete or athletes commonly perform.

In the worksheet below, describe successful performance of that skill. To do this,

- ❑ Beside Name of Skill, record the name of the skill.
- ❑ Beside Purpose of Skill, state the purpose of the skill.
- ❑ In Column 1, describe how athletes should perform the key elements of each phase of this skill. This is the *intended performance*.

DO NOT COMPLETE COLUMNS 2 THROUGH 6 AT THIS TIME.

Analyzing a Skill Worksheet #2

Name of Skill: _____			Purpose of Skill: _____			
This movement phase...	The key elements should be performed this way... (intended performance) (Column 1)	My observation plan consists of... (Column 2)	This is the athlete's current performance... (Column 3)	These are the performance gaps... (Column 4)	These are the reasons for the gaps... (Column 5)*	These are the possible corrections...(Column 6)
Preliminary movements						
Backswing movements						
Force-producing movements						

Name of Skill: _____			Purpose of Skill: _____			
This movement phase...	The key elements should be performed this way... (intended performance) (Column 1)	My observation plan consists of... (Column 2)	This is the athlete's current performance... (Column 3)	These are the performance gaps... (Column 4)	These are the reasons for the gaps... (Column 5)*	These are the possible corrections...(Column 6)
Follow-through movements						

* Use this key to specify reasons for gaps:

EQ for Equipment

EN for Environment

PS for Psychology

AA for Athletic Abilities

TA for Tactics

TE for Technique

BI for Biomechanics, with principles involved and violation(s) indicated

Share your descriptions in Column 1 of the Analyzing a Skill Worksheet #2 with other coaches, and modify your worksheet as you see fit.

2.2 Tactics

2.2.1 In the worksheet below, describe the tactic assigned by the Learning Facilitator.

- Beside Name of Tactic, record the name of the tactic.
- Beside Purpose of Tactic, state the purpose of the tactic.
- In the Component Skills column, list the tactic's component skills.
- In Column 1, describe successful performance of the tactic in terms of its component skills. This is the *intended performance*.

DO NOT COMPLETE COLUMNS 2 THROUGH 6 AT THIS TIME.

Analyzing a Tactic Worksheet #1

Name of Tactic: _____		Purpose of Tactic: _____				
Component Skills	The component skills should be performed this way... (intended performance) (Column 1)	My observation plan consists of... (Column 2)	This is the athlete's current performance... (Column 3)	These are the performance gaps... (Column 4)	These are the reasons for the gaps... (Column 5)*	These are the possible corrections...(Column 6)
Skill						

* Use this key to specify reasons for gaps:

EQ for Equipment

EN for Environment

PS for Psychology

AA for Athletic Abilities

TA for Tactics

TE for Technique

BI for Biomechanics, with principles involved and violation(s) indicated

2.2.2 Now choose a tactic your athletes commonly execute. In the worksheet below, describe successful performance of that tactic.

- Beside Name of Tactic, record the name of the tactic.
- Beside Purpose of Tactic, state the purpose of the tactic.
- In the Component Skills column, list the tactic's component skills.
- In Column 1, describe successful performance of the tactic in terms of its component skills. This is the *intended performance*.

DO NOT COMPLETE COLUMNS 2 THROUGH 6 AT THIS TIME.

Analyzing a Tactic Worksheet #2

Name of Tactic: _____		Purpose of Tactic: _____				
Component Skills	The component skills should be performed this way... (intended performance) (Column 1)	My observation plan consists of... (Column 2)	This is the athlete's current performance... (Column 3)	These are the performance gaps... (Column 4)	These are the reasons for the gaps... (Column 5)*	These are the possible corrections...(Column 6)
Skill #1						
Skill #2						
Skill #3						

*

Use this key to specify reasons for gaps:

EQ for Equipment

EN for Environment

PS for Psychology

AA for Athletic Abilities

TA for Tactics

TE for Technique

BI for Biomechanics, with principles involved and violation(s) indicated

Share your descriptions in Column 1 of the Analyzing a Tactic Worksheet #2 with other coaches, and modify your worksheet as you see fit.

3. DETECTION PHASE (PHASE 2)

3.1 Exploring the Basics of Motion

3.1.1 The Planes of Motion

- Follow the information on the planes of motion in the Reference Material (Page ____).
- Observe a skill, and use the Planes of Motion Worksheet to identify the planes of motion involved.

Planes of Motion Worksheet

Skill: <u>Center Turn</u>		
This happens in the frontal plane (left-to-right movements)	This happens in the sagittal plane (front-to-back movements)	This happens in the transverse plane (cross-sectional movements)
When the knee is dropped it should also be moved out to the side to create an angle to deflect the air.	The knee drives up in front of the body.	The head twists to the left or right

Meet with another coach, and compare the planes of motion involved in different skills.

3.1.2 Biomechanics Principles

Follow the information in the Reference Material (Page ____) on biomechanics.

Then form a small group, review in detail the principle(s) of motion assigned to your group, and complete the Biomechanics Worksheet on the next page. For each principle of motion assigned:

- Provide an analogy that describes the principle in lay terms.
- Note a common sport skill that involves the principle.
- Give an example of the principle being applied correctly in that skill.
- Give an example of the principle being violated in that skill.

Biomechanics Worksheet

Name of Principle	This principle is like...	Is involved in this skill...	Is applied correctly in this skill when...	And is violated in this skill when....
Example: Balance and Stability	The pyramids	Slow fall	The jumper widens out the stance slightly to compensate with a high center of gravity	The jumper either raises the center of gravity too high and/or narrows the stance rather increasing the base of support.

As a group, share your information with the full group, and demonstrate the correct application and violation of the assigned principle(s).

3.2 Observing Performance, Detecting Gaps, and Identifying Reasons for the Gaps

3.2.1 Follow the information in the Reference Material (Page ___) on observation plans. Continuing to work with the same skill as in 2.1.1, record your observation plan in Column 2 of Analyzing a Skill Worksheet #1, on page 8:

- Decide which key elements to observe.
- Choose your scanning strategy.
- Select your position.
- Decide on the number of observations.

Share your plan with another coach, and make adjustments as required.

3.2.2 Follow the instructions of your Learning Facilitator, and complete Columns 3, 4, and 5 of the Analyzing a Skill Worksheet #1 in 2.1.1:

- Column 3: This is the athlete's current performance...
- Column 4: These are the performance gaps...
- Column 5: These are the reasons for the gaps...

3.2.3 Now work with the same skill as in 2.1.2, and complete Columns 2, 3, 4, and 5 of Analyzing a Skill Worksheet #2, on page 10:

- Column 2: My observation plan consists of...
- Column 3: This is the athlete's current performance...
- Column 4: These are the performance gaps...
- Column 5: These are the reasons for the gaps...

Share your completed worksheet with another coach, and make adjustments as required.

3.2.4 Now work with the same tactic as in 2.2.2, and complete Columns 2, 3, 4, and 5 of Analyzing a Tactic Worksheet #2, on page 15:

- Column 2: My observation plan consists of...
- Column 3: This is the athlete's current performance...
- Column 4: These are the performance gaps...
- Column 5: These are the reasons for the gaps...

Share your completed worksheet with another coach, and make adjustments as required.

4. CORRECTION PHASE (PHASE 3)

4.1 Identifying Possible Corrections

4.1.1 Follow the Analyze Performance Referent Model in the Reference Material (Page ___) with special attention to types and examples of corrective measures. Continuing to work with the same skill as in 2.1.2, develop ideas for how to correct gaps in that skill's performance.

- Return to your Analyzing a Skill Worksheet #2, on page 10.
- Review your Analyzing a Skill Worksheet #2, especially Column 4 and Column 5.
- In Column 6, list two or more possible corrections for each gap you specified in Column 4.

4.1.2 Now choose two or three of the possible corrections you identified in 4.1.1, and use the table below to describe how you would implement each in a practice. If possible, implement different types of corrections (teaching interventions, modifications of activities or drills, and competitive interventions).

Possible Correction	Implementing the Correction in a Practice	Type of Correction (Check One)
#1		<input type="checkbox"/> Teaching Intervention <input type="checkbox"/> Modification of Activity or Drill <input type="checkbox"/> Competitive Intervention
#2		<input type="checkbox"/> Teaching Intervention <input type="checkbox"/> Modification of Activity or Drill <input type="checkbox"/> Competitive Intervention
#3		<input type="checkbox"/> Teaching Intervention <input type="checkbox"/> Modification of Activity or Drill <input type="checkbox"/> Competitive Intervention

4.1.3 Continuing to work with the same tactic as in 2.2.2 develop ideas for how to correct gaps in the performance of that tactic.

- Return to your Analyzing a Tactic Worksheet #2, on page 15.
- Review your Analyzing a Tactic Worksheet #2, especially Column 4 and Column 5.
- In Column 6, list two or more possible corrections for each gap you specified in Column 4.

4.1.4 Now choose two or three of the possible corrections you identified in 4.1.3, and use the table below to describe how you would implement each in a practice. If possible, implement different types of corrections (teaching interventions, modifications of activities or drills, and competitive interventions).

Possible Correction	Implementing the Correction in a Practice	Type of Correction (Check One)
#1		<input type="checkbox"/> Teaching Intervention <input type="checkbox"/> Modification of Activity or Drill <input type="checkbox"/> Competitive Intervention
#2		<input type="checkbox"/> Teaching Intervention <input type="checkbox"/> Modification of Activity or Drill <input type="checkbox"/> Competitive Intervention
#3		<input type="checkbox"/> Teaching Intervention <input type="checkbox"/> Modification of Activity or Drill <input type="checkbox"/> Competitive Intervention

4.2 Assessing Athletes' Progress

4.2.1 Continuing to work with the same skill as in 2.1.2, use the table below to develop ideas for how to monitor athletes' progress toward the intended performance.

- ❑ In the Performance Gap column, list the gaps in performance from Analyzing a Skill Worksheet #2.
- ❑ In the What to Observe column, specify what you would observe to determine whether the performance gap was narrowing.
- ❑ In the What to Measure column, specify what you would observe to determine whether the performance gap was narrowing.

Performance Gap	What to Observe	What to Measure
Backing up on a Donut	Upper body actions or over-aggressive leg input	The center of mass is stationary during the rotation with no loss of proximity

Share your answer to 4.2.1 with another coach or group of coaches, brainstorm about how to assess athletes' progress toward the intended performance of a skill, and add to your answer as needed.

4.2.2 Continuing to work with the same tactic as in 2.2.2, use the table below to develop ideas for how to monitor athletes' progress toward the intended performance.

- ❑ In the Performance Gap column, list the gaps in performance from Analyzing a Tactic Worksheet #2.
- ❑ In the What to Observe column, specify what you would observe to determine whether the performance gap was narrowing.
- ❑ In the What to Measure column, specify what you would observe to determine whether the performance gap was narrowing.

Performance Gap	What to Observe	What to Measure
Backing up on a Donut	His or her relative position to group	His or her understanding to sit still rather than think the knee must be presented to team-mate.

Share your answer to 4.2.3 with another coach or group of coaches, brainstorm about how to assess athletes' progress toward the intended performance of a tactic, and add to your answer as needed.

4.2.3 Design a Monitoring/Assessment Sheet you can use throughout the season to monitor and assess athletes' progress toward the intended performance of key skills and tactics in their sport.

5. HOW AM I DOING?

5.1.1 Up to this point, you've completed activities designed to develop competencies related to analyzing technical and tactical performance. This activity is a bit different, as it asks you to:

- Reflect on your learning in this module
- Relate your learning to the five core NCCP competencies
- Consider how you will apply and model the competencies in your coaching

On your own, complete the table below. Then meet with your learning partner, and discuss your reflections on how your analyzing technical and tactical performance competencies have developed in the module.

NCCP Core Competency	This is what I've learned in this module about this core competency...	I will apply the core competency in the following ways and situations...	I will model the core competency this way in my coaching...
Problem-solving			
Valuing			
Critical Thinking			
Leading			
Interacting			

6. SELF-ASSESSMENT

This self-assessment will allow you to reflect on your current coaching practices. The items that are listed in the self-assessment are the evidences that an Evaluator will be looking for during assignments and observations. They will help determine if you have the required abilities/competencies. The self-assessment form will help you identify areas of strength and areas for improvement.

For each statement presented below, **circle the number that best represents whether you achieve the statement** (Never, Sometimes, Often, Always).

DATE: _____

I...	Never	Sometimes	Often	Always
Observe athletes from an optimal position to identify areas for improvement	1	2	3	4
Identify key performance factors that have a direct impact on skills, tactics, or physical ability	1	2	3	4
Identify all elements and factors (equipment, environment, affective, cognitive, physical, tactical, and technical) that could affect athlete performance	1	2	3	4
Make corrections that identify <i>why</i> and <i>how</i> to improve performance	1	2	3	4
Identify an overall outcome for each skill to guide athletes' learning	1	2	3	4
Break down a skill into the phases of movement	1	2	3	4
Detect which movement phase has the greatest impact on performance	1	2	3	4
Identify how key performance factors relate to the principle of motion	1	2	3	4
Apply the principles of motion to the key performance factors of a skill	1	2	3	4
Identify corrections that relate to a specific movement phase	1	2	3	4
Identify corrections that apply the principles of motion	1	2	3	4
Use video technology to obtain optimal images of athlete performance	1	2	3	4
Prioritize technical or tactical elements that have the greatest impact on performance	1	2	3	4
Design an activity that measures and tracks athlete performance	1	2	3	4
Assess whether my corrective strategies improved athlete performance	1	2	3	4

7. GREAT IDEAS





Dear Coach,

The Coaching Association of Canada is pleased to offer you an interactive website that enables you to check your accreditation online. Go to www.coach.ca where you can:

- track your progress through the NCCP;
- update your coaching profile;
- print out copies of your coaching card or a transcript of your coaching courses;
- visit the Coaching Tips and Tools section;
- and so much more!



Coaching
Association
of Canada



National
Coaching
Certification
Program