

Introduction

When I started my first thesis I thought I would do some more history on the figures behind the Black Belt Patterns. However this proved to be a little difficult, as New Zealand does not have enough history on Korea that is readily available to the public. As fortune would have it I almost lucked on to the idea of helping to develop members, and as my own interest is with Juniors I planned to aim in this direction.

I start off talking about my own experience playing with different ideas and how they have worked or failed. I also have a survey, of which I have 48 samples. This helps us look at both the good and the bad and hopefully we can explain some reason for this. I will finish with my own ideas on the future and how to continue to develop.

As this is the thesis for my original Taekwon-Do Goal, I think it only right to thank all the people that helped me along the way. Taekwon-Do is a gift that Gen. Choi Hong Hi started giving to everyone in 1955. It is a gift that you cannot touch, yet it touches you, that you cannot keep to yourself because it is bigger than you. Taekwon-Do and the people in it have altered my life for the better, forever. Thank you General Choi.

I would like to thank the members of Nibun ITF who have really been inspirational over the years. It is for you that I wanted to be better, not only as a practitioner, but as a teacher. I would like to thank:

Paul McPhail and Mark Rounthwaite. Although two very different people, they are both extremely talented and inspirational people. Mr. McPhail was my original inspiration for being more than a 'Black Belt'. Mr. Rounthwaite gave me a passion for Taekwon-Do, and a glimpse of just how great it could be. Mr. Rounthwaite also taught me the importance of development.

Francis Fong, for helping with the development of Nibun ITF, even when he thought it was going in the wrong direction, if all my black belts were as good a friend as Francis I could never go wrong.

Eva Segedin, for taking all the bookwork off my hands so that I could just concentrate on teaching, and for keeping my feet just close enough to the ground not to get carried away. Along with Alix Bartholomew you are my first Black Belts from the school Clubs.

Duncan Head for being the result of all the work that we started in 1996, for sticking at it and taking ownership in the idea of Nibun ITF. For believing in the dream.

Cameron Snelling kept us on the straight and narrow, fixed me up when I injured myself and got me heading back to my goal. For helping me recover from catastrophe.

Maher Al-Khazrajy for never changing, for always being and believing in the basic truths. For reminding us the ultimately we all want to be better and we all have to work hard to get it.

The girls of Nibun ITF Diocesan School 2001, the best class that I have had there yet. They all amaze me and make me proud.

I would like to dedicate this to Sam Skinner and Alix Bartholomew, our two bright new lights in a star-studded crown. To Stacey Peters, Anna Wintle, Amy Kingston, Lorraine Lee and Marnie Hallihan who were there near the start and will receive the benefits in the future.

The beginning starts at the end.

If you want to develop good students you must develop a good instructor in yourself first. Accept that you are not perfect, that you could be better and attempt to be better every time you teach. Set goals for your teaching that are achievable and expect to achieve them. Do not be scared of your mistakes, admit to them and your students will respect you, ignore them and they will lose faith in you.

I began teaching in 1994. I had not previously been a teacher, taught, or even been a good role model. I was more interested in myself and how good I was than how good someone else was. When I look back I think that if I met myself now I wouldn't really like me.

Things change. Thank goodness things change, but be warned that if you do not change with them you are liable to be left, teaching the same style and wondering why it doesn't work. Open your eyes and see the world of opportunity that there is out there. Over all my time I have seen people change dramatically, and I am not the oldest teacher.

"Only the wisest and stupidest of men never change." - Confucius

Taekwon-Do is a living art. Gen Choi has come up with the ultimate techniques, but as he sees that it can be done better he makes a little alteration and it is better. It is these alterations that we need to heed to, as they make weak techniques strong. I have spent sometime looking at individual techniques and wondering how they are supposed to work. I have learned that the first and the last answers are always in the Taekwon-Do encyclopedia by Gen. Choi Hong Hi.

The other important lesson I received was from *Confucius*. He said "I hear and I forget, I see and I remember, I do and I understand." It is a known fact that most of what we hear in a day is forgotten. I mean how many times has someone said to you "but I told you about it yesterday". I am a sight learner, I know this because if I see it I remember it, we will talk more about this later. It is not until you start to do something, and I mean do it properly, that you begin to understand it.

Here are 7 things that I think help to make a better instructor.

1. Expectation

During my early months of teaching, I took a policy of teaching by demonstrating. If I can do it you can too. If you read my personal Taekwon-Do History (*appendix 1*) you will note that I suffered a blood clot within the first year.

This meant that I was unable to 'show off', which is what I had been doing. In my mind I couldn't teach properly, because I couldn't do it myself. It took sometime to get over this, but when I did I noticed something quite amazing. My students were still good. They had not got worse as I had, they had gotten better. I wondered what it was that had done this so I tried a little experiment.

In 1995 I took my white belts and I showed them, as their first kick, a twin foot front snap kick. This is the kind of technique that students at green and blue belt are still trying to understand. Could you imagine my surprise when not only could they do it within a lesson, but they were doing it better than most of the senior grades. This lead me to ponder what it was that had helped them do it. The answer was quite simple.

I expected them to do it, they had no idea that they were not supposed to be able to do it until they were at a higher level, so they did it. Since then I have used expectation as a tool whenever I have taught. There is a down side to expectation. It is called physical limitation. Do not assume that everyone will be able to do a 4 board fore fist punch, especially if they are a 30Kg child. This will have dire consequences. They are likely to injure themselves and therefore be 'scared' of the technique, less willing to do it. The biggest issue is that they will begin to lose faith.

During my early days I taught a student who was very good. Although he was young, he showed some awesome potential. Seeing this I rushed head long into teaching him, making him train hard so that he would be fit and teaching him to be perfect every time. Soon he felt the pressure that had been put on him. He liked it at first, but began to wane under it quickly. I had failed to take into account that this kid was only 10, that he was still a child and just wanted to have some fun. Unfortunately it took him leaving for me to realize what I had done.

In 1999 I taught the Auckland North Regional Team. We had a long shot at winning the NZ Nationals, a new region, the youngest black belts and students that had never been to a competition of that magnitude before. When we started training people said 'I don't think we have a chance'. We trained solidly for 4 weeks, and on the final week the same people were saying 'you know, I think we're going to win'.

The team was driven by there own expectations to perform, they knew what I expected of them, they knew that it was possible in their hearts, so they went for it. The 1999 Auckland North Regional team did not win the Nationals, but they did score the most points, they were the biggest team, and they defiantly had the most fun. All I had to do was ask them to try to be the best they could be, and enjoy what they were doing.

2. Faith

In 2000 about a week after the Nationals one of my students came up to me and said thanks. I told them that they had done all the work and that I had just told them what to do, I thanked them. The reply I got was a shock to the system. "I am not thanking you for the training, I hated that, I am thanking you for believing in me, for seeing what I could be if I tried"

Faith is the most important ingredient you can give to a student. However you must have an understanding of the student, you must take enough notice of them to realize what they can and can do. We have heard often that can't means won't. However sometimes can't means not able to do right now.

You can give a student faith by believing in them and you can take it away by pushing them too hard too soon. Understand your student, know their likes, dislikes and fears when it comes to TKD. If they are nervous guide them. If they lose faith in you they will not believe your expectations of them. The moment they lose faith you will lose a student.

3. Viscous Circles / Successful Circles

We have all heard about viscous circles. E.g. the circle of violence begins with a child that is beaten, grows up with this mental and physical punishment. They marry, have kids and begin to beat their kids and so the circle continues. I believe that most of life moves in smaller circles. We can alter these circles by choice.

Viscous – We can't do a technique, so we practice the technique but never feel happy with it, we stop practicing the technique, we can't do the technique.

Success – Mr. Rounthwaite Snr. Once said to me do the technique 1000 times then tell me you can't do it. At the time it was a twisting kick that I was complaining about and I was a 7th Gup. 1000 times, sure I can do that, by the time I was a 6th Gup I was doing twisting kick better than most of the class. Now every time someone says to me I can't do that technique, and I know they can, I tell them to do it 1000 times and then come back to complain.

Create a way to stop someone giving up too soon and you will break the cycle. As Confucius once said, *"Our greatest glory is not in never falling, but in rising every time we fall."*

4. Fun

Remember that the main reason most people do Taekwon-Do is for fun, when all the winning and losing is done they will only continue if they have fun. Fun is an interesting subject because fun is different for everyone. Some find roller coasters fun, Skateboarding, skiing, snowboarding, rugby, league, reading the list of what individual people find is fun goes on and on.

What I have discovered in Taekwon-Do is achievement is fun for most people, if you have set them a goal that is achievable but not simple they will enjoy the journey no matter how hard it is. Discipline is another one that surprises me. If you have too much no one can have fun, if you have too little then they are all too busy slacking off to have fun. You need to find the right level, and understand that this level changes with the seriousness of the goal. E.g. the discipline that I expect from my class is minimal compared to what I expect from the Auckland North Regional Team. The discipline that I expect from the Auckland North Regional Team is minimal from what I would expect from the New Zealand Junior or Senior teams.

5. Hear, see and do.

It is a little known fact that everyone actually learns differently. Some people can hear and quote word for word, some see and from that moment on they are fine and some have to actually do something to learn it.

You must understand that in your class you are going to come across people that cover all of these. That means that during your lessons you will have to incorporate all. Sounds difficult, but most of you will be doing it without thinking about it.

E.g. Teaching a front snap kick (ap cha busigi). Talk about each part of the movement as you demonstrate it in front of the class. Then get them to do it as you talk them through it and demonstrate it yourself.

Most Taekwon-Do instructors already do this, but if you don't know that this allows for all types of learning groups and will improve the effectiveness of your class.

6. Motivation

Don't be scared to build your students up. Make them feel like they can improve, do better, keep talking to them and keep them going. Provide them with little stories and give them with mentors. Accept that you may not always be their mentor, and that in some cases it may be better that you are not.

7. Up skill

Attend all conferences, camps and technique seminars that you can. Do not be too distressed if you are unable to get to them, as it can be just as beneficial seeing senior grades.

Watch how your students teach other students and see what it is that each of them has picked out of what you have taught. Look to other teaching organizations for teaching inspiration. Don't be scared to experiment, but make sure you think it through first.

Always teach your seniors how to teach the juniors. Check the techniques that they are teaching. If you learn something and it means that you have been teaching wrong tell your students and tell them you did it wrong. This will encourage your seniors not to be embarrassed if they make mistakes, and therefore more confident about teaching.

How do I teach if I don't know how to learn?

You have heard it before, especially if you have been teaching for me. Confucius said, *"I hear and I forget, I see and I remember, I do and I understand."*

Strange that that comments was made thousands of years ago, however I believe that Confucius, the always teacher was trying to teach us something about learning, and in turn about teaching.

It is well known and has been well studied that there are three main ways of learning. Auditory, Visually, and Kinesthetically. To help develop your students, especially your junior students, you need to have an understanding of what works and how you can maximize their learning.

Auditory - "I hear"

Auditory learners tend to remember what they hear and have no problems recalling their own verbal expressions. They remember things by talking them through, talking aloud and repetitions. When you are teaching them you will be able to talk them through a movement and they will be able to understand, go away and follow the instructions. These are the type of people who find it difficult to work quietly for extended periods of time and will find silence distracting. They are interested in sounds and express themselves verbally.

If you were to stand in front of a class and talk about a movement, without ever doing the movement, they would be the ones in the class that understand. Auditory learners are best being taught by someone who can make words come to life, someone similar to themselves.

Visual – "I See"

Visual learners need to see things to believe them. If you were to stand at the front of the class and explain how to do a technique they would quickly look around to see what everyone else was doing and try to copy them. Visual learners like to see things written down, they like photographs and illustrations. There is nothing better then watching someone good perform the movements that they want to do. A visual learner will take in much more about every movement they see than they would be able to talk about.

The visual learner will look at the pattern diagrams, read the words and know how they work. Visual learners are best with the eyclopedia, you will be amazed at just what they will bring out. They will sit and go through it time and time again.

Kinesthetic – “I Do”

Kinesthetic learners are the physically involved group. They do, they are the group who just “feel” right about a movements. They find it difficult to sit still for periods of time and will express enthusiasm be getting actively excited. They tend not to understand movements until they have done them, and when a movement is being explained may move through that movement to help them understand. They can be quick to pick up what they can do during a sparring match.

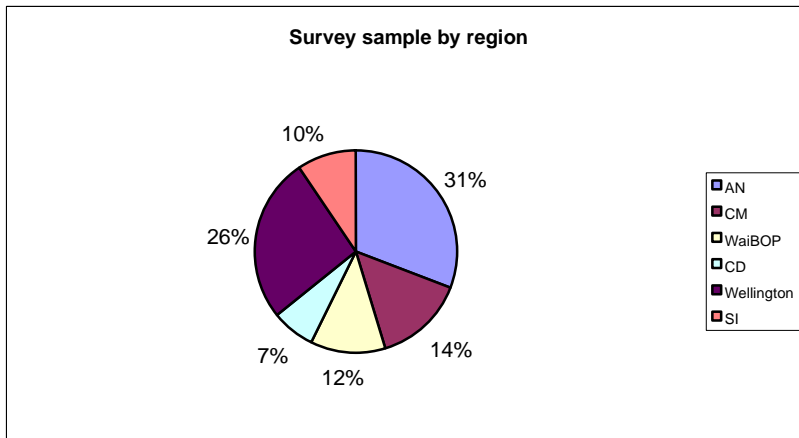
Now some of you will have read through this and thought, ‘but I am a little of all of these’. The simple fact is that no one fits into a small box, everyone is slightly different. For example I am 37% Visual, 35% Kinesthetic and 17% Audio. In simple fact you can pretty much gaurantee that I am not going to be able to remember things that are told to me, however, if I watch them I tend to be able to recall entire events.

Hopefully by now you will be thinking of all those kids that you have taught in the past who have been told off for moving while the instructor was trying to teach them something. Now you should be able to go back to your class knowing that each person needs to learn in a different way, and you need to know how to teach them all in a way that they can understand.

Simply, we are not all of these. We can teach all of these. When you do a movement, first talk to them about it, demonstraite the movement, then talk to them demonstraite and get them to do it with you. You will find that your ability to reach them increases. If you look at all the top instructors you will see this happening. Gen. Choi Hong Hi teaches this way, Mr. Paul McPhail always provides more than enough verbal information, he lets you see the technique, and then you have to do the technique. Few people I have met have mastered the ability to give just the right amount, but these are the role models that we should all be basing our teaching on.

Survey Results

A survey was handed out to competitors at the New Zealand Nationals. The questions in the survey were aimed at providing feelings and opinions. In the past we have made the assumption that all people from a certain region think the same way. I am really happy to announce that it is not so, that people in Taekwon-Do throughout New Zealand have fairly similar opinions.



Although the sample was fairly small, all regions were represented in some way. The two major representations came from Auckland North and Wellington, traditionally two regions that are thought to think differently.

Other interesting results that came out were that the Auckland North team was younger in both age and years training, weighed less, but were on average taller than the other regions. In comparison, Counties-Manukau was older, heavier, and shorter and had been training longer. Although this information is interesting, it would be more relevant to look at the data that was held by the tournament organisers. Perhaps an idea in the future is that the Marketing Sub-Committee could look at collating data from Regional and National tournaments, to allow profiles to be made.

The two main parts of the survey were attitude and ideas. The questions were all based on gaining a feeling for a) how the participant feels about training, b) how the participant feels about their level of ability c) where the participant wants to take their competitive Taekwon-Do career.

Of the survey 33.8% would like to be better sparrers, however, 41.3% of people believed that their best event was sparring. Only 11.9% believed that Sparring was their worst event. When I received this result I looked back over the survey, and it appeared that many of the same people who wanted to be better at sparring had actually listed sparring as their best event.

23.5% of people would like to be better at patterns, but 39.1% listed patterns as their best event. Only 28.57% of people thought that patterns were their worst event.

2.17% of people listed specialty as the area that they were best at. This event was by far the worst, and it was no surprise that 30.95% of people said that it was the worst event.

Normal Training and what students want.

The good and enlightening news was that a whopping 83.33% responded positively to a question about their normal training, while only 16.67% had negative remarks. The negative remarks ranged from the minor 'training is too easy' to the ultimately more serious training is boring and repetitive. The wake up call, however, has got to be in Auckland North where a huge 28.57% of students responded negatively towards normal training.

31% of people thought that more training would make them better, while only 8% of people thought that there was nothing that would make them better. Interesting ideas and concepts did come out of this question though. One of which was coaching. Perhaps we should look at separating coaching from instructing. Something to think about.

Development Squads

When you look at only 2.5% of the survey having a negative comment about the Development squads you feel like there is something right going on. However when you look at only 42.5% of the survey thinking that it is a good idea you begin to wonder what is going on. Well you now know that 55% of the people surveyed could not answer the question because they had no idea what the development squad was. Once again in this statistic Auckland North was the worst with 73% of survey not knowing what it was and Wellington was second with 64% of survey not knowing what it was.

58.5% of people would want to be on the development squad if they knew about it, 14.6% said they wouldn't want to be on it, while 26.9% said they still didn't know. The development squad for juniors has grown, however it seems if we had promoted it a little better then we could have had even more.

42.5% of people thought that we should spend more money on the Development Squad, mainly so that we could train them young, help them get to Squad training and camps, and they could share what they had learned.

20% thought that we should not spend money on the squad, but we should spend it on clubs and promoting ITFNZ. Members from the South Island may be interested to hear that this comment "There are some regions that don't get

enough National / Regional experience let alone international due to money. SI for example" did not come from SI, but actually came from Auckland North. 37.5% are still undecided, I would assume that this comes from a lack of knowledge on just what the Development Squad is.

World Champs and New Zealand Teams.

While 90.25% would like to go to the world champs, only 65.85% would like to be on the New Zealand team. Only 2.44% didn't know if they didn't want to go, where as 19.51% didn't know if they wanted to be on the New Zealand team. What we have in NZ is a growing awareness of the World Champs, most people would like to go and watch, support, but they feel they are not capable of competing. In some senses this statistic is good, we have had New Zealand teams that have represented us, and been of such high ability for New Zealand that people respect the team and will not approach it half heartedly. However we need to keep an eye on this to ensure that we do not make people feel as though there is no reason to go to the world champs.

80.5% of the survey were happy with the New Zealand team and had only positives to say, while 19.5% had more of a negative approach, the need more training, to ok I suppose responses. However before we get hung up on those the 80.5 was all about being proud of them, how they made us proud, how awesome they were, and it goes on. A special comment of note is that they are also noted as good teachers, showing they are returning what they have learned to the members.

47% thought that we should spend more money helping the New Zealand team get to the competitions, while 39% were still unsure about what to do. 14% of people flatly said no. This was an interesting question to ask, as I have in the past heard that ITFNZ can't spend money on the New Zealand team, because the membership will not like it. Please note that ITFNZ did help the last team and was one of the major sponsors.

The biggest shock about this question came from Auckland North. Being where I am from I assumed that all was very positive towards the team, however our support for spending money on the team was the lowest in the country, at only 36%. The majority of support for spending money on the team came from WaiBop.

The results were interesting, and brought out some interesting points that really need to be investigated further. A good talking point is created in Appendix 2 with the results of the response questions in the survey.

Don't go through life, grow through life – Eric Butterworth

For the development of junior members in ITFNZ I think we need to look at the development of how ITFNZ deals with juniors as a whole, from club to performance. These are not supposed to be complete ideas, the entire object of this is to get people thinking about what we need to do. Development for ITFNZ will benefit all, however too many people feel they can't do anything. Take these half ideas, come up with some of your own and develop.

Understand our students

For those who have done their CNZ1 Course you will know about the three phases of growth and development. Foundation, Preparation and Performance stages. Although we have seen these normally be associated with age groups, we can begin to associate attributes with the ranks. If we are developing a 15 year old black belt we can expect more from their mental ability than we could a 15 year old white belt. So rather than break it down to age, look at rank, imagine the Foundation phase is yellow – green belt, preparation phase is green – black stripe and performance is black stripe and on. These will be very depending on the student and it will take some practice to understand just where each student is. Remember the 3 ways of learning auditory, visually and kinesthetically.

Keep trainings varied and interesting

Remember that one of the main reasons that juniors do Taekwon-Do is fun. If you do the same thing every time you come to training the students will begin to get bored. They will not learn if they are bored, learn to recognize this and deal with it as and when it happens. Don't try to teach too much. If you have covered everything, they have understood and can do it all and you still have 20 minutes, finish the class. Don't keep overloading them. If this is happening regularly you need to adjust your class planning to suit.

Market Development Squads

We need to develop an awareness of development squads and what they are for. Instead of using the development squads as a way to simply prepare a New Zealand Team, use it as a way to pass information around NZ. Development squads start two years (or should) from an event, there is time to be a little more relaxed and learn and share a lot more with their region. The time to get competitive is around 2 months before the NZ Team selections.

Make sure development squads are taught by the best instructors

ITFNZ has a history of getting people to put their names forward for jobs, they then select the best person out of the list and gives them the job. This actually works fewer times than you think it will. Actively engage in encouraging people who have the right skills to apply for the job. Let them know you will support

them, which could be all it takes to get them there. If there is no one suitable don't go and give it to anyone. Make sure the right people do the right job.

Expect more from Adult Development Squad Members

People who go on the development squads need to do so with an understanding of the role in which they are taking on. As a member of a squad that is solely to improve your ability and understanding you are responsible for sharing this information with your club, and with other instructors. For this ITFNZ needs to help with the expenses of the camp.

Don't try to be a jack-of-all-trades

Have you ever heard the saying jack-of-all-trades, master of none? It is simply true. If we are trying to teach everything to the students, then we are not spending enough time concentrating on a specialty. Not that we want to create specialists, but we, as coaches need to focus on one part and let others do their job.

If you look at how the Auckland North team has been run for the last couple of years you will have noted that we have not one coach, but normally 4. As a general rule we have 2 managers also. If you have not noticed this then you have probably only noticed the head coach and manger. You would never put a ship to sea without a way to stair it. Don't make the same mistake with teams.

Level 1

In 1999 we instituted a four-coach structure with 2 levels.

Head Coach – in charge of running the team, both participants and coaching teams. Makes the calls on the general training and will run team trainings. Tells other coaches which areas s/he sees weakness in.

Level 2

Sparring Coach – In charge of the sparring and anything pertaining to it

Patterns Coach – Responsible for patterns, team patterns and anything pertaining to them.

Destructions Coach – Responsible for destructions training.

As part of our development we are now looking at the management side also. I believe that this can be broken down. This year we had two managers, one team manager and one tournament manager.

The team manager ran all the day to day business of the team and got all the administration work done.

The tournament manager ran the team on the day. The coaches were busy coaching (seconding) so someone had to make sure the team knew where they were going and when.

I have some other theories on the structure of the coaching and management of the team, some of which I will work on over time.

Plan

Long term

Failing to plan is planning to fail. ITFNZ needs to set a guideline, look at the juniors that are coming through and invest some time into some of them. If we do not develop a system to find the students who are the potential world champions of tomorrow then we are playing lucky dip. We need to plan and invest time in certain students, take them all the way through, build them properly.

This is the sort of idea that a junior development squad should be. I also think that the development and NZ team coaching structure should be similar to the two level system used for the Auckland North Regional Team.

Short term

Destructions

The most shocking thing that I find when talking to students who want to go to the world champs is that they have been asked to break with their hands. Now, I am not shocked that they are asked to break with their hands, but that they are expected to be able to break the equivalent of 3 boards with a technique they have never used before, on their first go. I would have thought that with such little time between world champs we would have worked out that we want them up and running for as long as possible. Build the strength, condition properly, and build the confidence the rest will happen.

Sparring

We do not expect a brand new white belt to be able to spar if they have had no previous knowledge. Do not expect to be able to teach a technique and have them use the technique in a ring situation immediately. Build the technique, concentrate on the main technique. Then take them through what happens before the technique. Then allow them to adapt the technique. Ask them what happens next?

Expect it all to happen, but don't expect it to happen instantly. If I can leave you with one thought, it would be that motivation comes from you. Whether you are a student or an instructor. You decide what happens in your life. Things will happen out of your control, but you decide how to deal with them.

Believe in the ripple effect. I was talking to Cameron Snelling and he said something extremely profound. "Drop a stone in a glass of water and you see the water rise, you know it has happened. Do the same in the sea and you can not see, you may not even be able to measure it, but it has happened".

I think of it this way, if I walk away from Taekwon-Do today, and not come back for a year, there will still be people being affected by what I have done today. Everytime I teach a student, my instructor's effect on me has been passed on, if we were to trace this back through history you would find Gen Choi Hong Hi developing Taekwon-Do.

Appendix 1

I began my training 1990 at Mt. Albert Club in the Grammar Schools old gymnasium. As a white belt I had joined because martial arts interested me, and because one of my schoolteachers, Vince Pygott, had put the pressure on. My instructor at the time was Mr. Mark Rounthwaite a 2nd Dan.

Mr. Rounthwaite opened an Auckland City branch not long after and moved there. I decided that I would like to continue to training under him and followed him to that club. Later that year I entered into Team Patterns with two other friends from the club, and we placed 3rd in the Auckland region.

In 1991 met General Choi, trained with Master Charles Seriff (Now Grandmaster) and I placed 3rd in Green Belt Sparring for the Auckland Region. I continued to train under Mr. Mark Rounthwaite, who was now a 3rd Dan and managed to double grade from 5th to 3rd gup.

In 1992 after grading for 1st Gup I left Mr. Rounthwaite's classes and joined Meadowbank under Mr. Peter Graham. I trained for my 1st Dan, which I achieved on May 16 1993. After grading for 1st Dan I began working hard hours that made it difficult to train and left to pursue a career.

About 1994 I was not happy with the job that I was in, although I had seen what I would like to do in the future. I was asked if I would like to start teaching at Mt. Albert, the club that I had begun my training. I asked what would happen if I didn't and was told that it was likely that they would close the branch if they could not find an instructor. This was to be the beginning of a long and hard learning curve.

So on the 13th of June I became a regional instructor and was introduced to the other side of Taekwon-Do. From a person that had never been big on responsibility I was about to take a big bite and learn some hard lessons. In October of the same year I would fall ill with a condition that I had carried for some 12 years. This would leave me contemplating whether I could train or not.

During my recovery period I started to think about Taekwon-Do and how we could receive better coverage, get more people training and promote true Taekwon-Do. My state of mind was not very good at this time, due to the illness I had put on some 30kg and was not feeling like the athlete I had once been. I went to hide for the Christmas at the beach.

By some unknown force of luck Mr Evan Davidson (than a 5th Dan) was the police officer that had been assigned to town I was staying in at the time. In my couldn't be bothered mind set I managed to be convinced that climbing a rather

large hill was to be the best thing I would do that day. About 20 meters into it I was having major second thoughts.

I think that I kept going mainly because I didn't want to be embarrassed. I had been an athlete and now I was fat and couldn't do things. Mr. Davidson continued up the track, and eventually left me to follow it myself. About 15 minutes or so he appeared again and asked me if I wanted to continue. I will never forget the words, I've been to the top, so if you want to quit we can go back down. No one had ever taunted me in this sort of way. Quit! Never, I told him I was ok and continued to walk. I will not lie, there were several times when I decided that I would tell him that I wanted to quit and we would walk back down. However when I decided this he was always too far away to tell. Eventually he would reappear and I would look at him, knowing that if I quit he would say nothing, knowing that that would be the last thing that I would do. So we carried on.

Finally we got to the top. Sheer joy and exhilaration ran through my body. I may have been overweight, I may have been tired, but I was standing at the top. All of a sudden I could do anything I wanted. This trip would not only keep me training, but it would teach me the most valuable lesson that I have learned. Never ever quit, you may almost be there, so never ever quit.

Returning from the beach it was time to put my new found zest into action. I asked and was given permission to put together the first Auckland Demonstration Team, a team that I am glad to say is still going today. I changed my attitude to teaching. I wanted people to be better than they thought that they could be. Not just the good ones, but everyone. I wanted to be better than I was, and begun training under Mr. Rounthwaite again.

I coached the Auckland Team to their first loss in 1995, but reveled in how much the team had fun and generally enjoyed Taekwon-Do and being together. They were beaten by a rule that discriminates against big teams, but I will never change my attitude to having the most people participate, and will settle for second place any day this rule is used.

In 1996 I graded for 2nd Dan, and gained the highest pass mark that I have ever got from a Black Belt Grading and lead the Auckland Demonstration Team to the most successful year that they have ever had. However the highlight of my year was winning the New Zealand Nationals. I also started work on a bigger broader plan to expand Taekwon-Do to Schools and opened clubs at Diocesan School for Girls, St Cuthberts College and Baradene College.

In 1997 I opened a club at Kings College and graded for 3rd Dan. I met David Sutrisna from Hwarang Taekwon-Do Indonesia. I had the joy of training with him and made a agreement to take a team to Jakarta at the end of the year.

Unfortunately the Indonesians were about to go through what was almost a civil war. The fall of a dictator meant that the streets were not safe and I could not take students with me.

I chose to go, because to me it is right. The students of ITF in Indonesia train and live in these conditions. I knew I would be safe so long as they continued to try to build a better world while theirs was crumbling. I went to Jakarta and I met hundreds of wonderful students, talked to them about ITF and ITFNZ, and trained with them. I enjoyed my time, but when I became critically ill was forced to return to New Zealand. I would have liked to make it all the way to Korea, like I had originally planned, but one day I will.

1998 was another challenging year. I had overcome a blood clot to my lung that has permanently reduced my lung capacity. I found the normal little things tough, and was forced to give up some of my teaching duties. I watched Baradene, Kings and St. Cuthberts Colleges all go to other instructors. Unfortunately they were instructors that did not have the same views on Taekwon-Do as I did and the clubs all suffered with two of them being closed. I still carry some guilt in me for leaving the students that way. I was also forced to stand down from the Auckland Demonstration Team.

1999 the Auckland Region split into two regions, Auckland North and Auckland South (Eventually to become Counties-Manukau). I coached the Auckland North Regional Team to 2nd place, again beaten by a smaller team. This was an awesome team, and probably the second best team that I have ever coached.

2000 another awesome Auckland North Regional Team, another 2nd place, a bonus of a personal gold medal at patterns. Unfortunately I would again suffer from a blood clot to the lung after this, which calmed down the rest of the year. I opened a club at Auckland Grammar School, with the intention of passing it on to Mr. Hong Looi, which I did.

2001 If I said another team to this team it would not do them justice. This was the team. They are phoenix, rising from the ashes of day two to dominate the proceedings and eventually just steal first place from Central Districts. I am proud of what they have done, and hope that I will get the chance to train with them all again. For now I have a new company, and a lot of training to do for 4th Dan.

Appendix 2

Replies to the Response Questions in the Survey

I think that ITFNZ could develop junior member by...

AN

Spending more time with them if possible maybe more discipline (but not moan discipline)

Starting training early with students they see potential in

Attending to them first

Have more competitions

1. Learning by example 2. Giving everyone a chance

Doing what they are doing now because it is working

Discipline and Theory

WaiBop

More Dicipline

Having more camps aimed at their specialty event

give them more tournaments so they get more experience

Is good how it is

Wellington

Providing more guidance on the moral and ethical side of TKD to improve self image and confidence

Training them

more advertising on TV or newspaper

Give them a development squad to help them get up to top international standards

Operating a development acadany and recruit young practitioners, (Early Teens)

having camps and other gathering on a regular bases

continue to provide facility for their improvement, interest, eg development squads, tournaments, camps, etc.

Making them work harder

to get our country involed in the sport

having more functions like junior tournaments

CD

Introducint them to competition and reality young

Training them get them more involved

CM

Making them work hard but making the training fun also

Having club trainings seperated once in a while

Training them with the best

Having more training

SI

Senior instructors visit clubs more regularly to upskill

Flyers and ads on TV

Making training more fun by playing games

Spending more time with the juniors and not all attentions on seniors

The main goal of ITFNZ should be...

AN

To win worlds

Make TKD a popular and fun sport known to many people

To improve juniors first

To develop practitioners to excel in both the physical and moral aspect of TKD

The oath we recite every training

Well rounded individuals who are self sufficient and confident

To try your hardest

To increase public awareness

WaiBop

To try and improve the talent and integrity of the students

Enjoyment and developing skills

make them a junior world team

be more public because many people don't know what TKD is

Wellington

Further the global image of TKD with a New Zealand Focus

To show the world original ITF like they've never seen before. CIPSI

Become famous just like rugby

get the most out of its students

To have fun

Promoting TKD as a healthy lifestyle in a changing society

to serve our members and produce students of a high calibre with the correct attitude

to produce top qualities

being well known of world level

CD

To promote TKD and encourage new members as well as old

Making NZ a better place

CM

To do your best

to achieve the highest, do your best

to have the best students possible

The philosophy, the betterment of society as a whole

SI

Enhancing tenets and student oath

Sending more people to the world champs

to gain more and more members

Gaining more people

The reason we should send teams to the junior and adult world champs are...

AN

to make it known that NZ aren't a little wop wop country and are really good at TKD

See how New Zealand is doing against the world and just for fun and giving people a chance to prove themselves

NZ needs to be known some way

To show that we have developed TKD in NZ and that we have a community

1. Put ITF NZ on the TKD Map 2. Experience for individuals which is then shared here in NZ

Because they bring back to their clubs new techniques etc. and a global world needs global sports to foster peace, understanding between nations

To improve our Taekwon-Do skills

To give other members something to work for

To win

WaiBop

To bring experience to NZ so we can further develop ITF NZ. To give those skilled in the art a chance to put themselves against the world's best

to go out there and show what we can do

for experience and fun

every other NZ team goes so they deserve too.

Wellington

To represent NZ and allow development on a global scale

To test our might against the rest of the world

to see the abilities of our students and compare our skills to other countries and see how the rest of the world is doing things

to rate ourselves next to other countries so as to maintain a consistent standard

to have a holiday and see the world

give more goals for students to achieve maintaining interest.

to promote ITF NZ

it is good competing

CD

To boost NZ's status in the world and gain experience

get more experience

CM

To represent NZ

to represent us they are good enough

To show the high standards of NZ

SI

Increase skill tenets

To get lots of medals and to meet new people

To show the world New Zealand isn't just a little island that we are "da bomb!"