



Table Tennis Canada: NCCP Operations Manual

**Coach Development, Training and
Evaluation
Program Standards and Planning**





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.



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Canada

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The Collection, Use, and Disclosure of Personal Information

The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at www.coach.ca. By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP please contact coach@coach.ca.

INTRODUCTION

Purpose of the Document

The National Coaching Certification Program (NCCP), launched in 1974 and delivered in partnership with the government of Canada, provincial/territorial governments, and national/provincial/territorial sport organizations, gives coaches the confidence to succeed.

The CAC works with over 65 different National Sport Organizations, including Table Tennis Canada, across Canada in the development of sport-specific NCCP training. Currently, there are over 850 workshops available at every level of sport – from 3-hour online introductory workshops for beginner coaches, to weekend workshops for intermediate coaches, to intensive two-year training programs for advanced coaches.

This Table Tennis Canada NCCP Operations Manual contains guidelines and procedures for successful implementation of the NCCP in our sport. It is not intended to replace the NCCP Policies and Implementation Standards, nor does it serve as development guidelines.

Version Control

The following outlines the version history of this document, and identifies any notable changes.

Revision Date	Revisions
March 2016	Version 1.1 - Original document publication

1 TABLE TENNIS CANADA AND NCCP

1.1 Partners in Coach Education

The CAC, the Provincial/Territorial NCCP program delivery agencies, the National Sport Organizations (NSOs) and the federal-provincial/territorial governments are individually and collectively responsible to:

- ☐ Ensure that the NCCP and other coaching and sport leader development programs contribute to a safe and ethical sport experience in all contexts of participation;
- ☐ Ensure that the programs integrate into the Canadian Sport For Life framework and follow the principles of Long Term Athlete Development (LTAD);
- ☐ Ensure that coaching and sport leader development programs are available in both French and English;
- ☐ Use best efforts to make the program accessible to all, including traditionally underrepresented and/or marginalized populations as referenced in the Canadian Sport Policy and the Federal-Provincial/Territorial Priorities for Collaborative Action;
- ☐ Endorse the value of competent coaches and support, along with other stakeholders, higher standards of coaching competencies and working conditions/environments for coaches;
- ☐ Actively participate in the resolution of any differences that put the integrity and continuity of the NCCP at risk.

1.1.1 Coaching Association of Canada (CAC)

The CAC unites stakeholders and partners in its commitment to raising the skills and stature of coaches, and ultimately expanding their reach and influence. Through its programs, the CAC empowers coaches with knowledge and skills, promotes ethics, fosters positive attitudes, builds competence, and increases the credibility and recognition of coaches.

1.1.2 Provincial Territorial Coaching Representatives (PTCRs)

The Provincial/Territorial Coaching Representatives provide leadership, development and support in delivering the NCCP.

- ☐ Alberta: Alberta Sport Connection
- ☐ British Columbia: ViaSport BC
- ☐ Manitoba: Coaching Manitoba
- ☐ New Brunswick: Coach NB
- ☐ Newfoundland and Labrador: Sport Newfoundland and Labrador
- ☐ Nova Scotia: Department of Health and Wellness, Active Living Branch
- ☐ North West Territories: Sport North Federation
- ☐ Nunavut: Sport and Recreation Division
- ☐ Ontario: Coaches Association of Ontario
- ☐ Prince Edward Island: Sport PEI
- ☐ Quebec: SportsQuébec
- ☐ Saskatchewan: Coaches Association of Saskatchewan
- ☐ Yukon: Sport and Recreation, Department of Community Services, Government of Yukon

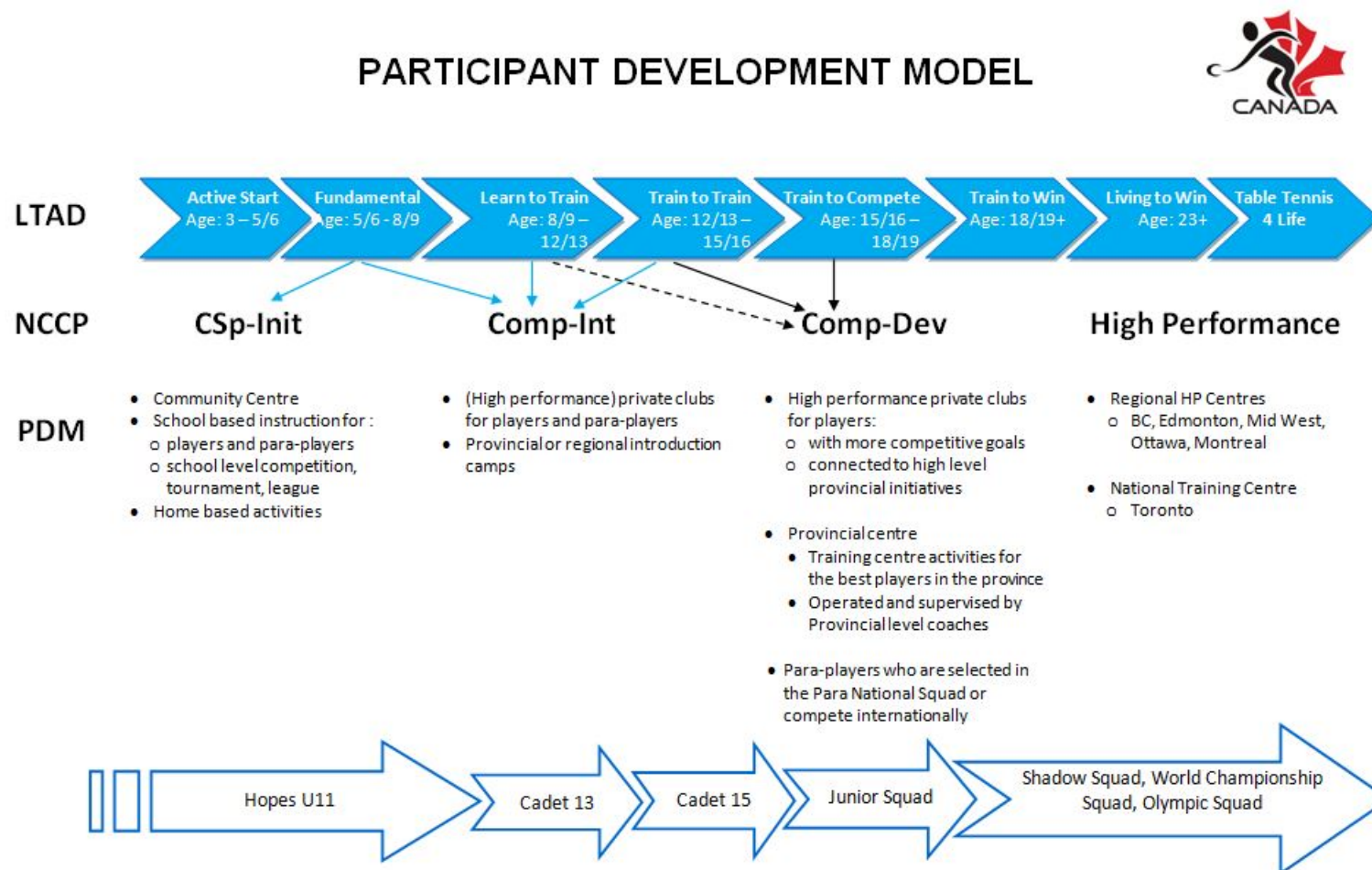
1.1.3 National Sport Organization (NSO)

- ☐ Table Tennis Canada

1.1.4 Provincial Territorial Sport Organizations (P/TSOs)

- ☐ Alberta Table Tennis Association
- ☐ British-Columbia Table Tennis Association
- ☐ Manitoba Table Tennis Association
- ☐ Newfoundland and Labrador Table Tennis Association
- ☐ Nova Scotia Table Tennis Association
- ☐ Nunavut Table Tennis Association
- ☐ Ontario Table Tennis Association
- ☐ Prince Edward Island Table Tennis Association
- ☐ Table Tennis Québec
- ☐ Saskatchewan Table Tennis Association
- ☐ Yukon Table Tennis Association

1.2 Participant Development Model (PDM)

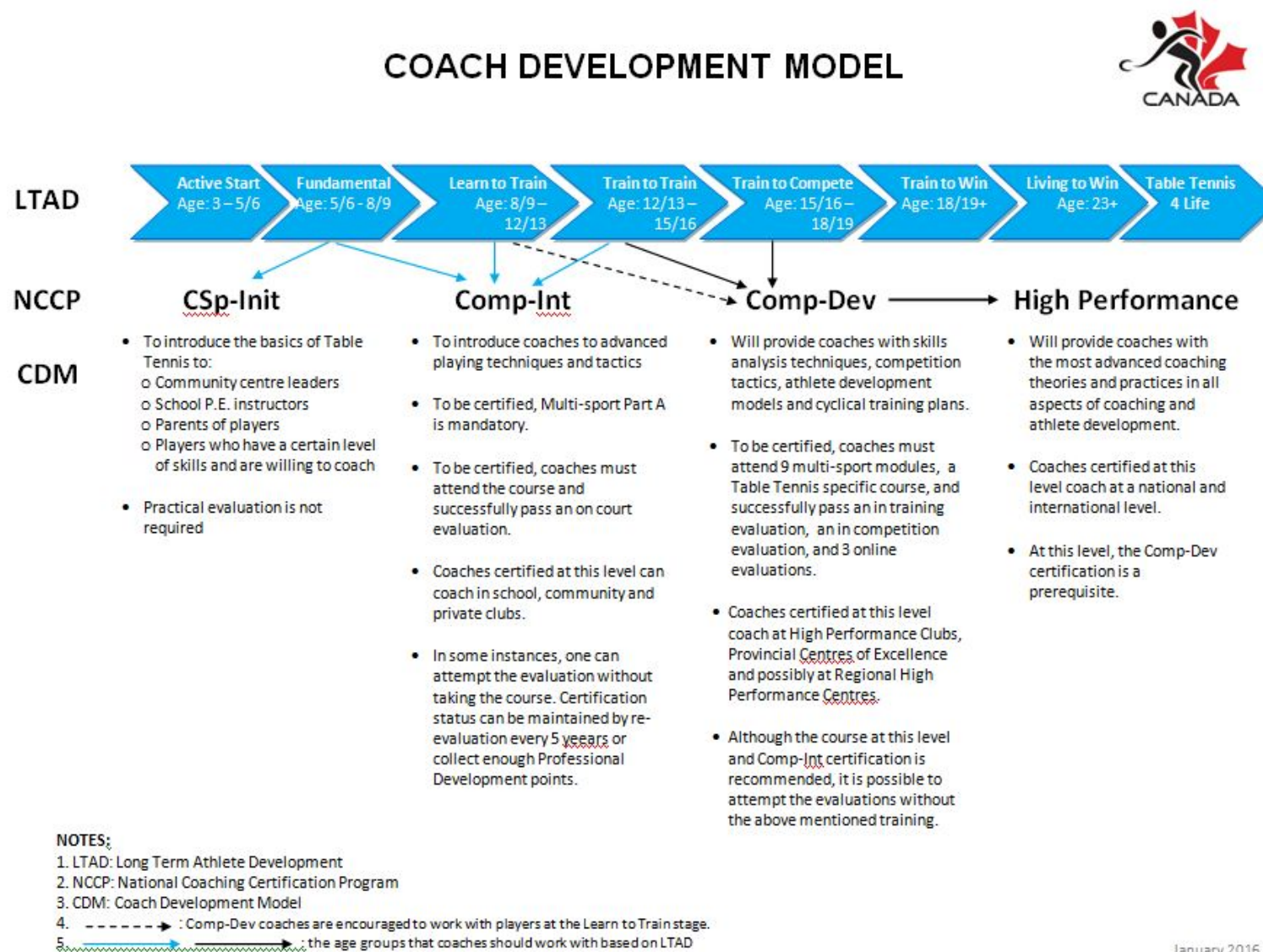


NOTES:

1. LTAD: Long Term Athlete Development
2. NCCP: National Coaching Certification Program
3. PDM: Participant Development Model
4. -----> : Comp-Dev coaches are encouraged to work with players at the Learn to Train stage.
5. -----> : the age groups that coaches should work with based on LTAD

January 2016

1.3 Coach Development Model (CDM)



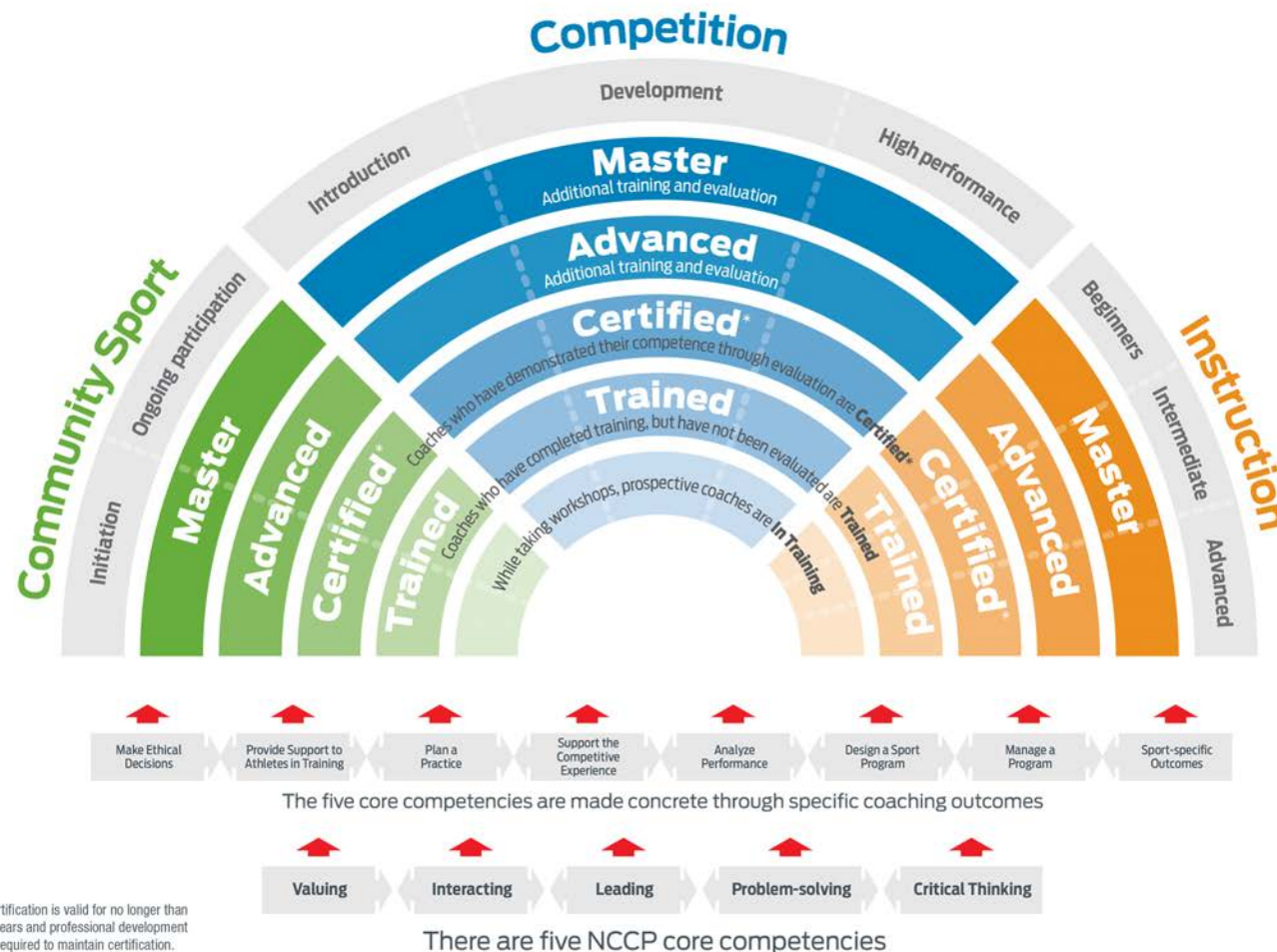
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2 THE NCCP MODEL



National Coaching Certification Program

The Goal: Coaches who can demonstrate their competence



COACH CERTIFICATION

The National Coaching Certification Program certifies coaches who have demonstrated their ability to apply critically important competencies to coaching situations relevant to the stage of athletes they coach. This means that coaches must not only know about coaching but be able to demonstrate their ability to apply this knowledge in the coaching situation.

Coaches can be trained in any of the following eight coaching contexts, which are specific to the type of athlete they are working with, and can progress through to a "Master Coach" level in any context.

COMMUNITY SPORT

The **Community Sport – Initiation** context focuses on participants who are being introduced to a sport. In many sports this is very young children participating in the sport for the first time. In a few sports, initiation into the sport can occur with youth or adults. Participants get involved to meet new friends, have fun, and to learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the "FUNDamentals" stage skills and abilities for participants.

The **Community Sport – Ongoing participation** context is typically for either youth participating in a recreational environment, or masters participants participating for recreation, fitness, and socialization reasons. The participants are in the Active for Life stage of long-term athlete development. The role of the coach is to encourage participants to continue their involvement in the sport.

COMPETITION

The **Competition – Introduction** context is designed for coaches of athletes moving from the FUNDamentals to the Learn to Train and Train to Train stages of long-term athlete development.

The **Competition – Development** context is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term athlete development.

The **Competition – High performance** context is typically reserved for coaches of athletes in the Train to Win stage of long-term athlete development although there is the possibility of some phasing in of a Train to Compete athlete into the High Performance level because of the fluidity of the stages of long-term athlete development. Coaches in this context require specific skills and abilities in order to meet the needs of their athletes.

INSTRUCTION

Instructors in the **Instruction – Beginners** context are usually working with participants who are experiencing the sport for the first time through a series of lessons. Typically there's no formalized competition at this level — it's strictly about skill development and there is a short timeframe of interaction between the instructor and the participant.

Instructors in the **Instruction – Intermediate performers** and **Instruction – Advanced performers** contexts are very specialized and are specifically there to assist athletes crossing over from competitive sport to gain enhanced skills, and in some cases, tactical development specific to their sport.

*Certification is valid for no longer than 5 years and professional development is required to maintain certification.

2.1 Training vs. Certification

The NCCP model distinguishes between training and certification. Coaches can participate in training opportunities to acquire or refine the skills and knowledge required for a particular coaching context (i.e. Competition-Introduction) as defined by the sport and be considered "trained".

To become "certified" in a coaching context, coaches must be evaluated on their demonstrated ability to perform within that context in areas such as program design, practice planning, performance analysis, program management, ethical coaching, support to participants during training, and support to participants in competition.

Certified coaches enjoy the credibility of the sporting community and of the athletes they coach because they have been observed and evaluated "doing" what is required of them as a competent coach in their sport. They are recognized as meeting or exceeding the high standards embraced by more than 65 national sport organizations in Canada. Fostering confidence at all levels of sport, certification is a benefit shared by parents, athletes, sport organizations, and our communities.

NCCP coaches are described as follows:

- ☐ **In Training** – when they have completed some of the required training for a context
- ☐ **Trained** – when they have completed all required training for a context;
- ☐ **Certified** – when they have completed all evaluation requirements for a context.

For more information please visit <http://www.coach.ca/trained-vs-certified-s16468>.

2.2 Recognition of Coach Competence

The NCCP is a competency-based program based on coaching abilities, meaning the NCCP is a program that certifies coaches based on proven abilities to "DO" certain things deemed important to meet the needs of the participants they coach. The NCCP is competency based, and as a result certification is based upon what a coach is able to demonstrate, not the training they may or may not have undergone.

Coaches must go through the evaluation process for the context in which they are coaching. Evaluation must include the entire evaluation process for the context in which the coach is being certified (including online multi-sport evaluations). This ensures the coach is able to demonstrate the required competencies for the context, and removes the need for the NSO or other partners to "judge" the relevance or rigor of the many different international programs that exist.

Coaches do not receive credit for "training" modules that they do not complete, but will be able to achieve "certified" status upon a successful evaluation. This only applies in contexts where certified status is available to coaches. There is no such thing as "equivalency".

This respects and recognizes current coaching competence, which includes Canadian coaches with significant coaching experience or related background, and foreign coaches with approved training and certification.

2.3 NCCP Coach Training and Evaluation – Table Tennis Canada Program Overview

As Table Tennis Canada's NCCP programs evolve, other resources and tools will be developed to implement effectively the coach and athlete development pathways, workshops, workbooks and portfolios. This document outlines the identification, training, retention and evaluation of the personnel required to carry out these programs.

Table Tennis Canada recognizes and adopts the policies, goals and objectives behind the changes in the NCCP to provide for more competent coaches by conducting training using modern adult education principles such as facilitated learning, self-directed modules and the evaluation of both coaches and facilitators.

The overall teaching format in the workshops will be based on mentorship and facilitation of learning by participants. Competency-based education and training is founded on the concept of learning by doing. Coaches develop and refine their skills when they are given the opportunity to apply the concepts of fundamental Table Tennis skills. The Workshops are designed to allow participants to practice the core skills required in each coaching context and to enable them to reflect on how they might apply what they have learned in their own programs. The Workshops will be based on developing the core competencies of valuing, interacting, leading, problem-solving and critical thinking.

There are Facilitator Guides, Coach Workbooks, Reference Manuals, other tools and resources developed for each context. All the materials, activities and discussion pieces are appropriate for each coaching context, developmental age and the characteristics of the coaches involved in each stream. Each module within the workshops will describe expected 'learning outcomes' and the criteria and evidence on which coaches will be evaluated to obtain certification (excluding the Initiation to Table Tennis as this context does not require an evaluation).

The responsibility for program design, definition and national standards will rest with Table Tennis Canada. Program delivery at the local and provincial level will be the responsibility of the provincial/territorial Table Tennis associations (P/TSOs) according to these program standards.

2.4 Stream and Context Descriptions

2.4.1 Community Sport Stream



COMMUNITY SPORT COACH

You may already coach at the community level or you're thinking about coaching. Often, you're a parent whose child is involved in sport, or a volunteer who works with participants of all ages that are new to a sport.

The **Community Sport – Initiation context** focuses on participants who are being introduced to a sport. Table Tennis Canada's CSp-Init coach's primary role is to conduct programs for participants new to table tennis, and to introduce these athletes to the basics of table tennis in a fun, safe and self-esteem building environment, regardless of their ability.

TTCAN's Community Sport – Initiation to Table Tennis

See Section 2.5 for coach pathway details

Coach Training = 1 day workshop (7.5hrs)

Status post workshop = Trained

Coach designation = Community Coach



COMPETITION COACH

2.4.2 Competition Stream

Coaches in the Competition stream usually have previous coaching experience or are former athletes in the sport. They tend to work with athletes over the long term to improve performance, often in preparation for provincial, national or junior international competitions.

There are three levels of workshops for competition coaches that reflect the stages of athlete development: Introduction, Development and High Performance.

- ❑ The **Competition – Introduction context** is designed for coaches of athletes moving from the FUNdamentals to the Learn to Train and Train to Train stages of long-term athlete development. There is no pre-requisite for the Competition-Introduction TTCAN program.

TTCAN's Competition – Introduction Coach Program

See Section 2.5 for coach pathway details

Base Program Training = 2 days in classroom and gym

Base Program Evaluation = Observation during a practice (≈3hrs) + submission of portfolio

Coach designation after Evaluation completed = Competition-Introduction Base Certified

*Advanced Program Training: 2 days in classroom and gym

*Advanced Program Evaluation: Observation during a competition (≈4hrs)

Coach designation after Evaluation completed: Competition-Introduction Advanced Certified

**The Base program is a pre-requisite to the Advanced Program.*

- ❑ The **Competition – Development context** is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term athlete development. Coaches refine their basic skills, techniques and tactics while acquiring the advanced skills, techniques and tactics. At this stage, building the capacity of mental skills, tactical skills, competition experience, self-analysis, focus and physical ability become an integral part of the athlete.

TTCAN's Competition – Development Coach Program

See Section 2.5 for coach pathway details

NCCP Theory Training = 9 Multi-sport Modules

TTCAN Technical Training = 3 days

Evaluation =

- Observation during a practice (≈3hrs)
- Evaluation 2: Observation during a competition (1 day)
- Submission of portfolio
- NCCP Online Evaluations: Make Ethical Decisions, Managing Conflict, Leading Drug-free Sport

Coach designation after Evaluation = Competition – Development Certified

- ❑ The **Competition – High performance context** is typically reserved coaches of athletes in the Train to Win stage of long-term athlete development although there is the possibility of some phasing in of a Train to Compete athlete into the High Performance level because of the fluidity of the stages of long-term athlete development. Coaches in this stream require specific skills and abilities in order to meet the needs of their athletes.

2.5 Getting There – Program Pathways

2.5.1 Community Sport – Initiation

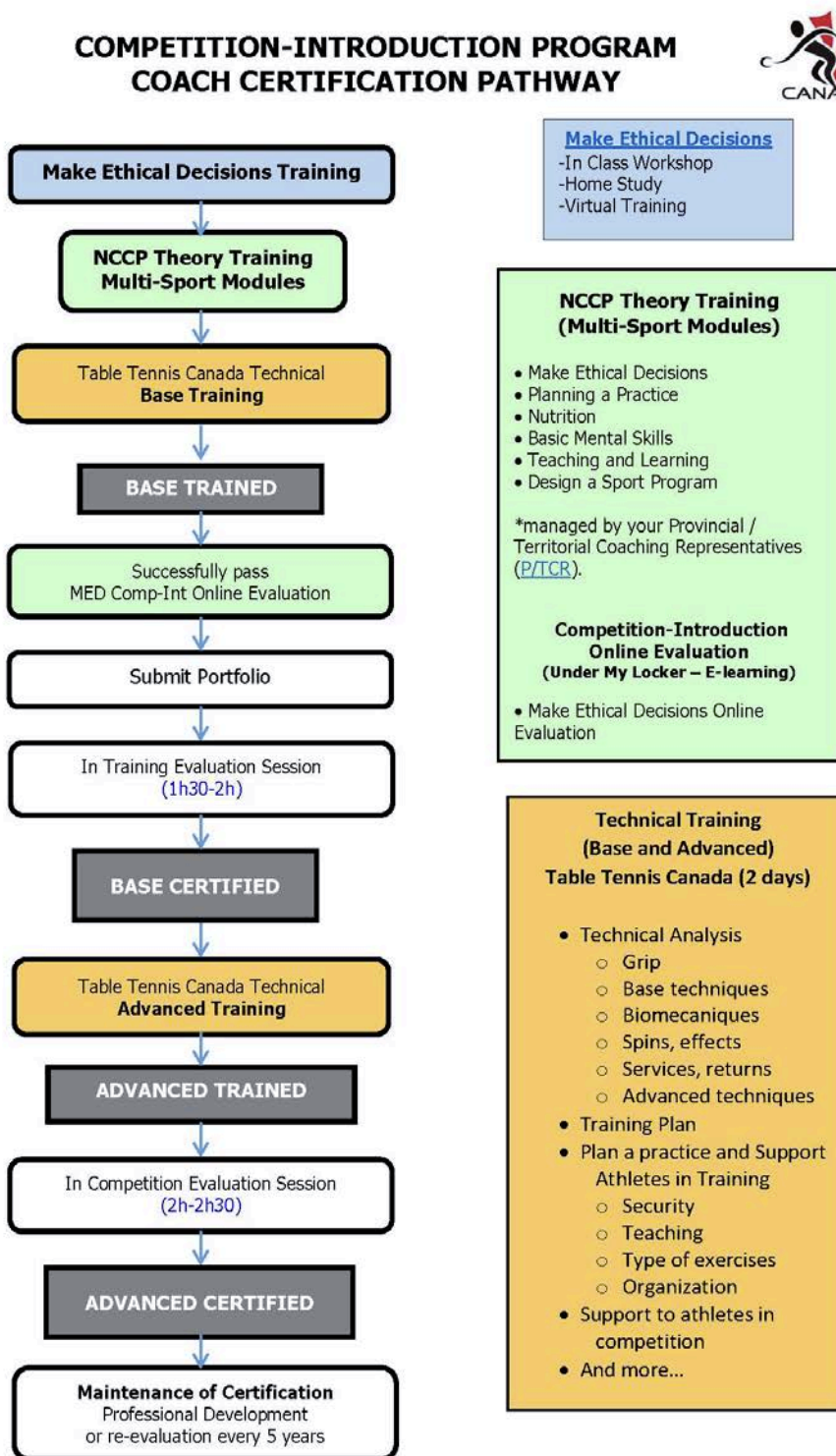
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COMMUNITY SPORT – INITIATION TO TABLE TENNIS COACH PATHWAY



2.5.2 Competition – Introduction

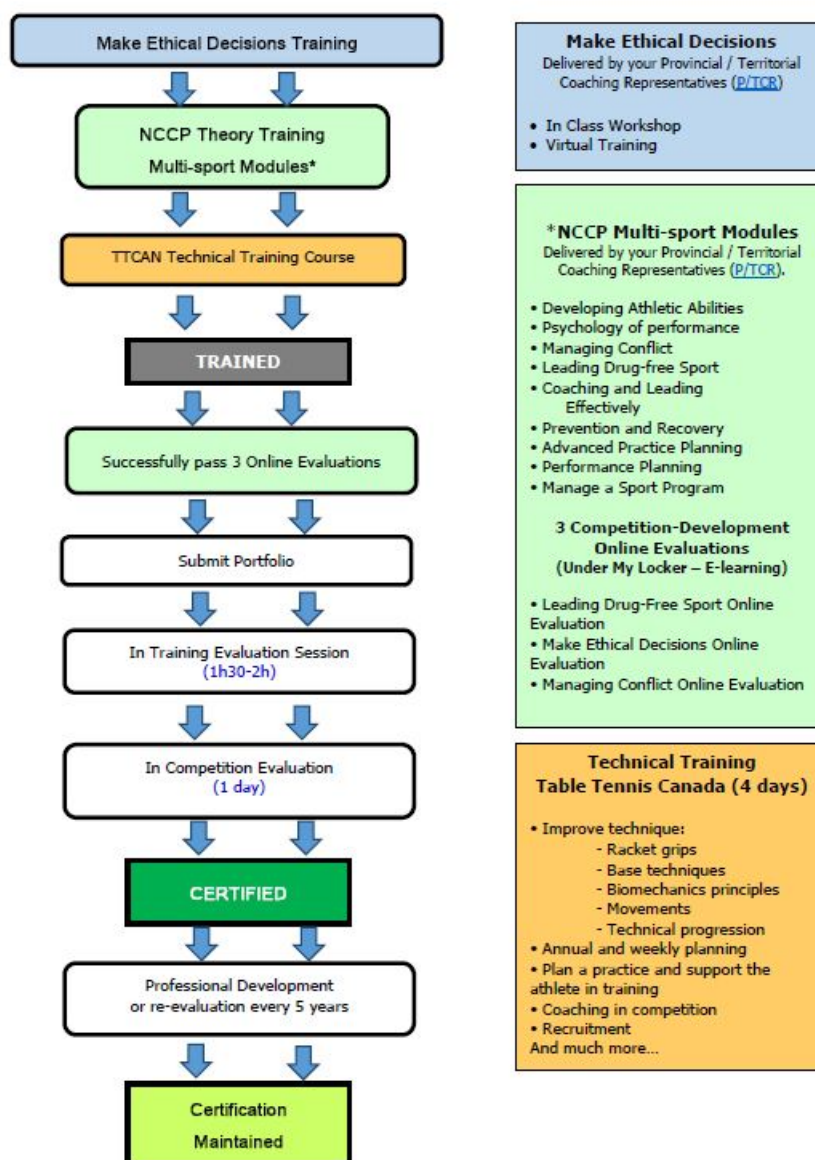


Updated on December 23, 2015

2.5.3 Competition – Development



COMPETITION-DEVELOPEMENT PROGRAM COACH CERTIFICATION PATHWAY



Revised 2016

3 EVALUATION AND CERTIFICATION

3.1 Objectives

Evaluation in the National Coaching Certification Program (NCCP) is the process used to determine whether coaches meet NCCP coaching standards for certification. This process applies to all coaching contexts in the NCCP. While evaluation for certification is not required in the Community Sport stream, sports in that stream may choose to certify coaches.

3.2 Principles of Evaluation in the NCCP

- ☐ Outcomes are the foundation of the NCCP approach to evaluating and certifying coaches.
- ☐ Evaluation in the NCCP reflects the ethical coaching practices promoted in the Canadian sport system.
- ☐ Evaluation in the NCCP reflects the diversity among sports in a given context.
- ☐ Evaluation recognizes and respects individual coaching styles.
- ☐ Evaluation in the NCCP is evidence-based.
- ☐ The evidence in NCCP evaluations consists of observable coaching behaviour that is used to determine whether a coach meets a given criterion.
- ☐ The evidence in NCCP evaluations may come from several sources.
- ☐ Evidence demonstrated during an evaluation may not reflect all of the elements or objectives identified in training activities.
- ☐ Coaches are fully advised of the evidence that will be used to determine whether they meet a given criterion. This helps them achieve certification.
- ☐ Coaches seeking certification are evaluated by NCCP-trained and NCCP-accredited Coach Evaluators.

Additional Points

- ☐ Evaluation requirements, procedures, and methods are (1) administratively feasible, (2) professionally acceptable, (3) publicly credible, (4) legally defensible, (5) economically affordable, and (6) reasonably accessible.
- ☐ Evaluation is preceded by NCCP training or relevant experience.
- ☐ NCCP training activities prepare coaches to meet certification standards.

3.3 Outcomes, Criteria, and Evidence

Evaluation in the NCCP is based on a systematic approach to determining whether coaches meet NCCP standards. This approach has three key components:

- ☐ Outcomes
- ☐ Criteria
- ☐ Evidence

OUTCOMES: These are the overall tasks coaches must be able to perform

There are seven overall tasks that capture what coaches in the NCCP need to be able to do. These are called *NCCP outcomes*, and they are:

- ☐ Provide Support to Athletes in Training,
- ☐ Make Ethical Decisions
- ☐ Plan a Practice
- ☐ Analyze Performance
- ☐ Support the Competitive Experience
- ☐ Design a Sport Program
- ☐ Manage a Program

The outcomes that apply in a specific coaching situation depend on the coaching context. National Sport Organizations (NSOs) have the flexibility to add unique outcome(s) should the NCCP outcomes not fully capture coaching tasks in their sport. The quantity of outcomes being evaluated contributes to the NCCP minimum standard for evaluation.

CRITERIA: These are the components of an outcome that will be evaluated

Every outcome is associated with one or more criteria.

Criteria depend on the coaching context. For example, in the Community Sport – Initiation context, the outcome Provide Support to Athletes in Training has one criterion, but in the Competition – Introduction context, it has three criteria.

Criteria *may* be sport-specific. The quantity and quality of criteria associated with a particular outcome contribute to the NCCP minimum standard for evaluation.

EXAMPLE – Provide Support to Athletes in Training Criteria:

- *Community Sport – Initiation context: Lead participants in appropriate activities*
- *Competition – Introduction context: Implement an appropriately structured and organized practice*

EVIDENCE: This is what the Coach Evaluator must observe and measure to confirm that the candidate meets the NCCP standard for each criterion

All criteria are associated with one or more pieces of evidence. Evidence is what the coach actually does. It is *observable and measurable*.

The more evidence the Coach Evaluator must observe and measure, the more demanding the evaluation will be.

Evidence *may* be sport-specific. The quantity and quality of criteria associated with a particular outcome contribute to the NCCP minimum standard for evaluation.

Together with the outcomes and criteria, the evidence is used to determine the NCCP minimum standard for evaluation.

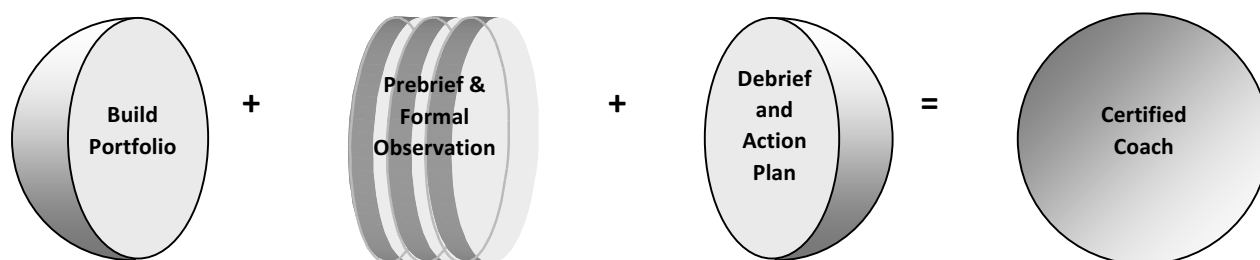
EXAMPLE – Competition – Introduction Criteria and Evidence for the Provide Support to Athletes in Training Outcome

- *Criterion: Implement an appropriately structured and organized practice*
- *Evidence: Deliver a practice that matches the goals identified in the practice plan; activities contribute to development of skills, tactics, or athletic abilities; equipment is available and ready to use*

3.4 Evaluating Coaches in the NCCP

Evaluating coaches in the NCCP evaluation process involves:

- ☐ Portfolio evaluation
- ☐ Prebrief
- ☐ Formal observation
- ☐ Debrief
- ☐ Action planning
- ☐ Reporting/Administration



Portfolio Evaluation

- ☐ The portfolio evaluation enables the Coach Evaluator to determine the readiness of the coach candidate for the formal observation.
- ☐ The coach must register with the appropriate sport body and submit all required portfolio pieces in advance of a formal observation being scheduled.
- ☐ The Coach Evaluator must review the portfolio using the appropriate evaluation tool(s) and then communicate the feedback to the coach in a timely manner.
- ☐ Successful completion of the required portfolio pieces will determine readiness for the formal observation.
- ☐ Once it is established that the candidate is ready for the formal observation, the Coach Evaluator should notify the appropriate sport body to schedule the formal observation.
- ☐ When the formal observation is scheduled, the Coach Evaluator begins the prebrief process.

3.5 Certification Standard

Certification standard refers to the degree to which coaches meet a given criterion. An achievement scale is used to determine whether or not a coach meets or exceeds the minimum standards. For example, a five-point achievement scale might be:

- 5 Expert
- 4 Advanced
- 3 NCCP Minimum Standard – includes the evidence that describes the minimum standard for what a coach does
- 2 Near Standard
- 1 Well Below Standard

While the achievement scale may differ, *all* must include the NCCP Minimum Standard.

Coaches seeking certification for a given context must be evaluated and must achieve at least NCCP Minimum Standard in all the relevant criteria required for that context in their evaluation.

3.6 NCCP Database (the Locker)

The NCCP Database tracks the outcomes and criteria with a (T) for the criteria that have been trained and with an (E) for the criteria that have been evaluated. The Database does *not* track evidence.

3.7 Challenges (Direct to Evaluation)

Table Tennis Canada recognizes and honours prior learning experiences of coaches, including foreign coaches. Coaches who have foreign certification credentials, apparent coaching skills and experience can challenge the training and go straight to the evaluation components to demonstrate their competence.

The chart below identifies which components can be challenged:

	TTCAN Training	NCCP Multi-Sport Modules	Evaluation In a practice	Evaluation In a Competition	Portfolio	Online Evaluations (depending on context – see Pathways)
Community Sport Initiation to TT	Yes	n/a	n/a	n/a	n/a	n/a
Competition-Introduction Base	Yes	Yes	No	No	No	No
Competition-Introduction Advanced	Yes	Yes	No	No	No	No
Competition-Development	Yes	Yes	No	No	No	No

A Challenge consists of bypassing the “Training” events and going directly to the “Evaluation” events. A Challenge is accepted once the Evaluation pieces have been submitted; online evaluations are completed with passing grade and in practice and/or in coaching evaluations have taken place.

Once the Challenge is marked as ‘Passed’, the coach is “Certified”.

A Coach can only Challenge the process of any context once. If the Challenge is not successful, the coach will need to go through the Training process and then be re-evaluated in order to be “Certified”.

To begin a Challenge, a coach must have the following:

- A completed TTCAN’s NCCP Challenge Application Form (**Section 12.6**)
- A letter from his/her P/TSO, outlining the coach’s experience
- A completed Portfolio
- Passed the online evaluations relevant to the context being challenged

The P/TSO submits the above requirements to Table Tennis Canada for final approval.

N.B. International coaches that hold coach education credentials from another country need to provide a translated version of the certificates. These certificates may replace the required letter from the P/TSO.

The fees for a Challenge are outlined in **Section 6 – Fiscal Responsibility**

4 COACH DEVELOPERS

Who coaches the coaches? NCCP Coach Developers do!

According to the International Council for Coaching Excellence (ICCE), Coach Developers “are not simply experienced coaches or transmitters of coaching knowledge – they are trained to develop, support, and challenge coaches to go on honing and improving their knowledge and skills in order to provide positive and effective sport experiences for all participants.” In short, Coach Developers need to be experts in learning, as well as experts in coaching.

NCCP Coach Developers include Master Learning Facilitators, Advanced Learning Facilitators, Learning Facilitators, Master Evaluators, Advanced Evaluators, and Coach Evaluators.

The typical pathway for someone who wants to be a Coach Developer involves the following steps:



Training: Coach Developer candidates must complete rigorous training, and this training is now being made consistent across Canada. The following training is required by all Coach Developers:

- ❑ **Core Training:** Provides Coach Developers with the skills to perform their role.
- ❑ **Content-specific Training (sport or multi-sport):** This includes micro-facilitation which gives Coach Developers an opportunity to practise delivery with their peers.
- ❑ **Co-delivery:** This is a chance for the new Coach Developer to practise with real coaches alongside an experienced Coach Developer.

Once a Coach Developer has all of the above training pieces they are considered “TRAINED”.

Evaluation: Evaluation confirms that the Coach Developer is capable of certain abilities which are deemed important in the training of coaches.

Once a Coach Developer has been evaluated they are considered: “CERTIFIED”.

For more information please visit: <http://www.coach.ca/coach-developer-training-s16933>.

4.1 Identification and Selection of Coach Developers

There are two ways to become a Coach Developer candidate:

- ☐ Master Learning Facilitators (MLFs) or Master Evaluators (MEs), Provincial/Territorial Sport Organizations (P/TSOs), and National Sport Organizations (NSOs) can identify Coach Developer candidates.
- ☐ Individuals can nominate themselves.

When establishing a pool of candidates, TTCAN will try and balance the regional training requirements of Table Tennis with the need to have appropriate representation of all regions in Canada. Many candidates are coaches who are already involved in the NCCP or individuals with backgrounds in physical education, kinesiology, or similar areas of study. The competencies of the coach developers are clearly indicated in the Evaluation Tools.

Individuals who nominate themselves are sent the *Template for Coach Developer Self-Nomination Letter (Section 12.3)* and are asked to fill in this letter and submit it to their Provincial/Territorial Sport Organization (P/TSO) or Provincial/Territorial Coaching Representative (P/TCR), along with their resume and NCCP Certification Transcript, if applicable.

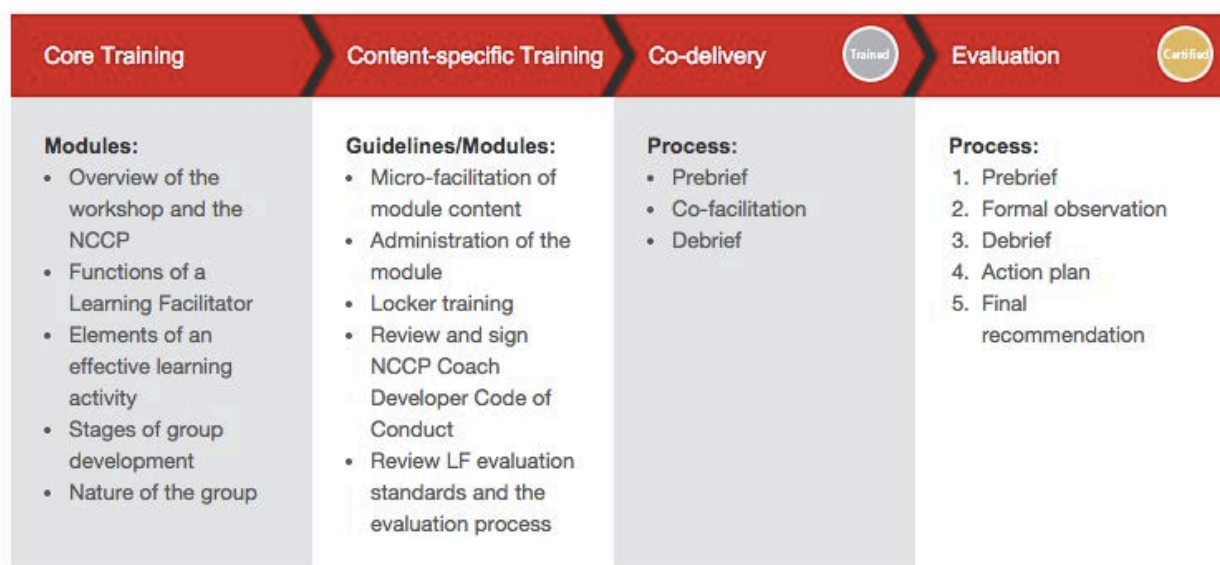
4.2 Learning Facilitator

Every NCCP workshop is led by a trained Learning Facilitator (LF) who has undergone a standardized training process. LFs are crucial to the development of skilled, knowledgeable coaches who are then able to develop safer, happier athletes/participants.

The goal of an LF is to effectively facilitate sessions that result in the development of coaches who are able to demonstrate their abilities and meet the standards established for certification. An LF should have the appropriate knowledge, skills, and attitudes to facilitate workshops using the competency-based approach. In addition, they serve as contributing members of the community and ambassadors for the NCCP.

4.2.1 How to Become a Learning Facilitator

All Learning Facilitators complete the following steps:



For more information please visit: <http://www.coach.ca/learning-facilitator-p156718>.

4.2.2 Selecting Learning Facilitators

The success of NCCP training rests to a large degree on the quality of the individuals selected as Learning Facilitators.

It is recommended that Learning Facilitators are:

- ☐ Good communicators: have the ability to speak clearly and communicate professionally;
- ☐ Good presenters: are comfortable presenting in front of a group, are well spoken, are able to keep presentations to time limits, and able to adapt to questions and changes;
- ☐ Good facilitators: are able to facilitate discussions, actively listen, evoke participation, and move discussions along when need be;
- ☐ Good organizers: are well prepared, organized, and professional;
- ☐ Also: approachable, ethical, responsible, and self-confident.

In addition, TTCAN requires the following sport-specific experience, background, and abilities:

- ☐ Certified Coach in the context they are delivering in;
- ☐ Sound technical knowledge in table tennis

4.2.3 Core Training

Core Training for Learning Facilitators is a mandatory component of training for Learning Facilitators. It is recommended that Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

4.2.4 Content-specific Training

Content-specific Training is a mandatory component of training for Learning Facilitators. Content-specific Training will include a micro-facilitation component of the content that will be delivered.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* (Section 12.2) during Content-specific Training to prepare Learning Facilitators for the content they will deliver.

TTCAN's Content-specific Training is as follows:

- ☐ Community Sport Initiation to Table Tennis LF Training: 1 day
- ☐ Table Tennis Competition Introduction Coach LF Training: 2 days
- ☐ Table Tennis Competition Development Coach LF Training: 3 days

4.2.5 Co-delivery

All Learning Facilitators must co-facilitate a workshop with an experienced Coach Developer prior to facilitating a workshop on their own.

- ☐ Co-facilitation should occur within 3-6 months of Content-specific Training.
- ☐ Co-facilitation is part of training and therefore the person being trained will not be paid.
- ☐ A Learning Facilitator candidate may be required to co-facilitate a workshop a number of times before facilitating a workshop on their own.

4.2.6 Evaluation

All Learning Facilitators must be evaluated to become certified Learning Facilitators.

- ☐ Learning Facilitators should be evaluated within two years of training.
- ☐ Learning Facilitators will be evaluated either in person (ideal) or by video submission.
- ☐ Learning Facilitators will be evaluated against the CAC Learning Facilitator Outcomes, Criteria, and Evidence.
- ☐ All Learning Facilitators must complete the Make Ethical Decisions online evaluation.

4.3 Master Learning Facilitator

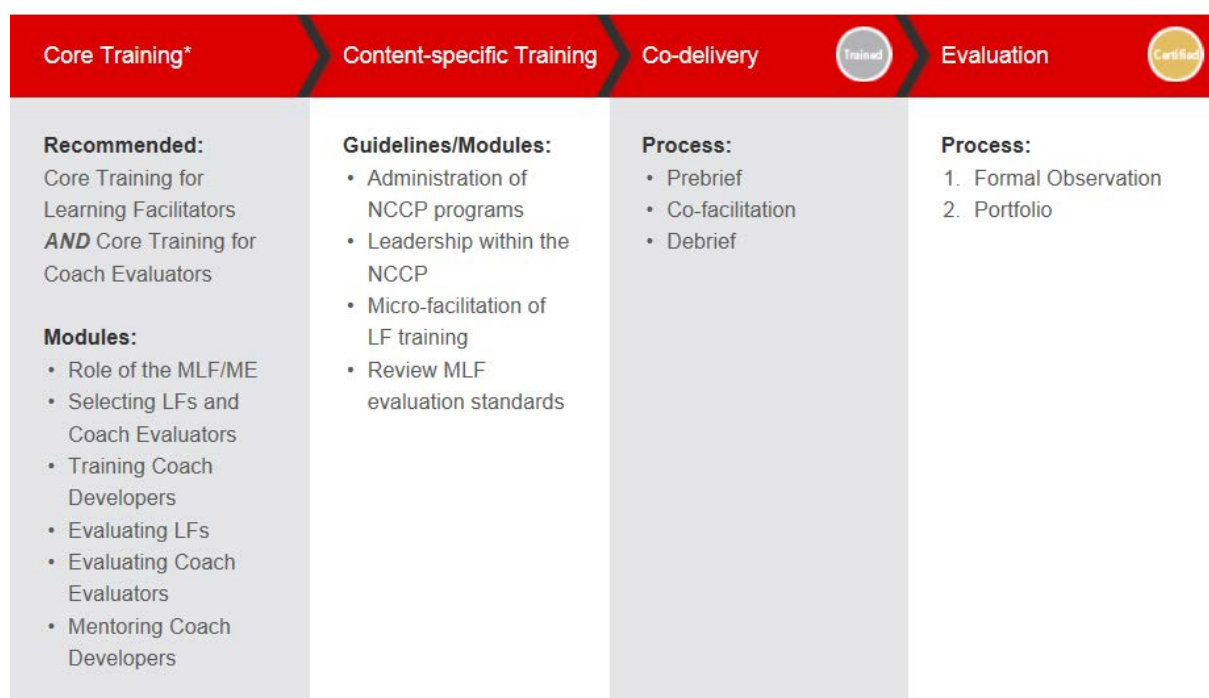
The role of the Master Learning Facilitator (MLF) is to train, to evaluate, to support, and to mentor Learning Facilitators (LFs). In addition, MLFs play a key role in promoting the NCCP.

MLFs must possess adequate knowledge and expertise in facilitation to assist in training LFs and to lead workshops and professional development experiences for LFs.

It is expected that MLFs will have more responsibility in a supportive role with LFs during workshops and in LF development. MLFs should be willing and able to lend support to LFs, program administrators, and delivery host agencies.

4.3.1 How to Become a Master Learning Facilitator

All Master Learning Facilitators complete the following steps and have achieved Certified status as Learning Facilitators:



For more information please visit: <http://www.coach.ca/master-learning-facilitator-p156720>.

4.3.2 Selecting Master Learning Facilitators

Each body responsible for the training of LFs selects its own MLFs. The criteria for the selection of MLFs vary from governing body to governing body. While the specifics may vary, MLFs usually:

- ☐ Have five years of experience as an LF;
- ☐ Are Certified as an LF to an advanced standard;
- ☐ Have successfully completed the Make Ethical Decisions online evaluation;
- ☐ Are trained or educated in an area related to coaching or coach education;
- ☐ Have experience in coaching or a specific sport.

The number and duties of MLFs vary greatly from one governing body to the next. Again, while the specifics may vary, the duties of an MLF usually include:

- ☐ Helping with selection of the LFs
- ☐ Training of the LFs
- ☐ Evaluation of the LFs
- ☐ Mentoring of the LFs

4.3.3 Core Training

Core Training for Master Learning Facilitators is a mandatory component of training for Master Learning Facilitators. It is highly recommended that Master Learning Facilitators also take Core Training for Learning Facilitators and Core Training for Coach Evaluators.

It is recommended that all Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

4.3.4 Content-specific Training

Content-specific Training is a mandatory component of training for Master Learning Facilitators. Content-specific Training will include a micro-facilitation component of the content that will be delivered.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* (Section 12.2) during Content-specific Training.

Content-specific Training will also include:

- ☐ Content-specific Training is a 1 day training to prepare Master Learning Facilitators for the content they will deliver.

4.3.5 Co-delivery

All Master Learning Facilitators must co-facilitate LF training with an experienced Coach Developer prior to facilitating training on their own.

- ☐ Co-facilitation should occur within <x weeks> of Content-specific Training.
- ☐ Co-facilitation is part of training and therefore the person being trained will not be paid.
- ☐ A Master Learning Facilitator candidate may be required to co-facilitate training a number of times before facilitating training on their own.

4.3.6 Evaluation

All Master Learning Facilitators must be evaluated to become certified Master Learning Facilitators.

- ☐ Master Learning Facilitators should be evaluated within two years of training.
- ☐ Master Learning Facilitators will be evaluated by submitting a portfolio.
- ☐ All Master Learning Facilitators must complete the Make Ethical Decisions online evaluation.

Table Tennis Canada will develop a roster of Master Learning Facilitators (MLFs) to conduct training of Learning Facilitators (LF) identified by the P/TSOs as suitable candidates to conduct coaching training workshops and modules in each province or territory. The MLFs will also be trained as Master Evaluators. LFs will also be trained as Evaluators.

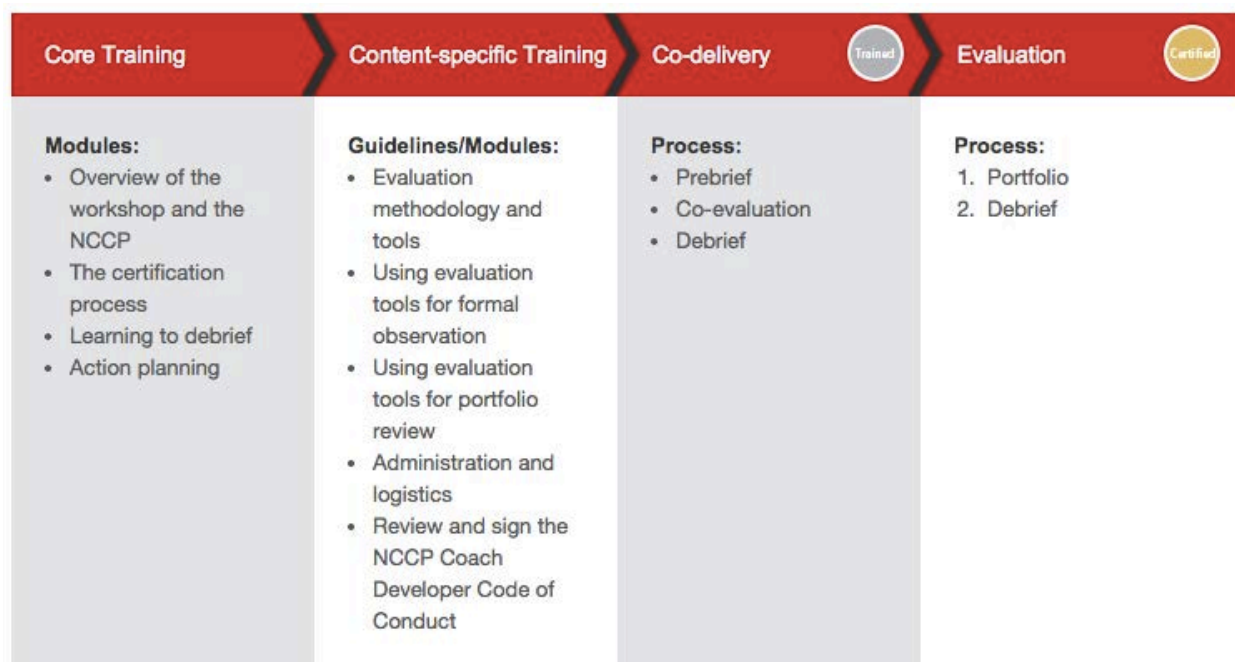
4.4 Coach Evaluator

A Coach Evaluator's role is to contribute to the development of coaches after they have acquired their NCCP training. This includes assessment, evaluation, debriefing, and follow-up with coaches trying to achieve Certified status. Coach Evaluators are experts in the observation process and have in-depth knowledge of the outcomes, criteria, and evidence that comprise the evaluation tools that establish NCCP standards for coaches of a particular sport context.

Coach Evaluators act as ambassadors of the NCCP and as a resource to coaches seeking to augment and validate their coaching abilities.

4.4.1 How to Become a Coach Evaluator

All Coach Evaluators complete the following steps:



For more information please visit: <http://www.coach.ca/coach-evaluator-p156721>.

4.4.2 Selecting Coach Evaluators

The success of any evaluation program rests to a large degree on the quality of the individuals selected as Coach Evaluators. Clearly, it is critical that quality control be exerted when appointing someone as a Coach Evaluator, as not everyone possesses the experience, skills, or attitudes to be effective in this position.

It is recommended that Coach Evaluators have:

- ☐ a minimum of 3 years of coaching experience in the context in which evaluation takes place;
- ☐ successfully completed the NCCP Make Ethical Decisions training and/or evaluation requirements;
- ☐ credibility with their peers;
- ☐ high ethical standards and leadership skills;

- ☐ a desire to see the coach certification system as well as the sport grow;
- ☐ time and energy to commit to the evaluation process;
- ☐ proven guiding and facilitation skills;
- ☐ the ability to be critically reflective and ask questions; and
- ☐ the ability to listen actively to the candidate.

Although desirable, it is not critical that the Coach Evaluator have a higher position and significantly greater coaching experience than the candidate.

4.4.3 Core Training

Core Training for Coach Evaluators is a mandatory component of training for Coach Evaluators. It is recommended that Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

4.4.4 Content-specific Training

Content-specific Training is a mandatory component of training for Coach Evaluators. Content-specific Training will include a micro-evaluation component, using sport-specific evaluation tools.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* (Section 12.2) during Content-specific Training.

Content-specific Training will also include:

- ☐ Content-specific Training is a 1/2 day – 2 days of training to prepare Coach Evaluators for the tools they will use in evaluation.

4.4.5 Co-delivery

All Coach Evaluators must co-evaluate with an experienced Coach Developer prior to performing an evaluation on their own.

- ☐ Co-evaluation should occur 6 months to one year of Content-specific Training.
- ☐ Co-evaluation is part of training and therefore the person being trained will not be paid.
- ☐ A Coach Evaluator candidate may be required to perform co-evaluation a number of times before performing an evaluation on their own.

4.4.6 Evaluation

All Coach Evaluators must be evaluated to become a certified Coach Evaluator.

- ☐ Coach Evaluators should be evaluated two years within two years of training.
- ☐ Coach Evaluators will be evaluated by submitting a portfolio.
- ☐ All Coach Evaluators must complete the Make Ethical Decisions online evaluation.

4.5 Master Evaluator

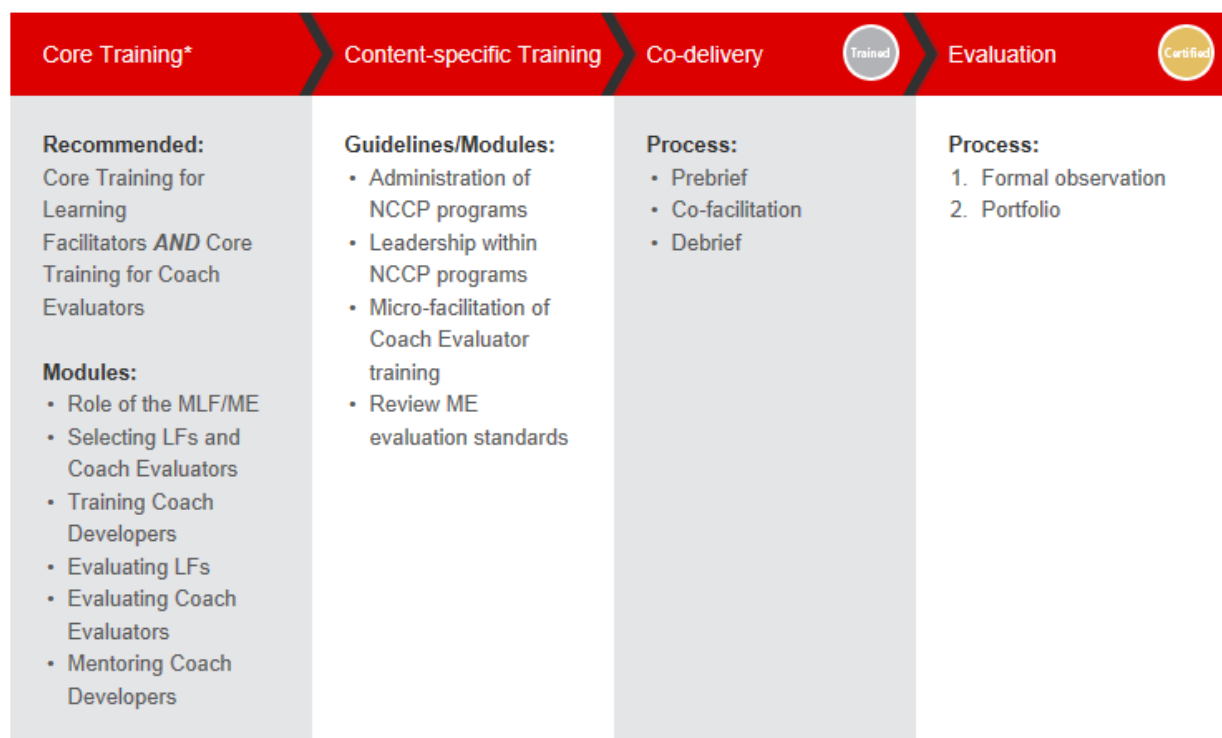
The role of the Master Evaluator (ME) is to train, to evaluate, to support, and to mentor Evaluators. In addition, MEs play a key role in promoting the NCCP.

MEs must possess in-depth knowledge and expertise in evaluation, and of evaluation tools and standards to assist in training Evaluators. MEs are also responsible for the ongoing mentorship of Evaluators and may be involved in professional development activities and program creation.

It is expected that MEs will have more responsibility in a supportive role with Evaluators during evaluations and in Evaluator development. MEs should be willing and able to lend support to Evaluators, program administrators, and delivery host agencies.

4.5.1 How to Become a Master Evaluator

All Master Evaluators complete the following steps and have achieved Certified status as Coach Evaluators:



For more information please visit: <http://www.coach.ca/master-evaluator-p156723>.

4.5.2 Selecting Master Evaluators

Each body responsible for the training of Coach Evaluators selects its own MEs. The criteria for the selection of MEs vary from governing body to governing body. While the specifics may vary, MEs usually:

- ☐ Have five years of experience as a Coach Evaluator;
- ☐ Are Certified as a Coach Evaluator to an advanced standard;
- ☐ Have successfully completed the Make Ethical Decisions online evaluation;

- ☐ Are trained or educated in an area related to coaching or coach education;
- ☐ Have experience in coaching or a specific sport.

The number and duties of MEs vary greatly from one governing body to the next. Again, while the specifics may vary, the duties of a ME usually include:

- ☐ Helping with selection of the Coach Evaluators
- ☐ Training of the Coach Evaluators
- ☐ Evaluation of the Coach Evaluators
- ☐ Mentoring of the Coach Evaluators

4.5.3 Core Training

Core Training for Master Evaluators is a mandatory component of training for Master Evaluators. It is highly recommended that Master Evaluators also take Core Training for Learning Facilitators and Core Training for Coach Evaluators.

It is recommended that all Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

4.5.4 Content-specific Training

Content-specific Training is a mandatory component of training for Master Evaluators. Content-specific Training will include a micro-facilitation component of the content that will be delivered.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* (Section 12.2) during Content-specific Training.

Content-specific Training will also include:

- ☐ Content-specific Training is 0.5 – 1 day training to prepare Master Evaluators for the content they will deliver.

4.5.5 Co-delivery

All Master Evaluators must co-facilitate Coach Evaluator training with an experienced Coach Developer prior to facilitating training on their own.

- ☐ Co-facilitation should occur within 3 to 6 months of Content-specific Training.
- ☐ Co-facilitation is part of training and therefore the person being trained will not be paid.
- ☐ A Master Evaluator candidate may be required to co-facilitate training a number of times before facilitating training on their own.

4.5.6 Evaluation

All Master Evaluators must be evaluated to become a certified Master Evaluator.

- ☐ Master Evaluators should be evaluated within two years of training..
- ☐ Master Evaluators will be evaluated by submitting a portfolio.
- ☐ All Master Evaluators must complete the Make Ethical Decisions online evaluation.

4.5.7 Skill set for Master Evaluators and Coach Evaluators

All *Evaluators* will be sought with the following skill sets:

- Able to explain the new NCCP with streams and contexts along with training and evaluation requirements for each context;
- Understand the growth and development principles related to the age groups and LTAD for each context;
- Able to explain the appropriate skill training for any context in which they may be trained;
- Demonstrable skills in the core competencies of valuing, leading, interacting, problem-solving and critical thinking.
- Credibility with peers of the sport community, high ethical standards and leadership skills, recognized technical and coaching expertise and experience, recognized coaching experience, a desire to see the coach certification system as well as the sport grow, a commitment of time and energy to the evaluation process, proven guiding and facilitation skills, the ability to be critically reflective and ask questions, and the ability to listen actively to the candidate.
- Although desirable, it is not critical that the Evaluator have a higher position and significantly greater coaching experience than the candidate.

Prerequisites for *Coach Evaluators* will be:

- Attendance at *Evaluator* training session as conducted by an *ME*;
- *Evaluators* must be certified at the context stage in which they are being trained.
- Have a minimum of 5 years of coaching experience in the context where the evaluation takes place, or at a higher level.
- Successfully complete the NCCP Make Ethical Decisions training and evaluation requirements.
- Be a trained LF within the NCCP (multi-sport or table-tennis specific).

5 MAINTENANCE OF CERTIFICATION AND PROFESSIONAL DEVELOPMENT

The Coaching Association of Canada and its partners recognize the value of having certified NCCP coaches that are engaged in Professional Development programs which reinforce the values of lifelong learning and sharing amongst the coaching community.

In order for NCCP coaches to maintain their certified status, they will be required to obtain Professional Development (PD) points. PD points can be earned through a multitude of activities that coaches already participate in, including: national and provincial sport organization conferences and workshops, eLearning modules, NCCP workshops, coach mentorship programs, and active coaching. In most cases coaches are already earning their required PD points – Maintenance of Certification Status is simply the introduction of tracking these points and recognizing coaches for their efforts.

Maintenance of certification is essential to:

- ☐ Ensuring coaches stay current with new coaching practices and knowledge;
- ☐ Maintaining the integrity of the NCCP;
- ☐ Maintaining consistency with the standards of other professions;
- ☐ Reinforcing the values of lifelong learning and continuous improvement.

Certification within the NCCP shall be valid for a maximum period. The concept of “life-span of NCCP certification” shall apply to coaches who:

- ☐ Are already certified according to the standards of the Levels-NCCP.
- ☐ Are certified according to the standards of the Levels-NCCP while it is still in effect.
- ☐ Are certified according to the standards of an NCCP context’s core certification and gradations.

Maintenance of certification must be based on active coaching and professional development.

5.1 PD Point Requirements for Table Tennis Contexts

Context	Professional Development Credits Required: Renewal Cycle – 5 years
Community Sport – Trained Coaches	n/a (not required for trained status)
Competition - Introduction Base Certified Coaches	20 points
Competition - Introduction Advanced Certified Coaches	20 points
Competition – Development Certified Coaches	30 points

5.2 Professional Development Opportunities

	Active Category	Points	Limitations
Sport Specific	Active Coaching	1 point/year for every season coached OR 1 point/year for learning Facilitator or Evaluator activity	To a maximum of points equal to the number of years the certification renewal period (5 Points for 5 years)
	NCCP Activity	5 points/training module or evaluation event	No maximum or minimum
	Non-NCCP Activity	1 point/hour of activity up to 3 hours maximum	No minimum or maximum
	Coach self-directed activity	3 points for the valid certification period	Maximum of 3 points for certification renewal period
	Re-evaluation in context	100% of the points required for PD credit in the context	No other PD is required if coach chooses re-evaluation
Multi-Sport	NCCP activity	5 points/training module or evaluation event	No maximum or minimum
	Non-NCCP activity	1 point/ hour of activity up to 3 points maximum	To a maximum of 50% of the required PD credit for the context in a certification renewal period.

5.2.1 NCCP (multi-sport or Table Tennis specific)

- Activities (training or evaluation) that are based on context-specific Outcomes, Criteria and Evidences.
- Examples: TTCAN NCCP courses/workshops, NCCP Mutli-sport workshops, Advanced Coaching Diploma activities.

5.2.2 NON-NCCP

- Regular scheduled conferences, seminars and courses organized by NCCP partners or third-party organizations.
- Examples: Atlantic Coaches Conference, CS4L workshops, Sport Leadership Conference, SPIN Summit, Canadian Sport Institute Network events, etc.
- See below for a list of TTCAN's approved non-NCCP PD activities

ENGLISH	FRENCH
Eastern Hopes Week	Semaine des Espoirs de l'Ouest
International High Performance Training Camp	Camp d'entraînement de Haute Performance International
ITTF North America Development Activity	Activité de développement ITTF Amérique du Nord
National High Performance Training Camp	Camp d'entraînement de Haute Performance National
Provincial High Performance Training Camp	Camp d'entraînement de Haute Performance Provincial
Table Tennis Canada Coaches Summit	Sommet des Entraîneurs de Tennis de Table Canada
Table Tennis Canada NCCP Development Committee	Comité de Développement du PNCE de Tennis de Table Canada
Table Tennis Canada Partner Summit	Sommet des Partenaires de Tennis de Table Canada
Technical Expert Conference	Conférence des Experts Techniques
Western Hopes Week	Semaine des Espoirs de l'Est

5.2.3 SELF-DIRECTED LEARNING (a maximum of 3 points per cycle can be accumulated)

- An activity done outside NCCP, TTCAN, or any other registered organization.
- Example: A coach attends a 'team-building' seminar with their employer.

5.2.4 ACTIVE COACHING

From grassroots to high performance, on the field, in the pool, on the ice and snow, or on the track – coaches are constantly learning. By being actively engaged in coaching, coaches are able to learn from their athletes, peers, and situations on and off the field of play.

Coaches naturally rely on the education formed through their experiences to handle whatever situation is thrown at them. That's why we are recognizing coaches who are actively coaching with one PD point a year. By completing this active coaching declaration you are stating that in the calendar year submitted, you coached an athlete(s).

Coaches are required to annually login to The Locker and complete the Active Coaching Declaration in order to get their 1 PD point per year.

6 FISCAL RESPONSIBILITY

Table Tennis Canada shall establish fee guidelines and parameters for coach training and evaluation programs offered and developed under its authority. The principle to be followed is to provide training and evaluation on a cost recovery basis whereby proceeds are shared by the stakeholders according to their contribution.

Table Tennis Canada will set fees to recover its costs related to program design, development, and contracting responsibilities for tools and resources.

The recommended fee* structure developed to date is outlined below:

N.B. The costs used to develop the fee structure can vary from province to province. A P/TSO can choose to subsidize fees for participants based on their actual costs. However, courses should not run on a deficit.

6.1 Table Tennis Canada's NCCP Fee Structure

	Community Sport - Initiation to Table Tennis	Competition-Introduction Base Program	Competition-Introduction Advanced Program	Competition - Development
Material fee	30\$	100\$	100\$	150\$
Training Workshop fee	75\$	150\$	150\$	300\$
TTCAN Evaluation fee	n/a	125\$	200\$	300\$
TTCAN Evaluation Challenge fee**	n/a	150\$	225\$	325\$
NCCP Online Evaluation Comp-Int MED*	n/a	85\$	85\$ (n/a if already passed with Base program)	n/a
NCCP Online Evaluation Comp-Dev MED*	n/a	n/a	n/a	85\$
NCCP Online Evaluation Comp-Dev MC*	n/a	n/a	n/a	85\$
NCCP Online Evaluation Comp-Dev LDFS*	n/a	n/a	n/a	85\$
TOTAL	105\$	375\$	450\$	750\$
PACKAGE FEE (discounted rate)	80\$	325\$	400\$	700\$
PACKAGE FEE (4 days Comp-Int discount)	n/a		625\$ (includes Base and Advanced package)	

*Online Evaluation fee is waived if training is completed prior to first attempt

** (includes in person or video analysis, portfolio evaluation, 1 hour of feedback discussions)

7 RECRUITMENT, RETENTION, EDUCATION AND RENEWAL

The P/TSOs, in close cooperation with Table Tennis Canada, will develop and maintain a suitable number of high quality Learning Facilitators, Master Learning Facilitators and Coach Evaluators and Master Evaluators. Our main focus will be to work with a respectable group of quality coach developers. P/TSOs will be responsible to recruit and train a sufficient number of personnel to meet the needs of the coaches. In the early stages of implementation (2015-2017), Table Tennis Canada will play a big role in facilitating the recruitment and training of MLFs, LFs, CEs and MEs. Table Tennis Canada will review the roster of active MLFs, LFs, CEs and MEs annually with the P/TSOs and monitor quality based on evaluation reports and needs based on geographical workshop demands. See **Appendix A** for a list of TTCAN's Coach Developers.

Potential candidates and participants may be identified from participation at coaching meetings, conferences, high performance training camps or from active learning facilitators in other courses and successful coaches within recognized quality programs.

Table Tennis Canada will, in conjunction with the P/TSOs, identify potential resource personnel from the following additional sources:

- Course Conductors under the old NCCP paradigm;
- Athletes encouraged to enter the coaching streams upon completion of their competitive careers with high performance teams sponsored by Table Tennis Canada and the P/TSOs;
- Identification of potential candidates from the coaches chosen as guest coaches to provincial and National High Performance teams
- Identification of potential *LFs* by the P/TSOs from the roster of active coaches who may participate as *LFs* in the Multi-Sport or other sports; and
- Identification of potential *Coach Evaluators* by P/TSOs from the roster of active *LFs* and *MLFs* and from former course conductors and retired coaches who may wish to remain active.

Table Tennis Canada and the P/TSOs will encourage all participants to maintain a continuing interest in upgrading both their pedagogical and technical coaching skills by providing opportunities for their personnel through:

- Encouraging attendance at coaching conferences sponsored by P/TSOs and Table Tennis Canada, including as attendees, presenters and coordinators. It is recommended that *Coach Evaluators*, *MLFs* and *LFs* be granted free admission to the conferences as a condition of sanctioning of the conferences by either Table Tennis Canada or the P/TSO;
- Encouraging attendance at Multi-Sport training sessions within the provinces; and
- Developing a communication network to advise the active coach developers of opportunities for training available both nationally and internationally.

8 PROGRAM MONITORING, EVALUATION AND QUALITY CONTROL

8.1 Feedback on Workshops and Learning Facilitators

Coaches, upon completion of training modules, are provided an opportunity to provide feedback on the workshop and the LF. These workshop evaluations are to be collected by the LF and forwarded to the provincial association and Table Tennis Canada for review. The Template for Feedback forms can be found at the end of the Coach Workbooks as well as in **Section 12.8**.

LFs who consistently are rated highly on their workshop evaluations will be considered for mentorship roles with other LFs. They may also be considered for training as a LF in additional Contexts or as a Master Learning Facilitator.

If Table Tennis Canada finds consistently poor reviews of an LF's performance, then the LF will be afforded an opportunity to improve their performance at a subsequent workshop. This workshop will be monitored by a MLF. If improvement does not occur, or minimal performance improvement is assessed, the LF will be removed from active status until they undergo further training.

A provincial association, in conjunction with Table Tennis Canada, may revoke LF status based on poor LF evaluations, following the unsuccessful implementation of the Action Plan.

Table Tennis Canada and the provincial staff liaison shall monitor and review the evaluation reports submitted by Evaluators on assignments for certifying coaches in the various contexts. In the event that there are inconsistencies or obvious patterns where the Evaluator is not properly applying the evaluation criteria, the ME will investigate and make recommendations regarding the status of the Evaluator as may be appropriate.

8.2 Annual Quality Review

Table Tennis Canada will conduct a quality planning review of the coach education program prior to the Annual General Meeting of Members (summer). At that time, the quality review will consider the following items:

- Results of any program review conducted by the Coaching Association of Canada and/or funding agencies such as Sport Canada;
- Any recommendations for improvements by stakeholders involved in the delivery of programs or affected by the training programs;
- A review of the Communication Plan, its resources and tools;
- A review of the program as suggested by Evaluation Forms submitted by Coaches and Learning Facilitators at the end of workshops;
- Learning Facilitator Workshop evaluation sheets that offer suggestions towards improving LF training;
- Funding requirements for additional training for coach developers, including the recruitment and training of additional personnel;

- Requirements for the training and development of coach developers to meet the linguistic and geographic profiles of P/TSOs;
- Reports: number of workshops conducted, number of coaches participating, roster of active MLFs, LFs, MEs, CEs; number of evaluations completed together with recommendations and suggestions arising from completed evaluation forms during the past year; and
- Comparison of report results with set provincial targets (number of trained vs certified coaches, number of workshops per P/TSO, etc.).

Table Tennis Canada will review and adopt improvements as developed by the National Coaching Certification Program on a continuous basis. The principles of continuous improvements and professional development shall be applied.

9 RESPONSIBILITIES AND PLANNING REQUIREMENTS

Each P/TSO shall have the following responsibilities for training in order to maintain a suitable number of quality Learning Facilitators and Coach Evaluators. This includes:

- Engaging the services of an MLF to conduct LF and Coach Evaluator training;
- Making arrangements and funding LF and Coach Evaluator training sessions;
- Identifying and recruiting a sufficient number of LF and Coach Evaluator candidates;
- Submitting the application package of candidates to Table Tennis Canada for review and approval before conducting training; and
- Assisting the participants with training and costs of materials when possible.

Each P/TSO shall have the following non-training related responsibilities in order to maintain a suitable number of quality Learning Facilitators and Coach Evaluators:

- Provide an appropriate number of opportunities for LFs to conduct their clinics. An appropriate number will depend on the LF and the time they have available;
- Review the LF and clinic evaluation forms that are completed by the coaches after the clinics;
- Provide an appropriate sharing of assignments for Coach Evaluators;
- Monitor the activities, performance and training of LFs, in conjunction with MLFs, to ensure that LFs meet the standards expected and maintain the most current training;
- Monitor the activities, performance and training of Coach Evaluators, in conjunction with MLFs, to ensure that Coach Evaluators meet the standards expected and maintain the most current training;
- Discuss with the LF if he/she is consistently receiving unfavorable reviews. Attend the next clinic, observe the clinic and take appropriate action during and after the clinic as required. This action can range from providing tips on how to improve, to removing their LF status either permanently or until they undergo further training; and
- Monitor and assess the performance of the Coach Evaluators in conducting their duties.

The responsibilities of Table Tennis Canada for the training of MLFs, LFs, Coach Evaluators and MEs shall be:

- To develop and train a roster of *MLFs* to conduct *LF* training throughout the regions;
- To appoint a Project Leader (Resource Person) as required from time to time to conduct *MLF* training;
- To develop *LF*, *MLF* and *Coach Evaluator* training guidelines and approve the training program as submitted by the Resource Person retained to conduct training; and
- To review any training programs developed to ensure they meet these standards and the requirements of the various coaching streams and contexts.

The responsibilities of Table Tennis Canada in order to maintain a suitable number of Coach Evaluators, MLFs and LFs to meet the needs of the various contexts shall be:

- To monitor the number of *MLFs* active and ensure there are adequate numbers to meet the needs of the *P/TSOs*, including linguistic and geographic requirements;
- To review the roster of active *Coach Evaluators* and *LFs* annually with the *P/TSOs* and determine training requirements; and
- To monitor the opportunities for further education and training of resource personnel and to make these opportunities known to them.

10 TABLE TENNIS CANADA STAFF AND PERSONNEL

Table Tennis Canada, in cooperation with the P/TSOs, will identify and designate a roster of personnel to carry out the objectives of the National Coaching Certification Program.

These personnel may include:

1. Table Tennis Canada staff and liaison personnel
2. P/TSO staff and liaison personnel
3. Coach Developers:
 - Master Learning Facilitators (MLF)
 - Learning Facilitator (LF)
 - Master Evaluators (ME)
 - Coach Evaluators (CE)

Table Tennis Canada will recruit and develop this roster of training personnel by seeking candidates with demonstrated core competencies of valuing, leading, interacting, problem-solving and critical thinking skills.

The identified personnel will be responsible for coordinating the activities of the coaches within the provincial associations. They will act in a leadership role within the province or territory, and will monitor the progress of coaching development programs. They will report to Table Tennis Canada any difficulties or challenges in implementing and delivering Table Tennis Canada's NCCP, and are encouraged to make recommendations for improvement.

The personnel tasked with carrying out the objectives and programs related to coach training and development will be required to sign a Code of Conduct adopting the principles of the NCCP and respecting the objectives and mission (**See Section 12.9**).

11 COMMUNICATIONS

Table Tennis Canada recognizes the importance of a consistent and well-developed communications strategy to keep all stakeholders fully informed of program developments and benefits. Information shall be disseminated to P/TSOs through their staff and/or local volunteer base. Table Tennis Canada will also communicate NCCP updates directly to Learning Facilitators, Master Learning Facilitators, Coach Evaluators and Master Evaluators.

All communications will be disseminated through email. All information will also be posted on the TTCAN website, under the Coaching section.

As part of its Annual Review of the NCCP Program, a review of the Communication Plan should be held and any tools and resources requiring updating and distribution as necessary.

12 TOOLS

12.1 NCCP Code of Ethics



NCCP Code of Ethics



What is a Code of Ethics?

A code of ethics defines what is considered good and right behaviour. It reflects the values held by a group. These values are usually organized into a series of core principles that contain standards of behaviour expected of members while they perform their duties. It can also be used as a benchmark to assess whether certain behaviours are acceptable.

Why a Code of Ethics in Coaching?

Core coaching values have been formalized and expressed as a series of principles in the *NCCP Code of Ethics*. These principles can be thought of as a set of behavioural expectations regarding participation in sport, coaching athletes or teams, and administering sports.

The *NCCP Code of Ethics* can help coaches to evaluate issues arising within sport because it represents a reference for what constitutes both “the good and right thing to do”. For example, the code of ethics helps coaches make balanced decisions about achieving personal or team goals and the means by which these goals are attained.

Values Underpinning the *NCCP Code of Ethics*

The *NCCP Code of Ethics* is a simplified version of the *Code of Ethics of Coaches of Canada* (formerly the Canadian Professional Coaches Association). However, both codes deal with the same fundamental values of safety, responsible coaching, engaging in relations with integrity, respecting athletes, and honouring sport. These values are expressed as 5 core ethical principles.

1. Physical safety and health of athletes
2. Coaching responsibly
3. Integrity in relations with others
4. Respect of athletes
5. Honouring sport

The following chart provides a description of each principle and outlines some implications for coaches.



NCCP Code of Ethics



Ethical Principles and Their Corresponding Behaviours/Expectations

Principle	Standards of Behaviour Expected of Coaches
Physical safety and health of athletes	Ensure that training or competition site is safe at all times
	Be prepared to act quickly and appropriately in case of emergency
	Avoid placing athletes in situations presenting unnecessary risk or that are beyond their level
	Strive to preserve the present and future health and well-being of athletes
Coaching responsibly	Make wise use of the authority of the position and make decisions in the interest of athletes
	Foster self-esteem among athletes
	Avoid deriving personal advantage for a situation or decision
	Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action
	Honour commitments, word given, and agreed objectives
	Maintain confidentiality and privacy of personal information and use it appropriately
Integrity in relations with others	Avoid situations that may affect objectivity or impartiality of coaching duties
	Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete
	Always ensure decisions are taken equitably
Respect	Ensure that everyone is treated equally, regardless of athletic potential, race, ancestry, place of origin, colour, ethnic origin, citizenship, language, creed, religion, sex, sexual orientation, age, marital status, family status or disability
	Preserve the dignity of each person in interacting with others
	Respect the principles, rules, and policies in force
Honouring sport	Strictly observe and ensure observance of all regulations
	Aim to compete fairly
	Maintain dignity in all circumstances and exercise self-control
	Respect officials and accept their decisions without questioning their integrity

12.2 NCCP Coach Developer Code of Conduct

It is expected that every Coach Developer will read, understand, and sign this Code of Conduct.

Preamble

In my role as a Coach Developer in the National Coaching Certification Program (NCCP) for the _____ (governing organization), I, _____ (Name and NCCP#), expressly agree to conduct myself in a manner consistent with this Code of Conduct.

I understand that my failure to abide by this Code of Conduct can result in sanctions being imposed, including the revocation of my Coach Developer certification status.

Code of Conduct

I shall:

- ☐ Participate in all required training and evaluation components of the Coach Developer pathway.
- ☐ Support the common goals and objectives of _____ (governing organization) as it services the membership at large.
- ☐ Avoid discrediting specific sponsors, suppliers, employers, or other partners.
- ☐ Support key personnel and systems of the NCCP and partner organizations (Coaching Association of Canada, Sport Canada, Provincial/Territorial Delivery Agencies, National Sport Organizations).
- ☐ Demonstrate ethical behaviour at all times and commit to the *NCCP Code of Ethics*.
- ☐ Attend all professional development required for my growth as a Coach Developer and continuously seek to improve my personal abilities and performance.
- ☐ Exhibit exemplary professional behaviour at workshops or evaluation sites.
- ☐ Approach technical and non-technical problems and issues in a professional and respectful manner, seeking solutions that support due process.
- ☐ Place the best interest of those taking part in the workshops/evaluation events ahead of my personal interests.
- ☐ Refrain from all forms of harassment: physical, emotional, mental, or sexual. For the purposes of this Code of Conduct, sexual harassment includes any of the following:
 - Using power or authority in an attempt to coerce another person to engage in or tolerate sexual activity. Such uses of power include explicit or implicit threats of reprisals for non-compliance or promises of reward for compliance.
 - Engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures, or touching that are offensive and unwelcome or create an offensive, hostile, or intimidating environment and can reasonably be expected to be harmful to the recipient or teammates.

Responsibility

If there is disagreement or misalignment on issues, it is the responsibility of the Coach Developer to seek alignment with the objectives, goals, and directives of _____ (governing organization).

Please be advised that the Board of Directors of _____ (governing organization) will take the necessary disciplinary action should any material breach of the Code of Conduct occur.

I hereby declare that I have read the above and understand and accept the terms and conditions outlined.

Name (please print)

Signature

Date

12.3 Template for Coach Developer Self-Nomination Letter

Date _____

Location _____

Name _____

NCCP# _____

Dear _____, (P/TSO, P/TCR)

Please be advised of my interest in becoming a Coach Developer, in the following role

- ☐ Learning Facilitator
- ☐ Advanced Learning Facilitator
- ☐ Master Learning Facilitator
- ☐ Coach Evaluator
- ☐ Advanced Evaluator
- ☐ Master Evaluator

for the following contexts and/or workshops

☐

With this letter, I have enclosed an application form that demonstrates my experience in and commitments to sport and particularly to table tennis.

I am ready to begin the Coach Developer training and evaluation process in the hope of receiving my Coach Developer certification.

I would be pleased if you would forward my name as a Coach Developer candidate. Please contact me if you require further information or have any questions about my application.

Signed

Dated

Email address

Primary phone number

Encl.: Résumé

Letter(s) of Support

12.4 Template for Coach Developer Application Form

Date _____

Location _____

Name _____

NCCP# _____

Sport _____

Languages _____

Application Checklist:

- ☐ ___ Cover letter
- ☐ ___ Completed Coach Developer Application Form
- ☐ ___ Completed Letter/Preliminary Coach Developer Worksheet
- ☐ ___ Completed Make Ethical Decisions online evaluation – 90% or more
- ☐ ___ Résumé of your coaching experience, education and achievements
- ☐ ___ Names and phone numbers for 2 references

Declaration

I hereby certify that the information I have provided with this application is true and complete.

Signed

Dated

Email address

Primary phone number

12.5 Template for Coach Developer Letter/Preliminary Worksheet

Date _____

Name _____

NCCP# _____

Dear Coach Developer Candidate,

We are delighted that you expressed an interest in becoming a Coach Developer. The purpose of the Coach Developer Preliminary Worksheet included in this letter is twofold:

1. To learn more about you
2. To give you an opportunity to learn more about the NCCP

Please submit the answers to the questions below with the rest of the documents when you submit your application package.

1. Describe what you perceive to be the role of a Coach Developer.
2. Describe the skills, abilities, and characteristics of an effective Coach Developer.
3. What experience do you have working in adult education?
4. What strengths do you bring to the position of Coach Developer?
5. What skills and abilities do you think you need to develop to become an effective Coach Developer?
6. In your own words, describe the structure of the NCCP.
7. What are the five core competencies outlined in the NCCP?
8. In your own words, what is the role of the Coach Developer in developing these competencies?

9. Define:

- Outcome:
- Criteria:
- Evidence:

10. In your own words, outline the purpose of Coach Developer training.

12.6 Table Tennis Canada's NCCP Challenge Application Form

CONTACT INFORMATION

DATE: _____

NAME: _____

NCCP #: _____

ADDRESS: _____

CITY: _____

PROVINCE: _____

POSTAL CODE: _____

EDUCATION

UNIVERSITY: _____

NCCP CERTIFICATION: _____

OTHER QUALIFICATIONS: _____

YEARS OF COACHING EXPERIENCE: _____

WHY ARE YOU APPLYING?: _____

SIGNATURE: _____

Send this form to your Provincial/Territorial Table Tennis Association.



12.8 Template for Feedback Form

It is important to get feedback from participants to help Table Tennis Canada to improve our NCCP programs and quality of our coaches. The course you have just completed has been designed to provide you with skills and knowledge to become a more effective coach. Your feedback on the content presented and the ability of the course host to deliver this course will assist us in ensuring that the level of coach education is maintained at the highest level. Please take a moment to complete this short evaluation. All commentary will be held confidential.

Coach Developer: _____ Date: _____

Workshop: _____ Location: _____

- 1 Did not meet expectations
- 2 Below Expectations
- 3 Met Expectations
- 4 Above Expectations
- 5 Exceeded Expectations

Technical

The registration process was simple and easy to complete

The technology used was easy to follow and effective

The price of the course was fair and reflected the quality of service provided

Additional Comments

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Course Content and Materials

- _____ The course materials were easy to follow
- _____ The course content reflected the course description and goals
- _____ The course content provided the information necessary to be a better coach

Additional Comments

Coach Developer

- _____ The facilitator was available for questions
- _____ My workbook was marked in a timely manner
- _____ The facilitator was knowledgeable on the course material
- _____ The facilitator enabled me to reflect on ways that I might improve as a coach

Additional Comments

Overall Impression

- _____ I enjoyed taking the course
- _____ This course provided me with valuable tools and resources that I can use in my coaching endeavours
- _____ I would recommend this course to other coaches

Please list 3 positive aspects related to any area of the course

Is there anything you would recommend changing, adding or omitting from this course?

Additional Comments

12.9 Table Tennis Canada's Code of Conduct

(Applies to Master Learning Facilitator, Learning Facilitator, Master Evaluator, Coach Evaluator and staff who represents P/TSOs involved in Coaching Development of Table Tennis Canada).

As a _____ on behalf of Table Tennis Canada, I agree to these conditions and to agree to abide and follow the following Code of Conduct:

1. Support all staff and programs of Table Tennis Canada and partner organizations in a positive and professional manner at all times.
2. Provide the most up-to-date instruction, support and mentoring possible.
3. Align with the common goals and objectives of Table Tennis Canada and its provincial partners as they service the membership at large.
4. Approach problems and issues (technical and non-technical) in a professional and respectful manner seeking solutions that support due process.
5. Make every effort to attend professional development sessions annually to improve personal abilities and performance.
6. Abide by any Code of Ethics adopted by Table Tennis Canada, any P/TSO's which I am a member and by the NCCP Code of Ethics.
7. Deliver modules and conduct assignments as required, remaining active in professional development activities and coach development.
8. Provide a safe and welcoming learning environment. Show care and respect for participants, coaches, and facility.
9. Respect the confidentiality of any coaches to whom I provide support through the training, mentoring or evaluation process. I will not discuss the strengths or weakness of individual candidates, their participation or submissions with others except with other staff involved in the Coach Development as required to support the coach.
10. I recognize the copyright rights of Table Tennis Canada and its partners in Coach Development, including the International Table Tennis Associations, material writers and the Coaching Association of Canada in the materials, teaching processes and programs utilized in delivering coaching development program, and agree to recognize and assign any copyright that may flow from these materials.

I hereby declare having read the above and understand and accept the terms and conditions outlined.

Name (Print):

Signature:

Date:

APPENDIX A TABLE TENNIS CANADA'S COACH DEVELOPERS

Master Learning Facilitator = MLF

Master Evaluator = ME

Learning Facilitator = LF

Coach Evaluator = CE

Lang.	Last Name/First Name	PROV	CSP				COMP-INT				COMP-DEV			
			MLF	LF	ME	E	MLF	LF	ME	E	MLF	LF	ME	E
EN	Madhosingh, Chandra	BC		x				x		x		x		x
EN	Lau, Danny	BC		x				x		x				
EN	Kent, Ian	MB		x				x		x		x		x
EN	Edwards, Ron	MB		x				x		x		x		x
EN	Ash, Brian	NL		x				x		x		x		x
FR/EN	Ans, Erica	NS	x				x		x		x		x	
EN	Fisher, Joe	NS		x				x		x		x		x
EN	Martins, Marles	ON	x				x		x		x		x	
EN	Domonkos, Mariann	ON		x				x		x		x		x
EN	Papic, Dejan	ON	x				x		x		x		x	
FR/EN	Gohl, Thorsten	ON	x					x		x		x		x
FR/EN	Foisy, Christian	QC	x				x		x		x		x	
FR	Verviers, Thierry	QC	x				x		x		x		x	
FR/EN	Bertrand, Jean-Baptiste	QC	x				x		x		x		x	
FR	Tremblay, Rémi	QC	x				x		x			x		x
FR	Potvin, Mario	QC		x				x		x		x		x
EN	Noel, Paul	SK		x				x		x		x		x

How to be a better coach



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.

Brought to you by
the Coaching Association of Canada www.coach.ca



coach.ca
REACH HIGHER



Visit **coach.ca** – Canada's most dynamic coaching community.
Check your certification, complete online evaluations, access
sport nutrition tips, read coach stories and more!