



# **Table Tennis Canada**

## **Competition – Development**

### **Evaluation Guide**





## 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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**References:**

- International Table Tennis Federation – ITTF Level 1 Coaching Manual, 2003;
- International Table Tennis Federation – ITTF Advanced Coaching Manual, 2008;
- How to develop a good technique, by Mariann Domonkos and Jean-Baptiste Bertrand, 2009.
- Int'l Table Tennis Committee for the disabled – Rules and Regulations for Table Tennis for the Disabled, 2005
- ITTF – Rule Book (latest version).

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# Competition – Development Overview

Before the official evaluation, the coach must have already completed the nine following multisport modules and the Table Tennis Specific Training (4 days offered by TTCAN):

- Developing athletic abilities
- Psychology of performance
- Managing Conflict
- Leading a drug-free sport
- Coaching and leading effectively
- Prevention and recovery
- Manage a Sport Program
- Performance Planning
- Advanced Practice Planning

To access Multisport Training, please contact your [Provincial/Territorial Coaching Representative \(P/TCR\)](#).

For Table Tennis specific Training, you can contact your provincial Table Tennis organization or Table Tennis Canada.

The coaches' online status shall be 'Trained'. This document is helping coaches to be 'certified' in Competition Development stream and helping Evaluators to evaluate the coaches' performance.

The evaluation process is made up the following four steps:

- Step 1: Multisport Online Evaluations (Managing Conflict, Leading Drug-free Sport, Make Ethical Decisions)
- Step 2: Portfolio Submission
- Step 3: Evaluation of a Training Session
- Step 4: Evaluation of a Competition

After successfully completing the above steps, the coach is "Competition – Development Certified."

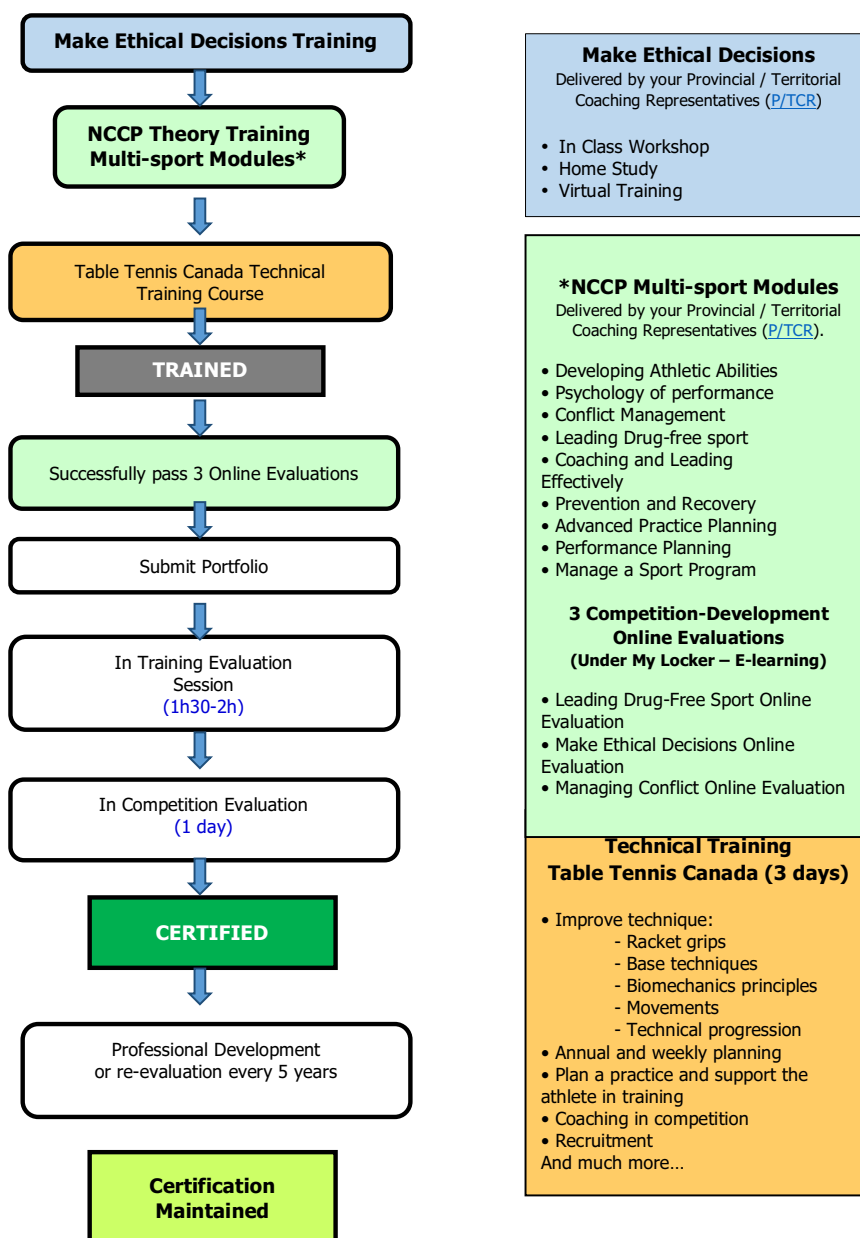
To maintain certification, the coach needs to accumulate 30 professional development points over a 5 year cycle. For more information, see Table Tennis Canada's NCCP Operations Manual.

If the coach does not achieve the required points within the cycle, he/she will need to be re-evaluated.

# Competition – Development Coach Pathway



## COMPETITION-DEVELOPEMENT PROGRAM COACH CERTIFICATION PATHWAY



Updated on December 23, 2015

# Coach Evaluation Process

## Step 1: Multisport Online Evaluations

The following multisport online evaluations must be completed:

- Leading Drug-free Sport
- Managing Conflict
- Make Ethical Decisions (Competition – Development)

To access the online evaluations, visit [coach.ca](http://coach.ca) and login to The Locker using your NCCP number. If you require assistance, please contact the Coaching Association of Canada at [coach@coach.ca](mailto:coach@coach.ca).

## Step 2: Portfolio Submission

Portfolios must be submitted ***within six months*** after the Table Tennis Specific training, and include the following elements:

### i) Emergency Action Plan

Six important elements must be included:

1. Location of telephones (cell phones or landlines)
2. Emergency telephone numbers
3. Location of the medical records of each athlete trained by the coach
4. Location of a fully stocked first-aid kit
5. The name of the person responsible to make calls or the name of the person in charge
6. Specific directions to the site

### ii) Seasonal Plan

Must include:

- A. A description of the groups for which you are responsible
- B. The general coaching and competition goals of the coach (may include more than one group of players)
- C. A Code of Ethics (training and competition) stating the responsibilities of the coach, player and his or her parents (in the case of underage players) regarding the main sources of conflict in table tennis
- D. Annual coaching and competition plan, including:
  - 12-month content
  - Name of the group or player

- Age group
  - Level of group or player (regional, provincial, etc.)
  - Weekly training volume available
  - General training goals
  - Names and dates of competitions and their importance
  - Periodization
  - Coaching tasks appropriate to the age and level of the players
  - Periods, phases and mesocycles associated with the type of periodization
  - Prioritization of training tasks for each mesocycle
  - Explanations for all the above mentioned elements based on the general goals of the development stage identified in the LTAD program of TT Canada for the player or group
- E. Coach's expectations for training and competition in terms of focus and intensity (identify noticeable behaviours)
- F. Athletes' management plan for the different competitions identified in the annual plan (transportation, accommodations, meals)
- G. Consent form regarding the terms of the annual plan to be signed by the parents
- H. Approval letter regarding the terms of the program signed by the club president

### **iii) Weekly Plan**

Must include:

- The group identified in the plan (must be the same group as the one identified or the one the player belongs to)
- Current periodization
- Week (based on the week number identified in the annual plan)
- Training hours for the week
- Training schedule
- Training exercises (training goal: footwork, regularity, service, etc.)
- Type of exercise (systematic, semi-systematic, non-systematic) for each activity
- Length of each exercise
- Chronological order of activities for each training session
- Explanations for the training content



**\* The content of the weekly plan must be consistent with the general goals of the LTAD stage for the group or player identified in the annual plan.**

## **iv) Training Session Plan**

**\* *Plan for the session that will be evaluated in your normal coaching environment.***

Must include:

- Week number identified in the annual plan
- Age and level of each player of the group
- One of the goals for each session, based on the priorities identified in the mesocycle
- In this order:
  - 1. A dynamic warm-up including at least 3 minutes of running and agility and flexibility exercises**
  - 2. Technical segment (at least 50% of the total session)**
  - 3. Physical segment (including agility exercises)**
- Description of activities/exercises to achieve the goals established for the session
- One or two goals per activity/exercise

**\* Three fundamental principles to consider when planning a session:**

- 1) Exercises to acquire new technical or tactical skills must be scheduled early in the session (as they require a lot of concentration).
- 2) Over 50% of the total session time must be dedicated to technique (ball control exercises for beginners are part of technical training).
- 3) Because a lot of repetition is required to develop good technique, it is important to implement measures that will ensure that the players hit a lot of balls. For instance:
  - Extensive regularity exercises (ball speed from slow to average)
  - Using at least 30 balls per player
  - Exercises with a basket on each table
  - Using baskets (the coach may use this method or players may give the balls to each other)
  - Using nets attached to tables to recover balls
  - Using pickup tubes

## **v) Competition Support Plan**

Must include:

- Certain preparation principles must be followed on the morning of a competition (from the arrival to the gym to the beginning of the first match) including:
- Arrival time of the player at the gym before the first match (at least one hour before)
- Preparation content (mandatory dynamic physical warm-up, technical warm-up of at least 45 minutes)
- Definition of a good competition performance based on noticeable behaviours (for the players you will coach during your competition evaluation).

## **vi) Post-Competition Report**

After your on-site competition evaluation, prepare a brief analysis of the general performance of the group that you will add to your portfolio. It must include:

- Your observations of the players' preparation at the gym on the morning before the first match (based on your preparation principles)
- Your observations of the players' performance (based on your definition of a good performance)
- Your opinion on whether or not the competition goals have been reached (based on the importance of the competition in the annual plan)
- Adjustments / measures to enhance the performance of your players in future competitions

## **vii) Technical Progress**

Coaches need to select one of the five technical themes listed below:

*(For more information, see Coach Workbook, Module 1, Activity 9 “Techniques and Beyond”)*

Theme 1: Postural Adjustments

Theme 2: Footwork

Theme 3: Serves

Theme 4: Serve Returns

Theme 5: Topspin

Then, outline a technical progression to teach and develop the chosen aspect by respecting the first 2 steps of the technical progression (identified in “How to teach good technique” in Section 4.2). This means that coaches must develop at least 10 exercises with one or two goals each, to help athletes to:

- 1) Learn and improve ONE technical movement  
and
- 2) Develop the adaptability of a technical movement

**\* Mention the age and approximate playing level of the group (rating) targeted by the progression.**

**\* Identify one or two specific goals/exercises. These goals must be associated with either:**

- a. The biomechanical principles

OR

- b. A goal to be reached (in terms of regularity, precision, trajectory, speed, etc.)

## Step 3: Evaluation of a Training Session

The evaluation of the training session must be done ***within one year*** following the Table Tennis Specific training course.

Here are the key aspects that coaches must consider during the training session:

- Ensure that the premises are safe as soon as you arrive on the site.
- Clearly communicate your goals to your players
- Act in accordance to the focus and intensity requirements that you defined in your portfolio
- Clearly explain to the players the goal(s) of each exercise
- Give players feedback that relates to the goals of the session and exercise
- Give players feedback that relates to the biomechanical principles and the reasons behind their errors (focus on technique!)
- If the success rate is below 70 % or exceeds 90 % of the exercise goal, you must modify the exercise in accordance with the steps identified for technical progress.
- DO NOT INCLUDE STATIC FLEXIBILITY EXERCISES DURING THE PHYSICAL WARM-UP
- The training session must include, in the following order:
  1. **A dynamic warm-up with at least 3 minutes of running and agility and flexibility exercises**
  2. **A technical segment (at least 50% of the total session)**
  3. **A physical segment (including agility exercises)**
- Exercises to acquire new technical or tactical skills must be scheduled early in the session (as they require a lot of concentration).

**\* If it is difficult for the evaluator and the coach to meet due to their respective location, it may be possible to send the evaluator a video recording of the session, on the condition that it remains possible to assess whether or not the preceding elements were included in the session.**

## Step 4: Evaluation of a Competition

The evaluation of the competition must be done ***within one year*** following the Table Tennis Specific Training course.

In addition to the tactical and mental evaluation criteria, there is one important rule:

**Your feedback to players must reflect the significance of the competition in the annual plan: insist on the integration of precise technical elements during competitions if you are preparing for a competition, or focus on tactical aspects before or during an important competition.**

In addition to this general rule, the evaluator will assess whether or not you can balance tactical and mental elements:

### **TACTICAL ELEMENTS:**

- Tactical orientations
- Variations
- Risk level
- Adaptation to opponent's strategies
- Anticipation of opponent's strategies

**\* Remember: the key element for coaches to give good tactical advice is to note what happens (how the player scores or loses points).**

### **MENTAL ELEMENTS:**

Assess two matches with the tool provided in the next two pages. Based on what you have defined in your portfolio as a good competition performance (measured in noticeable behaviours) record the reactions of the player and use your notes to demonstrate to the player, after the game, that efficiency depends mainly on attitude.

**\* Before each match the coach must tell the players what you expect from them.**

**\* Check the "smiley" column for each positive reaction, the middle column for a lack of reaction and the "sad" column for each negative reaction. Tally the number of checks in each column after the game. Do not check more than one column per point.**

## COMPETITION EVALUATION CARD

Player:

Opponent:

Event:

Category:

Date:

Round:

	😊	😐	😞	SCORE
<b>Set 1</b>				
<b>Set 2</b>				
<b>Set 3</b>				
<b>Set 4</b>				
<b>Set 5</b>				
<b>Set 6</b>				
<b>Set 7</b>				
<b>TOTAL</b>				

## COMPETITION EVALUATION CARD

Player:

Opponent:

Event:

Category:

Date:

Round:

	😊	😐	☹	SCORE
<b>Set 1</b>				
<b>Set 2</b>				
<b>Set 3</b>				
<b>Set 4</b>				
<b>Set 5</b>				
<b>Set 6</b>				
<b>Set 7</b>				
<b>TOTAL</b>				

## **Failure of the Evaluation**

Online evaluations require a passing grade of 75%.

If the coaches' portfolio does not meet the requirements, only the failed sections will have to be redone.

If a coach fails either on-site evaluations, the evaluator will advise him/her during their debrief session, and will provide the coach with an action plan to improve performance. The coach is responsible for re-scheduling his/her on-site re-evaluation.

## **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.

For more information, please see Table Tennis Canada's NCCP Operations Manual.



# Evaluation at a Glance for Competition - Development

The *At a Glance Table* provides an overview of the outcomes and criteria for the Competition – Development context along with the required evaluation methodologies. Any criteria marked with a “T” in the *NSO Training (T) / Evaluation (E) Requirements* column are required to be part of the NSO’s training program. Any criterion marked with an “E” in the *NSO Training (T) / Evaluation (E) Requirements* column is required to be part of the NSO’s evaluation protocol.

Criteria	NSO Training (T) / Evaluation (E) Requirements	Training Availability in Multi-sport Modules or Sport-specific Templates/Checklists	Evaluation Methodologies
<b>NCCP Outcome: Make Ethical Decisions</b>			
Apply a 6 step ethical decision-making process	T E	Make Ethical Decisions	REQUIRED <input type="checkbox"/> Successful completion of the Make Ethical Decisions online evaluation for the Competition – Development context
Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics	T	Coaching and Leading Effectively	
<b>NCCP Outcome: Provide Support to Athletes in Training</b>			
Ensure that the practice environment is safe	T E	Planning a Practice	Formal observation of coach working with appropriate level of athlete(s) during training
Implement an appropriately structured and organized practice	T E	<i>Planning a Practice 2 Template</i>	Submitted yearly training plan, micro-cycles and specific description of training objectives for the training group.  Critical reflection and interview on yearly training plan.
Make interventions that enhance learning and are aimed at improving the athletes’ performance	T E	Coaching and Leading Effectively Psychology of Performance	
Make adjustments to practice based on athletes’ response to the training task	T E	<i>Planning a Practice 2 Template</i>	
Implement protocols and methods that contribute to the development of athletic abilities relevant to sport	T E	Developing Athletic Abilities	
<b>NCCP Outcome: Analyze Performance</b>			
Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries	T E	Prevention and Recovery Table Tennis specific training	Formal observation of coach working with appropriate level of athlete(s) during training
Correct technical elements that have to be improved or refined to enhance performance and/or to prevent	T E	Prevention and Recovery Table Tennis specific training	Submitted yearly training plan, micro-cycles and specific description of training objectives for the training group.

Criteria	NSO Training (T) / Evaluation (E) Requirements	Training Availability in Multi-sport Modules or Sport-specific Templates/Checklists	Evaluation Methodologies
injuries			Critical reflection and interview on yearly training plan.
Detect tactical elements that have to be improved or refined to enhance performance	T E	Table Tennis specific training	
Correct tactical elements that have to be improved or refined to enhance performance	T E	Table Tennis specific training	
To build a technical progression based on biomechanical principles and steps leading to automation	T E	Table Tennis specific training	
NCCP Outcome: Support the Competitive Experience			
Implement procedures to promote readiness for performance pre-competition	T E	Table Tennis specific training	Formal observation of coach working with appropriate level of athlete(s) during training
Make decisions and interventions that promote sport-specific performance during competition	T E	Performance Planning Template Coaching and Leading Effectively	Submitted yearly training plan, micro-cycles and specific description of training objectives for the training group.
Use the competitive experience in a meaningful manner to further athletes' development after competition	T E	Prevention and Recovery Psychology of Performance	
NCCP Outcome: Plan a Practice			
Identify logistics and appropriate background information for practice	T E	Planning a Practice Planning a Practice 2 Template	Formal observation of coach working with appropriate level of athlete(s) during training
Identify appropriate activities in each part of the practice	T E	Planning a Practice 2 Template Performance Planning Template	Submitted yearly training plan, micro-cycles and specific description of training objectives for the training group.
Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations	T E	Planning a Practice 2 Template Performance Planning Template Developing Athletic Abilities	
Design an emergency action plan	T E	Planning a Practice	
NCCP Outcome: Design a Sport Program			
Outline a program structure based on training and competition opportunities	T E	Performance Planning Template Design a Basic Sport Program	Formal observation of coach working with appropriate level of athlete(s) during training
Identify appropriate measures to promote athlete	T E	Performance Planning Template	Submitted yearly training plan, micro-cycles and specific description of training objectives

Criteria	NSO Training (T) / Evaluation (E) Requirements	Training Availability in Multi-sport Modules or Sport-specific Templates/Checklists	Evaluation Methodologies
development		Design a Basic Sport Program	for the training group.
Integrate yearly training priorities into own program	T E	Performance Planning Template Design a Basic Sport Program	Critical reflection and interview on yearly training plan.
Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations	T E	Performance Planning Template Planning a Practice 2 Template	
NCCP Outcome: Manage a Program			
Take appropriate measures to promote drug-free sport	T E	Leading Drug-free Sport	Leading Drug-free Sport online evaluation
Manage administrative aspects of the program and oversee logistics	T E	Manage a Sport Program Checklist	Formal observation of coach working with appropriate level of athlete(s) during training  Submitted yearly training plan, micro-cycles and specific description of training objectives for the training group.  Critical reflection and interview on yearly training plan.
Develop strategies to address and resolve conflicts in sport	T E	Managing Conflict	Managing Conflict online evaluation
Report on athlete progress throughout the program	T E	Table Tennis specific training	Formal observation of coach working with appropriate level of athlete(s) during training  Submitted yearly training plan, micro-cycles and specific description of training objectives for the training group.  Critical reflection and interview on yearly training plan.

# Prebrief Checklist

Coach Information									
Date of Observation:						NCCP #			
Name	Surname				First Name				
Address	Apt.	Street							
	City				Province/Territory		Postal Code		
Phone	( )	Home		( )	Business		( )	Fax	
Email									
Number of Years Coaching:									
Primary Athlete Context:									
Name of Club/Facility:									
Facility Manager/Head Coach:									
Item						Yes	Date (dd/mm/yyyy)		
Completed portfolio submitted by coach									
Portfolio marked by Evaluator									
Portfolio sent back to coach									
Formal observation procedure sent to coach with evaluation tools									
Date and time of formal observation confirmed									
Necessary practice parameters are identified to the coach									
Practice plan is made available and evaluated before practice									
Pre-observation feedback given to coach to identify possible issues or concerns									
Identify the context and logistics of observed practice– Location in Season, Athlete Development Stage, etc.									
Discuss process for observation, including evidence sought.									
Clarify any questions or concerns.									
Identify goals and objectives and discuss with the coach.									

## Table Tennis Evaluation Standards

<b>OUTCOME: Make Ethical Decisions</b>			
<b>CRITERIA: Applies a 6 step ethical decision making process.</b>			
<b>STANDARD</b>	<b>EVIDENCES</b>	<b>OBSERVED</b>	
		<b>YES</b>	<b>NO</b>
<b>Above Standard</b>	<ul style="list-style-type: none"> <li>The coach succeeded the MED on-line evaluation with a 90% mark or greater.</li> </ul>		
<b>Meets Standard</b>	<ul style="list-style-type: none"> <li>The coach succeeded the MED on-line evaluation with a 75% mark or greater.</li> </ul>		
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>Does not complete the Make Ethical Decisions online evaluation for Competition – Development context</li> <li>Score below the pass standard for the Make Ethical Decisions online evaluation for Competition – Development context</li> </ul>		

## Expected Outcome: Provide Support to Athletes in Training

Criteria		Ensure that the practice environment is safe		
STANDARD	EVIDENCES	TABLE TENNIS EXAMPLES	OBSERVED YES    NO	
Above Standard	See #4 In addition: <ul style="list-style-type: none"><li>Before the training session, the coach is able to make critical comments about safety issues.</li></ul>			
	See #3 In addition: <ul style="list-style-type: none"><li>The coach anticipates safety hazards and takes immediate measures to eliminate hazards for participants in <b>all</b> activities.</li></ul>			
Meets Standard	<ul style="list-style-type: none"><li>The name of the "person responsible to make calls" or the "person in charge"</li></ul>	<p>The coach controls and rectifies table tennis-specific security criteria such as:</p> <ul style="list-style-type: none"><li>Dirty and/or slippery floor</li><li>Tables too close to one another</li><li>Tables too close to the walls (or columns)</li><li>Unsteady tables with hazardous corners</li><li>Dangerous tables to mount for young athletes</li><li>A left-handed player practising near a right-handed player on the same side of a table</li><li>Athletes wearing shoes not suited for table tennis</li></ul> <p>If no hazardous situation occurs during training, it is recommended to present, during the feedback session, a scenario designed to bring about critical thinking on how to react to a hazardous situation. This will ensure that the coach is able to think logically about potential risk factors.</p> <p>*This example applies to all Evidences that meet the NCCP Standard (#3)</p>		
	<ul style="list-style-type: none"><li><b>The coach inspects the training area and makes sure that it is as safe as possible.</b></li></ul>			
	<ul style="list-style-type: none"><li>The coach is able to identify potentially hazardous situations and to make the required changes before participants engage in activities.</li></ul>			
	<ul style="list-style-type: none"><li>If required, the coach emphasizes the importance of the rules of competition and teaches them to the participants to create a safe coaching environment.</li></ul>			
	<ul style="list-style-type: none"><li>The coach can provide an Emergency Action Plan that includes the <b>6</b> following fundamental elements:</li></ul>			
	<ul style="list-style-type: none"><li>Location of telephones (cell phones or landlines)</li></ul>			
	<ul style="list-style-type: none"><li>Emergency telephone numbers</li></ul>			
	<ul style="list-style-type: none"><li>The location of the medical records of each athlete trained by the coach</li></ul>			
	<ul style="list-style-type: none"><li>The location of a fully stocked first-aid kit</li></ul>			
	<ul style="list-style-type: none"><li>Specific directions to the site</li></ul>			
	Below Standard	<ul style="list-style-type: none"><li>The coach acknowledges potential hazards without taking measures to make the coaching environment safe.</li></ul>		
		<ul style="list-style-type: none"><li>The coach can provide an Emergency Action Plan that includes <b>some (3 to 5)</b> of the following fundamentals elements:<ol style="list-style-type: none"><li>Location of telephones (cell phones or landlines)</li><li>Emergency telephone numbers</li><li>The location of the medical records of each athlete trained by the coach</li><li>The location of a fully stocked first-aid kit</li><li>The name of the "person responsible to make calls" or the "person in charge"</li><li>Specific directions to the site</li></ol></li></ul>		
		<ul style="list-style-type: none"><li><b>The coach did not inspect the training area before the session.</b></li></ul>		
		<ul style="list-style-type: none"><li><b>There are some obvious potential hazards in the coaching environment that should have been acknowledged.</b></li></ul>		
<ul style="list-style-type: none"><li><b>The coach is not able to provide an Emergency Action Plan.</b></li></ul>				

## Expected Outcome: Provide Support to Athletes in Training

Criteria	Implement an appropriately structured and organized practice			
STANDARD	EVIDENCES	TABLE TENNIS EXAMPLES	OBSERVED YES    NO	
Above Standard	See #4 In addition: <ul style="list-style-type: none"><li>The coach adapts the session activities to provide players with a stimulating challenge or to optimize learning opportunities.</li></ul>	The coach modifies the session or exercise parameters to provoke a specific technical or tactical response.		
	<ul style="list-style-type: none"><li>The activity clearly outlines the performance factors and learning goals presented at the beginning of the session and creates specific coaching situations (cognitive triggers) that support learning.</li></ul>	The coach modifies the session or exercise parameters to provoke a specific technical or tactical response.		
	See #3 In addition:	The training sessions, exercises, methods and workloads reflect the targeted goals.  Presentation in the right order refers to the order in which activities are executed during the session. For instance, they can be done progressively to reflect realistic competitive situations.		
	<ul style="list-style-type: none"><li>The coach adapts the activities according to the specific circumstances or logistic elements at play and provokes a specific coaching effect (physical and motor).</li></ul>			
	<ul style="list-style-type: none"><li>Modifications are based on the athletes' reaction and performance during the activity.</li></ul>			
	<ul style="list-style-type: none"><li>Modifications help achieve the goals set for the session.</li></ul>			
	<ul style="list-style-type: none"><li>The coach presents the activities in an order that supports learning or enables specific results.</li></ul>			
Meets Standard	See #2 In addition:	Athletes are active at the table for at least 50% of the training session.		
	<ul style="list-style-type: none"><li><b>The session includes in this order: 1- A dynamic warm-up with at least 3 minutes of running, agility and flexibility exercises 2- A technical segment (at least 50% of the total session) 3- A physical segment (including agility exercises)</b></li></ul>			
	<ul style="list-style-type: none"><li><b>Exercises to acquire new technical or tactical skills must be scheduled early in the session.</b></li></ul>			
	<ul style="list-style-type: none"><li>The presentation of the session corresponds to the goal(s) of the session plan.</li></ul>			
	<ul style="list-style-type: none"><li>Breaks are scheduled to let participants recuperate and drink water.</li></ul>			
	<ul style="list-style-type: none"><li>The schedule of activities and exercises is clearly explained and the time for each activity is optimized.</li></ul>			
	<ul style="list-style-type: none"><li>The coach adequately utilizes space and equipment.</li></ul>			
	<ul style="list-style-type: none"><li>The coach develops activities that contribute to the development of skills, tactics and athletic abilities.</li></ul>			
	<ul style="list-style-type: none"><li>Goals/objectives of the training session meet the needs of the athletes and are appropriate to the period of the training calendar.</li></ul>			

<b>Below Standard</b>	<b>The session is well structured as confirmed by all of the following elements:</b>	The coach leads sprints or quick runs during the physical warm-up before participants are properly warmed up.		
	• The coach provides evidence of planning.			
	• Session segments are well defined and include a warm-up and a main segment.			
	• Equipment is available and ready to use.			
	• Coach wears proper clothing.			
	<b>The session is not clearly structured as confirmed by the following elements:</b>			
	• The coach does not provide appropriate warm-up activities.			
	• The coach cannot provide evidence that the session was planned (session plan).			



## Expected Outcome: Provide Support to Athletes in Training

Criteria		Make interventions that enhance learning and are aimed at improving the athletes' performance				
STANDARD		EVIDENCES	TABLE TENNIS EXAMPLES	OBSERVED YES    NO		
Above Standard	See #4 In addition:	<ul style="list-style-type: none"><li>The coach chooses among the different intervention strategies to reach specific learning goals that favour an easy transition to the competitive environment.</li><li>The interventions allow the athlete to feel more involved when it comes to specific performance and learning goals.</li><li>The coach emphasizes independent thinking and problem solving.</li></ul>	The intervention strategies may include questioning, calling attention to a specific point, video presentations, learning by imitating others or by using video (or software such as Dartfish).			
	See #3 In addition:	<ul style="list-style-type: none"><li>The coach questions athletes to help them reflect back on their performance.</li><li>The coach identifies the individual learning styles and makes appropriate interventions that maximize learning.</li><li>The coach emphasizes good performance through appropriate interventions (i.e., feedback, questioning athletes, demonstrations) to identify the main factors that were correctly executed.</li><li>The coach encourages calculated risks that aim to improve performance according to the NCCP Code of Ethics.</li></ul>	The interventions that are more appropriate to each learning style include: <ul style="list-style-type: none"><li>Auditory learners: verbal feedback;</li><li>Visual learners: demonstration or learning by imitating others;</li><li>Kinaesthetic learners: to do or feel.</li></ul>			
Meets Standard	See #2 In addition:	<ul style="list-style-type: none"><li><b>The coach explains the goals of each session and exercise</b></li><li><b>The coach gives feedback based on the goals identified in the plan</b></li><li>The coach provides clear feedback and instructions on <b>what to improve and how</b>.</li><li>During the exercises, the coach gives feedback in a selective manner to constructively acknowledge the efforts and the performance of the athletes.</li><li>The coach offers a positive image of the sport and is a model for the athletes and the other stakeholders.</li><li>The coach clearly identifies his or her expectations of the athletes' behaviour and repeats them if necessary.</li></ul>	A feedback or intervention strategy provides the necessary information to help athletes correct their mistakes.			

<b>Below Standard</b>	<ul style="list-style-type: none"> <li>• The coach uses demonstrations and positions himself or herself in order to be seen and heard by all the participants.</li> </ul>	<p>Feedback is commonly provided to athletes but tends to emphasize pattern rather than specific corrections (e.g.: frequent use of reinforcement or comments made mid-exercise).</p> <p>Respectful language is non-discriminatory and exempt of insults and curse words.</p>		
	<ul style="list-style-type: none"> <li>• The feedback is positive and precise and targets the group and the individuals.</li> </ul>			
	<ul style="list-style-type: none"> <li>• The interventions of the coach provide the participants with enough time to practice the skill or tactic</li> </ul>			
	<ul style="list-style-type: none"> <li>• The feedback and instructions strictly state what needs to be improved, without indicating how to make the improvements.</li> </ul>			
	<ul style="list-style-type: none"> <li>• The coach maintains a positive attitude and takes the ideas and needs of athletes in consideration.</li> </ul>			
	<ul style="list-style-type: none"> <li>• The coach is respectful towards the athletes when making verbal interventions.</li> </ul>			
	<ul style="list-style-type: none"> <li>• <b>The coach provides explanations but does not identify key learning points.</b></li> </ul>			
	<ul style="list-style-type: none"> <li>• The coach uses explanations or demonstrations but is not positioned to be seen or heard by all of the participants.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Few interventions are made to clarify the main learning goals.</li> </ul>			

## Expected Outcome: Provide Support to Athletes in Training

Criteria	Makes adjustments to the practice based on athletes' response to the training tasks		
STANDARD	EVIDENCES	OBSERVED	
		YES	NO
<b>Above Standard</b>	See #4 In addition:		
	• The coach modifies activities, based on (1) the specific training goals and (2) the needs of the athletes.		
	• The coach consults other coaches to make adjustments to the current training session in order to reach the training goals.		
	• The coach makes the appropriate adjustment to verify the athlete's learning level instead of basing his or her appreciation on performance alone.		
	• The coach adjusts the training sessions after consulting other coaching experts (physiotherapists, doctors, caretakers and sport psychologists).		
	See #3 In addition:		
	• From a series of progressions, the coach selects those most likely to increase learning and have the desired training results and justifies his or her decisions by behaviours observed during the training session.		
	• Based on observations during the training session, the coach selects the right mental approach (visualization, relaxation, relocalization, attention control) to help the athletes reach their training goals.		
	The coach adjusts the mental training exercises for each athlete based on his or her performance needs and character traits.		
	• In a systematic and efficient manner, the coach adjusts the training session based on the reaction of the athletes to the tasks and challenges that they are presented with.		
<b>Meets Standard</b>	• The coach explains his or her decisions in an appropriate manner.		
	• The interventions of the coach reflect the focus and intensity training requirements identified in the portfolio.		
	• If the success rate is below 70 % or exceeds 90 % of the exercise goal, the coach modifies the exercise.		
	• When safety becomes an issue, the coach intervenes and modifies the training session.		
	• If needed, the coach modifies the activities planned for the training session according to specific circumstances and logistical elements (weather, time of day, resources, etc.).		
	• If needed, the coach adapts the activities or training conditions to provoke positive reactions regarding technique, tactics, physical aspects or decision-making.		
	• If needed, the coach reduces or increases the work intensity, training frequency or the length of the breaks based on the athletes' level of fatigue or physical condition and according to the goals set for the training session.		
	• The coach makes changes to facilitate the execution of a task (training goal) by changing the training conditions in order to improve the cognitive effort, to provoke good decision making and adapts the intensity to the level of fatigue or the physical condition of the athletes.		
	• The coach explains the reasons behind his or her decisions and explains how his or her changes will support the goals of the training session.		

<b>Below Standard</b>	<ul style="list-style-type: none"> <li>The coach makes some changes to the activities of the training session if safety is jeopardized, but leaves out significant hazards.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach uses predetermined criteria to assess the chances of success and failure of a task or activity.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach is able to identify the likely causes (emotional, cognitive, physical/motor) of learning issues.</li> </ul>		
	<ul style="list-style-type: none"> <li>Adjustments made to improve areas of difficulty are incomplete and only partly improve skills.</li> </ul>		
	<ul style="list-style-type: none"> <li>Adjustments made to increase the level of difficulty of the activities deemed too easy are only partly effective.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach only provides incomplete explanations about his or her decision to modify activities during the training session.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach is unable to explain how the modifications presented during the training session relate to the goals.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach is unable to decide whether the activities should be changed for security reasons.</li> </ul>		
	<ul style="list-style-type: none"> <li>During the course of an activity, when no learning can be observed:               <ul style="list-style-type: none"> <li>the coach is unable to identify the root of the problem (emotional, cognitive, physical/motor);</li> <li>the coach is unable to modify the task requirements to make them more challenging to the athletes.</li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>If the task is clearly too easy for the athletes:               <ul style="list-style-type: none"> <li>the coach is unable to appreciate the situation;</li> <li>the coach is unable to modify the task requirements to make them more challenging to the athletes.</li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>The coach is unable to describe any change made to the activities during the training session.</li> </ul>		

## Expected Outcome: Provide Support to Athletes in Training

Criteria	Implement protocols and methods that contribute to the development of athletic abilities relevant to the sport		
STANDARD	EVIDENCES	OBSERVED YES	NO
<b>Above Standard</b>	See #4 In addition:		
	<ul style="list-style-type: none"> <li>The coach develops new and innovative, general and sport-specific coaching protocols and methods based on scientific principles.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach is able to train other coaches of the same context on the proper application of protocols and methods for all sport-specific athletic skills.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach consults sport specialists to improve the physical skills and integrate them into the training.</li> </ul>		
	<ul style="list-style-type: none"> <li>Methods and protocols used by the coach to develop or maintain sport-specific physical skills are used as models by other coaches of the Competition–Development context.</li> </ul>		
	See #3 In addition:		
	<ul style="list-style-type: none"> <li>The coach properly applies coaching methods and protocols likely to develop or maintain <u>all</u> sport-specific athletic skills.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach chooses and applies appropriate specific coaching protocols and methods based on each athlete's personal weaknesses.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach adapts the load parameters and methods to variables such as coaching experience, prior injuries, etc.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach uses new and innovative coaching protocols and methods based on new scientific data from recent research and discoveries specific to the elite level.</li> <li>The coach consults specialists to identify ground-breaking strategies that pertain to the individual needs of athletes to develop increased physical abilities through training.</li> </ul>		
<b>Meets Standard</b>	<ul style="list-style-type: none"> <li>After the technical segment of the training session, the coach implements exercise(s) to increase agility.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach starts the warm-up with at least 3 minutes of running followed by flexibility exercises that require agility.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach chooses and applies coaching protocols and methods suited to the age and training experience of the athletes.</li> </ul>		
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>The coach chooses and applies coaching protocols and methods suited to the age of the athletes, but not necessarily to their training experience.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach applies coaching protocols and methods that are not suited or not specific enough to the segment of the annual program.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach adds static flexibility exercises to the warm-up.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach does not create conditions that support the development of sport-specific physical skills during a training session.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach does not seem to know and is unable to correctly apply methods conducive to the development of sport-specific athletic skills.</li> </ul>		

## Expected Outcome: Analyze Performance

Criteria	To build a technical progression based on biomechanical principles and steps leading to automation		
STANDARD	EVIDENCES	OBSERVED YES	NO
<b>Above Standard</b>	<b>See #4</b> <b>In addition:</b> <ul style="list-style-type: none"> <li>Progress is done in a creative and interesting way for the players (use of additional equipment, interesting challenges).</li> </ul>		
	<b>See #3</b> <b>In addition:</b> <ul style="list-style-type: none"> <li>Progress includes explanatory drawings or figures that could potentially help other coaches optimize the use of the progression.</li> </ul>		
<b>Meets Standard</b>	<ul style="list-style-type: none"> <li><b>Age and skill level (rating) of the target group are indicated.</b></li> </ul>		
	<ul style="list-style-type: none"> <li><b>The progress is adapted to the age and skill level of the target group.</b></li> </ul>		
	<ul style="list-style-type: none"> <li><b>The description of each exercise allows for an understanding of its content.</b></li> </ul>		
	<ul style="list-style-type: none"> <li><b>The goals of each exercise of the technical progression are based on biomechanical principles.</b></li> </ul>		
	<ul style="list-style-type: none"> <li><b>The technical progression complies with the steps to be followed as indicated during the training.</b></li> </ul>		
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><b>Age and skill level (rating) of the target group are indicated.</b></li> </ul>		
	<ul style="list-style-type: none"> <li><b>The progress reflects the age and skill level of the target group.</b></li> </ul>		
	<ul style="list-style-type: none"> <li><b>The objectives of each exercise of the technical progression are based on biomechanical principles.</b></li> </ul>		
	<ul style="list-style-type: none"> <li><b>The description of each exercise allows for an understanding of its content.</b></li> </ul>		
	<ul style="list-style-type: none"> <li><b>In general, the technical progression complies with steps to be followed as indicated during the training.</b></li> </ul>		
	<ul style="list-style-type: none"> <li><b>No technical progression is provided in the portfolio or is too brief to understand its logic.</b></li> </ul>		
	<ul style="list-style-type: none"> <li><b>Age and skill level (rating) of the target group are not identified.</b></li> </ul>		
	<ul style="list-style-type: none"> <li><b>The goals of each exercise of the technical progression are too loosely based on biomechanical principles, or not linked to them.</b></li> </ul>		
	<ul style="list-style-type: none"> <li><b>The description of exercises does not allow the understanding of their content.</b></li> </ul>		
	<ul style="list-style-type: none"> <li><b>The technical progression does not comply, or poorly complies, with the training steps indicated during the training.</b></li> </ul>		

## Expected Outcome: Analyze Performance

Criteria	Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries.		
STANDARD	EVIDENCES	OBSERVED	
		YES	NO
<b>Above Standard</b>	See #4 In addition:		
	<ul style="list-style-type: none"> <li>The coach helps the athletes identify the main performance factors and understand how and why the errors affect the overall performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>Athletes are able to control by themselves the quality of their technical performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach consults other coaches to assess the performance of an athlete and helps/trains them to identify the key elements of a performance evaluation.</li> </ul>		
	<ul style="list-style-type: none"> <li>The technical performance analysis approach or method is used as a model by the sport organization.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach systematically identifies technical elements from optimal viewing positions and observes all athletes.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach uses various observation strategies (e.g., observation points, video recordings, other coaches, etc.) to identify the key aspects of performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach uses appropriate technologies or methods for technical analysis (scoring analysis, specialized software, video recording, etc.) and provides specific evidence to support performance analysis.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach correctly and regularly applies biomechanical principles by analyzing advanced technical sport-specific elements.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach correctly and regularly applies biomechanical principles to identify potential injury hazards caused by improper technical execution.</li> </ul>		
<b>Meets Standard</b>	<ul style="list-style-type: none"> <li>The coach can regularly identify <b>how and why</b> an important error is affecting the performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach moves around to observe skills under the most favourable angles and observes all athletes.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach uses a checklist to develop and increase skills or the "reference model" for table tennis to assess the technical execution of a performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach is able to identify the expected outcomes (goals) of a technical ability and specific performance factors that define optimal performance from a sport-specific reference model.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach is able to identify critical factors of increased technical performance (athletic skills, equipment, outside circumstances, mental qualities, etc.) to identify the ones that are most likely to impact performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach explains <b>how</b> and <b>why</b> fundamental errors affect performance, including injury prevention or tactical aspects if applicable.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach identifies decisions or elements of decision-making (including best decision time) that athletes must assess during the execution of specific technical elements.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach accurately identifies the potential impact of an incorrect execution of the technical elements on the tactics of the athlete or team.</li> </ul>		
	<ul style="list-style-type: none"> <li>If applicable, the coach reminds athletes of the need to observe competition regulations regarding the execution of technical skills.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach makes essential short-term decisions regarding programming in order to correct the technical elements identified.</li> </ul>		
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>The coach observes technical movements from one single observation point to identify performance factors.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach can only identify <b>how</b> a mistake affects the overall performance, but cannot identify the reasons that it does.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach can only identify some performance factors likely to lead to performance errors, but cannot identify the most critical factor with the highest impact on performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach rarely observes the coaching environment and pays little attention to skill execution.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach identifies effort and motivation factors that diminish performance, but omits the main technical or tactical factors.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach is unable to correctly use or refer to a control list on the development or optimization of skills when assessing the technical execution.</li> </ul>		

## Expected Outcome: Analyze Performance

Criteria	Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries		
STANDARD	EVIDENCES	OBSERVED YES	OBSERVED NO
<b>Above Standard</b>	See #4 In addition: <ul style="list-style-type: none"> <li>The coach helps athletes to identify corrections by themselves through open-ended questions and by encouraging them to use a critical reflection process. What did you do? What should you do? What will you do to get better results?</li> </ul>		
	<ul style="list-style-type: none"> <li>Athletes show their ability to correct their own technical performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>From an estimate of the time/load required to reach the desired results, the coach assesses the impact of the technical corrections applied to upcoming training exercises, including those associated with other performance factors.</li> </ul>		
	<ul style="list-style-type: none"> <li>From an estimate of the time/load required to reach the desired results, the coach assesses the impact of the technical corrections applied to the performance capacity of competing athletes and makes the required decisions regarding their participation to such competitions or the goals and objectives of the competitions.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach consults other coaches to correct an athlete's performance, and helps or teaches others how to identify the optimal corrective measure.</li> </ul>		
	<ul style="list-style-type: none"> <li>The approach of the coach to correct technical elements is used as a model in the sport.</li> </ul>		
	See #3 In addition: <ul style="list-style-type: none"> <li>The coach often explains <b>why</b> the correction will have a positive effect on performance and <b>how</b> the performance can be improved.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach proposes highly personalized or adapted activities to help athletes correct a technical performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach helps athletes better understand basic corrections by asking close-ended questions.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach assesses the required time/volume of work required to achieve the desired results when correcting or enhancing a technical performance.</li> </ul>		
<b>Meets Standard</b>	<ul style="list-style-type: none"> <li>The coach identifies a specific corrective measure through the analysis of biomechanical principles and the possible cause of error and recommends corrective measures based on the steps of technical progression as seen during training.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach selects the best moment for a specific intervention (to teach or change the activity) after a systematic performance assessment and through assessing how the correction will have the desired results.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach uses demonstrations to provide a successful performance model.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach leads appropriate activities and exercises to help athletes correct their performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach ensures that each athlete is sufficiently involved on a motor level in the corrective task or activity, and identifies how the difficulty level of the task reflects the athletes' capabilities.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach asks for the consent of the participant if the correction requires physical contact.</li> </ul>		
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>The coach understands how to observe the phases of the movement using a control list for the progression of the skill or the development of table tennis, but has difficulty in applying these directives on the field.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach corrects athletes by showing them what they have done instead of giving them strategies on how to improve a technical performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach proposes activities or exercises that only partly help athletes correct a technical performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach presents corrections that identify vague outside factors rather than specific factors that help improve performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach is unable to suggest activities or exercises to help the athletes correct technical elements.</li> </ul>		



## Expected Outcome: Analyze Performance

Criteria	Detect tactical elements that have to be improved or refined to enhance performance		
STANDARD	EVIDENCES	OBSERVED YES	NO
<b>Above Standard</b>	See #4 In addition:		
	<ul style="list-style-type: none"> <li>The coach helps athletes identify the main performance factors and understand how and why errors affect overall performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>Athletes control the quality of their own tactical performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach consults other coaches to assess each athlete's performance and helps or trains them to identify key elements to assess tactics and strategy.</li> </ul>		
	<ul style="list-style-type: none"> <li>The tactical analysis approach or method is used as a model for the sport organization.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach systematically observes tactical elements from the best positions and observes all the athletes.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach uses various observation strategies (e.g., observation positions, video recordings, other coaches, etc.) to identify the main aspects of tactical performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach uses appropriate technology or methods of tactical analysis (rating analysis, specialized software, video recording, etc.) and provides specific evidence confirming the results of the performance analysis.</li> </ul>		
<b>Meets Standard</b>	<ul style="list-style-type: none"> <li>The coach can regularly identify <b>how</b> and <b>why</b> a significant error affects performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach provides explanations on the identification of tactical elements to be improved that are based on sport-specific performance analysis.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach observes opponents, and training or competing athletes to assess strengths, areas of difficulty and opportunities.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach observes the tactical execution from positions defined by the sport.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach uses a control list to develop or improve skills, or a sport "reference model" to assess the technical execution of the athletic performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach identifies the expected result (goal) of a tactic/strategy and specific performance factors that define the optimal performance from the sport-specific reference model.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach identifies the critical factors of an improved tactic/strategy (athletic skills, equipment, outside circumstances, mental qualities, etc.) and the factors most likely to impact performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach explains <b>how</b> and <b>why</b> critical errors impact performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach accurately identifies the possible impact of the athlete or team's execution of specific tactics/strategies.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach correctly identifies the possible technical elements likely to affect the execution of the tactics/strategies by the athlete or team.</li> </ul>		
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>If appropriate, the coach repeats the need to apply competition rules based on tactics/strategies.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach identifies the essential programming decisions to make in the short term in order to correct the technical elements identified.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach observes tactical elements from one single observation point to identify performance factors.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach can only identify <b>how</b> the error affects the overall tactical performance, but cannot identify the reasons why it does so.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach can identify some performance factors likely to lead to tactical performance errors, but cannot identify the most critical factor that will affect the performance the most.</li> </ul>		
	<ul style="list-style-type: none"> <li><b>The coach observes and pays little attention to tactical elements.</b></li> <li><b>The coach identifies factors linked to effort and motivation that hinder performance, but cannot identify the main tactical factors.</b></li> <li><b>The coach is unable to correctly use or refer to a table tennis control list for development/progression in order to assess the tactical execution.</b></li> </ul>		

## Expected Outcome: Analyze Performance

Criteria	Correct tactical elements that have to be improved or refined to enhance performance		
STANDARD	EVIDENCES	OBSERVED YES	OBSERVED NO
<b>Above Standard</b>	See #4 In addition: <ul style="list-style-type: none"> <li>The coach helps athletes identify their own corrections by asking open-ended questions and encouraging them to engage in a critical reflection process: What did you do? What should you do? What will you do to get better results?</li> </ul>		
	<ul style="list-style-type: none"> <li>Athletes demonstrate their ability to correct their own tactical performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>From an estimate of the required time/load required to reach the desired results, the coach assesses the impact of tactical corrections on the upcoming training exercises, including corrections associated with other performance factors.</li> </ul>		
	<ul style="list-style-type: none"> <li>From an estimate of the time/load required to reach the desired results, the coach assesses the impact of the technical corrections applied to the performance capacity of competing athletes and makes the required decisions regarding their participation to such competitions or the goals and objectives of the competitions.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach consults other coaches to correct the athlete's tactic/strategy and helps or teaches them how to identify the best corrective measure.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach's approach on correcting tactical elements is used as a model in the sport.</li> </ul>		
	See #3 In addition: <ul style="list-style-type: none"> <li>The coach regularly explains <b>why</b> the correction will positively affect the tactical performance, and regularly identifies <b>how</b> to improve tactical performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach gives very personalized or adapted advice to help athletes correct a tactical performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach helps athletes improve their awareness of tactical errors by asking appropriate questions.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach assesses the required time/load to reach the desired results to correct/improve tactical performance.</li> </ul>		
<b>Meets Standard</b>	<ul style="list-style-type: none"> <li>Most of the time, the coach advises players on the following elements: tactical orientations, variations, risk level, anticipation and response to opponent's strategy.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach identifies the reasons why the correction will positively affect the performance and explains how to improve a tactic/strategy by using the proposed measures.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach repeats the need to follow the competition goals related to the tactical/strategic goals.</li> </ul>		
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>The coach understands how to observe tactical execution based on the table tennis control list for progression, but only rarely advises players on the following elements: tactical orientations, variations, risk level, anticipation and response to opponent's strategy.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach corrects athletes by pointing out what they have done rather than by identifying strategies on how to improve a tactical performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach provides activities or exercises that only partly help the athletes correct a tactical performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach makes corrections by identifying vague external factors rather than specific elements that help improve a tactical performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach is unable to lead activities or exercises that aim to help athletes correct tactical elements.</li> </ul>		

## Expected Outcome: Support the Competitive Experience

Criteria		Implement procedures that promote readiness for performance pre-competition		
STANDARD		EVIDENCES		OBSERVED YES NO
Above Standard	See #4 In addition: <ul style="list-style-type: none"> <li>The coach is able to present an action plan that takes into account unexpected or ambiguous factors likely to impact competition.</li> </ul>			
	See #3 In addition: <ul style="list-style-type: none"> <li>The portfolio contains additional preparation tools based on the goals of the annual plan.</li> </ul>	Use match and competition notebooks to keep track of efficient strategies and tactics that work on opponents, and to set and assess the competition goals.		
Meets Standard	<ul style="list-style-type: none"> <li>The description of a good competition performance is adapted to the level of the players and based on the noticeable elements.</li> </ul>			
	<ul style="list-style-type: none"> <li>The description of the principles to be followed by the players during preparation on the morning of a competition is compliant with the imposed requirements.</li> </ul>			
	<ul style="list-style-type: none"> <li>The description of focus and intensity during competition reflects the level of the players and is defined in noticeable terms.</li> </ul>			
Below Standard	<ul style="list-style-type: none"> <li>The description of a good competition performance is based on imprecise noticeable elements.</li> </ul>			
	<ul style="list-style-type: none"> <li>The description of principles to be followed by players during preparation on the morning of a competition partly complies with the imposed requirements.</li> </ul>			
	<ul style="list-style-type: none"> <li>The description of the competition focus and intensity is imprecise.</li> </ul>			
	<ul style="list-style-type: none"> <li>The description of a good competition performance is not in the portfolio.</li> </ul>			
	OR <ul style="list-style-type: none"> <li>The description of principles to be followed by the players during preparation on the morning of the competition is not included in the portfolio.</li> </ul>			
	OR <ul style="list-style-type: none"> <li>The description of competition focus and intensity is not included in the portfolio</li> </ul>			

## Expected Outcome: Support the Competitive Experience

Criteria		Make decisions and interventions that promote sport-specific performance during competition	
STANDARD		EVIDENCES	OBSERVED YES NO
Above Standard	See #4 In addition:		
	<ul style="list-style-type: none"> <li>The coach is able to explain how and why the decisions made and the feedback provided during the competition had an impact on the performance of the athletes or teams.</li> </ul>		
	See #3 In addition:		
	<ul style="list-style-type: none"> <li>The coach allows non-competing athletes to get involved in situations and learning opportunities associated with competition.</li> </ul>		
	<ul style="list-style-type: none"> <li>If appropriate, the coach encourages athletes to get involved in choosing ways to improve the performance of the athletes or teams.</li> </ul>		
Meets Standard	<ul style="list-style-type: none"> <li>The coach encourages his assistants and other experts to identify ways, opportunities or specific information on circumstances external to the competition that could help individual or team performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach uses or implements tools to gather scoring data during a competition (paper, video, software, etc.).</li> </ul>		
	See #2 In addition:		
	<ul style="list-style-type: none"> <li>The coach's portfolio includes an assessment of a player's performance during competition based on his reactions and emotions (based on the coach's definition of a good performance).</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach gives players advice based on the importance of the competition in the annual plan (average importance = integrate technical elements; high importance = the goal is to use the athlete's strengths in a tactical manner against opponent's areas of difficulty).</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach is positive and provides athletes with basic information on what is needed to improve performance and the way to do so.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach ensures that the athletes are focused on the task and not on the result or score.</li> </ul>		
	<ul style="list-style-type: none"> <li>If appropriate, the coach informs the athletes about recovery and fatigue control procedures during competitions.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach identifies analysis techniques for fundamental performance factors during competition, to help athletes correctly identify the root of their errors or aspects to improve.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach intercedes to provide strategic information (game-specific) or advice on applying mental strategies (stimuli control/refocusing strategies).</li> </ul>		
Below Standard	<ul style="list-style-type: none"> <li>The coach assesses the timing and nature of the interventions during the competition, according to the sport.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach helps athletes manage their mental state to positively influence their or the team's performance during the competition.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach makes the necessary changes to tactics and strategies based on the competition or on specific events during the competition (i.e.: injury).</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach correctly interprets competition rules and makes changes likely to have a positive influence on the performance of the athletes or team.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach is positive and provides basic information to athletes on how to improve a performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach offers frequent stimulating advice or instructions during the competition or between competition sets.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach is able to observe athletes by standing just outside of the playing area.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach's behaviour is controlled and respectful of referees, opponents and athletes.</li> </ul>		
	<ul style="list-style-type: none"> <li>When appropriate, the coach uses opportunities to speak to the athletes during the competition (breaks, downtimes, etc.).</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach critiques the athlete's performance during the competition or between sets.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach does not follow up on the athlete's performance during the competition.</li> </ul>		

## Expected Outcome: Support the Competitive Experience

Criteria		Use the competitive experience in a meaningful manner to further athletes' development after competition	
STANDARD	EVIDENCES	OBSERVED YES	NO
<b>Above Standard</b>	See #4 In addition: <ul style="list-style-type: none"> <li>The coach critically reflects on the training orientation and priorities within the annual plan, and forms an educated opinion on possible adjustments based on results and behaviours of the athletes during the competition.</li> </ul>		
	See #3 In addition: <ul style="list-style-type: none"> <li>The coach adds tools to improve his actions during future competitions.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach critically reflects on the efficiency of the training and on the competition preparation, based on past behaviours and performances of competing athletes.</li> </ul>		
<b>Meets Standard</b>	<ul style="list-style-type: none"> <li>All observations regarding preparation by the athletes on the morning before the first match are based on principles previously identified by the coach.</li> </ul>		
	<ul style="list-style-type: none"> <li>All observations about the competing players' performances are based on the coach's description of a good performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The views of the coach about the competition goals achieved are based on the importance of the competition in the annual plan</li> </ul>		
	<ul style="list-style-type: none"> <li>In the report, the coach suggests modifications or actions to improve the athlete's performance in future competitions.</li> </ul>		
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>Most observations about the athletes' preparation in the gym on the morning of the first match are based on principles previously identified by the coach.</li> </ul>		
	<ul style="list-style-type: none"> <li>Most observations regarding the athletes' competition performances are based on the coach's description of a good performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach's opinion on the competition goals achieved during competition is partly based on the importance of the competition in the annual plan</li> </ul>		
	<ul style="list-style-type: none"> <li>The portfolio includes no observation about the players' preparation in the gym on the morning before the first match.</li> </ul>		
	OR <ul style="list-style-type: none"> <li>Observations concerning the athletes' performance during competition are not included in the portfolio.</li> </ul>		
	OR <ul style="list-style-type: none"> <li>The coach's opinion on whether the goals were achieved or not during the competition is not included in the portfolio.</li> </ul>		

## Expected Outcome: Plan a Practice

Criteria		Identify logistics and appropriate background information for practice			
STANDARD	EVIDENCES	TABLE TENNIS EXAMPLES	OBSERVED		
			YES	NO	
<b>Above Standard</b>	See # 4 In addition: <ul style="list-style-type: none"> <li>A clear explanation is provided for each goal and takes into account the specific needs of the athletes identified in an objective manner.</li> </ul>	The plan includes enough logistical details for an assistant or another coach to eventually lead the session and get the desired learning or training result.			
	The session plan optimizes time and material to maximize physical participation, learning and training.				
	See # 3 In addition: <ul style="list-style-type: none"> <li>The training priorities and goals reflect the period of the year and the recommendations and guidelines of the LTAD program.</li> </ul>	The plan includes enough logistical details for an assistant or another coach to eventually lead the session and get the desired learning or training result.			
<b>Meets Standard</b>	See # 2 in addition: <ul style="list-style-type: none"> <li>The week of the annual plan (in the portfolio) is identified in the session plan</li> </ul>	The plan includes enough logistical details for an assistant or another coach to eventually lead the session and get the desired learning or training result.			
	<ul style="list-style-type: none"> <li>Goals are clearly identified for the session and consistent with the mesocycle training priorities identified in the annual plan provided in the portfolio</li> </ul>				
	<ul style="list-style-type: none"> <li>The age of the group, players and their competing level (regional, provincial, etc.) are clearly identified.</li> </ul>				
	<ul style="list-style-type: none"> <li>A list of key factors or training points is provided for each activity.</li> </ul>				
	<ul style="list-style-type: none"> <li>The session plan is divided in segments that include a warm-up, a technical segment and a physical segment.</li> </ul>				
	<ul style="list-style-type: none"> <li>The length of the session and of each segment is provided.</li> </ul>				
	<ul style="list-style-type: none"> <li>Any additional equipment required is mentioned in the session plan.</li> </ul>				
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>The session plan identifies a goal and a series of key elements to be included in the session.</li> </ul>	Logistical information is provided but may not enable an assistant or other coach to give the session.			
	<ul style="list-style-type: none"> <li>The goals and objectives of the session plan are vague and poorly identified.</li> </ul>	An assistant or another coach would have a lot of difficulty using the plan to give the session.			
	<ul style="list-style-type: none"> <li>The plan has a basic structure but does not include the main segments or the session sequence.</li> </ul>				

## Expected Outcome: Plan a Practice

Criteria	Identify appropriate activities in each part of the practice			
STANDARD	EVIDENCES	TABLE TENNIS EXAMPLES	OBSERVED YES	OBSERVED NO
<b>Above Standard</b>	See # 4 In addition: <ul style="list-style-type: none"> <li>Session activities are designed and developed according to the specific needs of the participants or team identified through an analysis of the performance during competition.</li> </ul>	Evidence demonstrates an intentional execution to encourage athletes to be constantly and actively involved on the cognitive and physical levels.		
	<ul style="list-style-type: none"> <li>The session plan integrates mental skills and strategies, such as visualization, goal setting and focus techniques.</li> </ul>			
	<ul style="list-style-type: none"> <li>Optimal sessions are purposely included in the program to encourage the development of skills, as recommended by the NCCP guidelines concerning skill development.</li> </ul>			
	See # 3 In addition: <ul style="list-style-type: none"> <li>Training conditions and a variety of activities are specifically determined to challenge athletes in a specific manner.</li> </ul>	Evidence shows that activities optimize challenges for athletes because they improve their learning and training.  The proper sequencing of activities is applied. For instance, activities are sequenced to lead to an execution in a realistic competition situation.		
	<ul style="list-style-type: none"> <li>Activities include the basic concepts of decision-making.</li> </ul>			
	<ul style="list-style-type: none"> <li>Activities encourage the development of specific physical skills through an adequate effort/rest ratio, targeted training loads and intensity levels.</li> </ul>			
	<ul style="list-style-type: none"> <li>The session plan includes goal setting and specific criteria to assess the success of athletes.</li> </ul>			
	<ul style="list-style-type: none"> <li>Planned activities are adapted according to where they are in the season program.</li> </ul>			
	<ul style="list-style-type: none"> <li>Activities planned for the main segment of the training are introduced in an order likely to encourage learning and skill development and to achieve specific training goals.</li> </ul>			
<b>Meets Standard</b>	See # 2 In addition: <ul style="list-style-type: none"> <li><b>The session plan includes :</b> 1- A dynamic warm-up with at least 3 minutes of running, agility and flexibility exercises 2- A technical segment (at least 50% of the total session) 3- A physical segment (including agility exercises)</li> </ul>	Evidence indicates a training environment that is conducive to learning and indicates sport-specific factors that need to be improved.		
	<ul style="list-style-type: none"> <li><b>The session plan identifies one or two goals per activity (exercise)</b></li> </ul>			
	<ul style="list-style-type: none"> <li>Session activities are efficiently described (i.e., graphs, explanations, key points).</li> </ul>			
	<ul style="list-style-type: none"> <li>Enough time is allocated for activities to develop the skill or tactic identified in the goal.</li> </ul>			
	<ul style="list-style-type: none"> <li>Planned activities encourage the development of one or more skills and reflect the development stage of the athletes' skills (acquisition, consolidation, improvement).</li> </ul>			
	<ul style="list-style-type: none"> <li><b>The session plan describes each adequate activity (exercise) that supports the goals of the session.</b></li> </ul>			
	<ul style="list-style-type: none"> <li>Activities included in the plan reflect the main factors (training points) for the session activities.</li> </ul>			

	<ul style="list-style-type: none"> <li>Planned activities encourage athletic skill development, are appropriate for the sport and match the growth and development principles of the NCCP.</li> </ul>			
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>Activities are constructive and linked to the general goals set for the training session.</li> </ul>	There is little evidence indicating that the environment is conducive to learning.		
	<ul style="list-style-type: none"> <li>The length of the training session and of each segment reflects the growth and development principles of the NCCP.</li> </ul>			
	<ul style="list-style-type: none"> <li>Planned activities take into account the level of understanding and control of possible risks.</li> </ul>			
	<ul style="list-style-type: none"> <li>Activities do not seem linked to the general goals of the session.</li> </ul>	There is no evidence in the plan.		
	<ul style="list-style-type: none"> <li>Activities do not seem to match the growth and development principles of the NCCP.</li> </ul>			
	<ul style="list-style-type: none"> <li>Activities do not seem to reflect a concern for safety.</li> </ul>			



## Expected Outcome: Plan a Practice

Criteria		Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations	
STANDARD	EVIDENCES	OBSERVED YES	NO
<b>Above Standard</b>	See # 4 In addition:		
	<ul style="list-style-type: none"> <li>Considering (1) the training goals for the session and (2) the tasks to accomplish during the session, the sequence of activities encourages progress and signals good knowledge and understanding of the reactions of athletes to specific load parameters and directions.</li> </ul>		
	<ul style="list-style-type: none"> <li>Based on experience and recognized scientific principles, the coach enhances instructions and recommendations to optimize the sequence of activities during a training session.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach consults other coaches to optimize the sequence activities during a training session and trains colleagues on how to sequence activities during a training session.</li> </ul>		
	<ul style="list-style-type: none"> <li>The approach or method used to sequence the activities serves as a model for the sport organization.</li> </ul>		
	See # 3 In addition:		
	<ul style="list-style-type: none"> <li>The coach systematically plans activities based on correct sequencing.</li> <li>Considering (1) the training goals for the session and (2) the tasks to be executed, activities are sequenced according to the expected level of fatigue in athletes.</li> <li>The coach documents the effect of each specific sequence of activities, for future reference and for analysis purposes.</li> </ul>		
<b>Meets Standard</b>	<ul style="list-style-type: none"> <li><b>In this order, the session plan includes :</b> <ol style="list-style-type: none"> <li>A dynamic warm-up with at least 3 minutes of running, agility and flexibility exercises</li> <li>A technical segment (at least 50% of the total session)</li> <li>A physical segment (including agility exercises)</li> </ol> </li> </ul>		
	<ul style="list-style-type: none"> <li>The sequence of activities encourages progress towards execution (speed, favourable conditions, decision-making, etc.) in standard competition situations.</li> </ul>		
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>The sequence of activities encourages progress towards execution (speed, favourable conditions, decision-making, etc.) in standard competition situations.</li> </ul>		
	<ul style="list-style-type: none"> <li><b>If many performance factors or athletic skills are worked or developed during the training session, only some activities follow a defined sequence in accordance with the recommended principles and guidelines.</b></li> </ul>		
	<ul style="list-style-type: none"> <li><b>Only some activities (the most likely to achieve the goals of the training session) are sequenced, in compliance with recommended principles and guidelines.</b></li> </ul>		
	<ul style="list-style-type: none"> <li>The sequence of activities planned for the training session does not demonstrate awareness or integration of the principles and guidelines.</li> </ul>		

## Expected Outcome: Plan a Practice

Criteria	Design an emergency action plan			
STANDARD	EVIDENCES	TABLE TENNIS EXAMPLES	OBSERVED YES      NO	
Above Standard	See #4 In addition: <ul style="list-style-type: none"><li>Medical records are available and updated in order to offer the most recent information about each athlete's medical condition.</li></ul>	The objective of the evidence is not to disclose information about an individual athlete but to ensure that an updating and archiving process of the medical information is in place.		
	<ul style="list-style-type: none"><li>Medical records are well-organized and kept in a secured area to ensure confidentiality.</li></ul>			
	See #3 In addition: <ul style="list-style-type: none"><li>The coach can provide a control list of the equipment to be found in a first-aid kit that is regularly checked and stocked.</li></ul>			
	<ul style="list-style-type: none"><li>Specific steps and processes to follow after an injury are identified in the plan.</li></ul>			
Meets Standard	See #2 in addition: A one or two-page emergency action plan indicates: <ul style="list-style-type: none"><li>The location of the medical records of each athlete trained by the coach.</li></ul>			
	<ul style="list-style-type: none"><li>The location of a fully stocked first-aid kit</li></ul>			
	<ul style="list-style-type: none"><li>The name of the person responsible to make calls or the name of the person in charge</li></ul>			
Below Standard	A one or two page emergency action plan indicates: <ul style="list-style-type: none"><li>The location of phones and emergency telephone numbers.</li></ul>			
	<ul style="list-style-type: none"><li>Directions to the site, including a map and clear directions.</li></ul>			
	<ul style="list-style-type: none"><li>The emergency action plan is not written but may contain very common elements including the location of a phone or a cell phone.</li></ul>			

## Expected Outcome: Design a Sport Program

Criteria	Outline a program structure based on training and competition opportunities		
STANDARD	EVIDENCES	OBSERVED	
		YES	NO
<b>Above Standard</b>	See #4 In addition: The plan includes collaboration with sports experts (psychologists, nutritionists, etc.)		
	See #3 In addition: <ul style="list-style-type: none"> <li>The coach uses assessment results and other performance analysis to identify the program's needs for training and competitions.</li> </ul>		
<b>Meets Standard</b>	See #2 In addition: <ul style="list-style-type: none"> <li><b>The coach presents a 12-month annual plan that includes the following elements:</b> <ul style="list-style-type: none"> <li><b>The name of player or group</b></li> <li><b>Age of player or group</b></li> <li><b>Level of competition (regional, provincial, etc.) of player or group</b></li> <li><b>Training volume available each week</b></li> <li><b>Season goals based on the description of the stage of the LTAD program for the player or group</b></li> <li><b>Competitions</b></li> </ul> </li> </ul>		
<b>Below Standard</b>	The coach can provide basic information about the athletes (age, number, growth and development variations).		
	The coach may identify the length of the season, the dates of the training sessions and the major competitions.		
	The coach is able to identify the entry point of most athletes in the seasonal plan.		
	The coach considers the possibility of starting the season at an earlier or later date.		
	The coach is only capable of presenting basic athlete information and basic logistic information about the season (coaching sessions and competitions).		
	The coach is unable to present a 12-month planning calendar with general information about the training and competitions.		

## Expected Outcome: Design a Sport Program

Criteria	Identify appropriate measures to promote athlete development		
STANDARD	EVIDENCES	OBSERVED YES	NO
<b>Above Standard</b>	See #4 In addition: <ul style="list-style-type: none"> <li>The coach has included specific details on the evolution of the player and the distinctive characteristics of the group that enable the coach to adapt the plan during the season.</li> </ul>		
	See #3 In addition: <ul style="list-style-type: none"> <li>The coach has added a detailed description of the training tasks.</li> </ul>		
<b>Meets Standard</b>	<ul style="list-style-type: none"> <li>The coach's portfolio includes an annual plan with ALL of the following elements:                             <ol style="list-style-type: none"> <li>The type of periodization (based on the requirements identified in the LTAD program)</li> <li>The importance of each competition</li> <li>The periods, phases and mesocycles based on periodization</li> <li>Age and level appropriate training tasks for each competition level</li> <li>Explanations for all of the above</li> </ol> </li> </ul>		
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>The coach's portfolio includes an annual plan with some of the following elements:                             <ol style="list-style-type: none"> <li>The type of periodization (based on the requirements identified in the LTAD program)</li> <li>The periods, phases and mesocycles based on periodization</li> <li>Age and level-appropriate training tasks for each competition level</li> <li>Explanations for all of the above</li> </ol> </li> </ul>		
	<ul style="list-style-type: none"> <li>The coach is unable to provide a significant strategy or solution to align his or her own program to the planning standards of the LTAD.</li> </ul>		

## Expected Outcome: Design a Sport Program

Criteria	Integrate yearly training priorities into own program		
STANDARD	EVIDENCES	OBSERVED	
		YES	NO
<b>Above Standard</b>	See #4 In addition: <ul style="list-style-type: none"> <li>The coach includes a description about the prioritization of the training tasks (what will task maintenance and development for each task require).</li> </ul>		
	See #3 In addition: <ul style="list-style-type: none"> <li>The coach includes with his or her explanations the different ways to work on a training task, based on the period of the training calendar.</li> </ul>		
<b>Meets Standard</b>	See #2 In addition: <ul style="list-style-type: none"> <li>The coach is able to set training priorities compliant with the principles seen in training. He or she favours physical and technical training tasks during preparation, prioritizes tactic-oriented and mental training tasks before major competitions, and provides logical explanations for these choices.</li> </ul>		
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>The coach is able to set training priorities based on the principles outlined in the training but does not provide explanations for these choices.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach is unable to set training priorities based on the different periods of the season (introduction of a new training task, development, maintenance, etc.)</li> </ul>		

## Expected Outcome: Design a Sport Program

Criteria		Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations	
STANDARD		EVIDENCES	OBSERVED YES NO
<b>Above Standard</b>	See #4 In addition: <ul style="list-style-type: none"> <li>The organization and sequencing of the training priorities identified by the coach are used as models by other coaches of the Competition–Development context.</li> </ul>		
	See #3 In addition: <ul style="list-style-type: none"> <li>The coach's explanations take into account the signs of fatigue following the training exercises and competition during the prior weeks.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach's explanations take into account the signs of fatigue following the training exercises and competition during the prior weeks when selecting the most appropriate methods for the upcoming training weeks.</li> </ul>		
	<ul style="list-style-type: none"> <li>The sequence of the training exercises of the week shows thorough knowledge and understanding of such factors as (1) the effects of fatigue on learning, performance and adaptation, and (2) the recovery time required after specific loads, methods, etc.</li> </ul>		
<b>Meets Standard</b>	<p>* The coach's portfolio includes a weekly plan that reflects the orientations provided for the stage of the LTAD group of the player, as per the annual plan. The weekly plan contains:</p> <ul style="list-style-type: none"> <li>Week (week number identified in the annual plan)</li> <li>Phase</li> <li>Number of coaching hours for the week</li> <li>Training schedule</li> <li>Training exercises (focus on: footwork, regularity, service, etc.)</li> <li>Type of exercise (systematic, semi-systematic, non-systematic) for each activity</li> <li>Length of each exercise</li> <li>Sequencing order of the activities for each training session</li> <li>Explanations that allow for an understanding of the training content</li> </ul>		
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>Based on TT Canada's guidelines, the coach is able to manage and organize the training time in sequence and in an appropriate manner.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach provides a skill development plan, but the strategy does not entirely comply with the training goals and priorities identified for that particular week of the program.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach complies with some principles and guidelines related to the sequence of training sessions for the week, but the week's schedule lacks some important information.</li> </ul>		
	<ul style="list-style-type: none"> <li>There is no evidence to show that the coach can apply the principles and guidelines of proper sequencing for a particular week.</li> </ul>		

## Expected Outcome: Manage a Program

Criteria	Take appropriate measures to promote drug-free sport.		
STANDARD	EVIDENCES	OBSERVED YES	NO
<b>Above Standard</b>	See #4 <b>In addition:</b> <ul style="list-style-type: none"> <li>The coach identifies contingency plans that enable selected athletes to undergo tests with no adverse effects on other athletes.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach consults other coaches to teach or model an equitable and drug-free sport as defined by the Canadian Centre for Ethics in Sport (CCES) and the provincial legislation.</li> </ul>		
	See #3 <b>In addition:</b> <ul style="list-style-type: none"> <li>The coach develops a follow-up system for the use of food supplements and medication by the athletes and can provide updated evidence of the supplements and substances currently used by the athletes.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach shows thorough understanding of the testing protocols and procedures used by test administrators.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach consults managers, other coaches or specialists to manage the doping test procedures in order to limit distractions likely to influence an athlete's performance during a competition.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach offers his or her support to the athletes through the doping tests.</li> </ul>		
<b>Meets Standard</b>	<ul style="list-style-type: none"> <li>The coach helps athletes recognize illegal substances identified by the Canadian Centre for Ethics in Sport (CCES) through supporting documents or the help of an expert.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach is involved in teaching athletes the drug testing protocols during major competitions (maybe with the support of a sport scientist).</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach identifies and repeats the consequences of using illegal substances.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach provides athletes with learning opportunities on the use of food supplements.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach supervises athletes using food supplements or medication (instructions may be included on the medical record forms).</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach promotes and is a model of fair play and of a drug-free sport as defined by the CCES or the provincial legislation.</li> </ul>		
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>The coach has in-depth knowledge of pre-competition drug-testing procedures or protocols prescribed by the sport organization, but does not share his or her knowledge with the athletes.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach ensures a follow-up on the use of food supplements or medication by the athletes, but does not inform them on the possible prohibition of these substances.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach intervenes when food supplements or medication may be used to increase performance, without identifying the consequences of such actions.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach does not have knowledge of drug-testing procedures or protocols prescribed by the sport organization before competitions.</li> </ul>		
	<ul style="list-style-type: none"> <li>The athletes' medical record forms do not include any information on the use of food supplements or medication.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach chooses to ignore the possible circumstances where food supplements or medication is used to increase performance during competition.</li> </ul>		

## Expected Outcome: Manage a Program

Criteria		Manage administrative aspects of the program and oversee logistics			
STANDARD	EVIDENCES	TABLE TENNIS EXAMPLES	OBSERVED		
			YES	NO	
<b>Above Standard</b>	<p>See #4 In addition:</p> <ul style="list-style-type: none"> <li>The coach shows his or her ability to work with other coaches [assistant] through an optimal use of leadership. In this context, a leader is an individual capable of influencing others to make them wilfully accept his or her intentions and goals, in order to improve future results and encourage them to wilfully cooperate to reach the goal.</li> </ul>	<p>The coach is able to present an action plan, a development plan and a budget plan.</p> <p>The coach acts as head coach of the club and encourages athletes, other coaches, volunteers and parents to contribute to the goals of the club.</p> <p>Interviews with other key stakeholders and summarizing information gathered with the coach may provide additional evidence.</p>			
	<p>See #3 In addition:</p> <ul style="list-style-type: none"> <li>The coach adequately delegates activities to other coaches [assistants], using his or her leadership, and understands the relevance of their ideas and participation to the program.</li> </ul>	<p>The coach uses an objective selection process for the athletes, which is transparent and known beforehand</p> <p>The coach is able to supervise the assistant coaches.</p>			
	<ul style="list-style-type: none"> <li>The coach can present a written copy of the criteria used to select athletes for competitions or events.</li> </ul>	<p>The coach is able to ensure that there are always new coaches through various recruitment activities.</p>			
<b>Meets Standard</b>	<ul style="list-style-type: none"> <li>The coach succeeded the Leading Drug-free Sport on-line evaluation with a 75% mark or greater.</li> </ul>	<p>Expectations may be mentioned in a Code of Ethics and agreed upon based on a mutual goal setting strategy.</p> <p>The coach is able to provide an action plan and a budget plan.</p>			
	<p>See #2 In addition: The coach's seasonal plan portfolio includes:</p> <ul style="list-style-type: none"> <li>General training and competition goals for the program</li> </ul>				
	<ul style="list-style-type: none"> <li>A logistical plan for all the competitions identified in the annual plan (transportation, accommodation, meals)</li> </ul>				
	<ul style="list-style-type: none"> <li>A consent form of the annual plan to be signed by the parents</li> </ul>				
	<ul style="list-style-type: none"> <li>A written approval of the program signed by the club president</li> </ul>				
	<ul style="list-style-type: none"> <li>A checklist of the tasks to be completed by the coach</li> </ul>				
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>The coach presents written documentation of the basic principles and general goals of the seasonal plan.</li> </ul>				
	<ul style="list-style-type: none"> <li>Evidence shows continuous communication with athletes and their parents.</li> </ul>				
	<ul style="list-style-type: none"> <li>The coach presents a basic competition and training calendar for the athletes.</li> </ul>				
	<ul style="list-style-type: none"> <li>There is limited communication and information sharing about the program.</li> </ul>				



## Expected Outcome: Manage a Program

Criteria	Develop strategies to address and resolve conflicts in sport		
STANDARD	EVIDENCES	OBSERVED	
		YES	NO
<b>Above Standard</b>	See #4 In addition: <ul style="list-style-type: none"> <li>The coach demonstrates that he or she trains other coaches of the club to perpetuate the values outlined in the Code of Ethics.</li> </ul>		
	See #3 In addition: <ul style="list-style-type: none"> <li>The portfolio identifies the consequences of not respecting the main rules of the Code of Ethics. The coach clearly states each party's responsibilities (coaches, club management, players and parents of minor players) in a conflict.</li> </ul>		
<b>Meets Standard</b>	<ul style="list-style-type: none"> <li>The portfolio includes a Code of Ethics for training and competing players, whereby the coach identifies the responsibilities and commitments of each party (coaches, club management, players and parents of minor players) as well as the main sources of conflict in table tennis.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach succeeded the Managing Conflict on-line evaluation with a 75% mark or greater.</li> </ul>		
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>The coach's portfolio states the basic rules for training and competition.</li> </ul>		
	<ul style="list-style-type: none"> <li>Through the evaluation during training and competition, the coach clearly shows that he cannot properly judge certain situations or make appropriate decisions.</li> </ul>		

## Expected Outcome: Manage a Program

Criteria	Report on athlete progress throughout the program		
STANDARD	EVIDENCES	OBSERVED	
		YES	NO
<b>Above Standard</b>	<b>#4 IN ADDITION:</b>		
	<ul style="list-style-type: none"> <li>The coach develops his or her own specific assessment tools for table tennis and for the context in which he or she works.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach trains other coaches about the evaluation process of athletes.</li> </ul>		
<b>Meets Standard</b>	<b># 3 IN ADDITION:</b>		
	<ul style="list-style-type: none"> <li>Evaluation data includes performance indicators related to the athlete's goals (e.g., physical condition testing results, attendance, etc.).</li> </ul>		
	<ul style="list-style-type: none"> <li>The portfolio contains two completed mental analysis cards for competing players. By observing the coach filling out the cards during the competition reveals to the evaluator that the coach understands grading and gave players feedback that reflected the content of the training.</li> </ul>		
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>The portfolio contains a post-competition report that includes:                             <ul style="list-style-type: none"> <li>Observations regarding players' preparation in the gym on the morning before the first match (based on the preparation principles)</li> <li>Observations regarding players' performance (based on your definition of a good performance)</li> <li>The coach's opinion on whether the competition goals were achieved (based on the importance of the competition in the annual plan)</li> <li>Modification/actions to improve the performance of the group in future competitions</li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>During the debriefing after the evaluation of the training session, the coach is able to provide feedback on the performance of the group and on the intensity and focus expectations identified in the portfolio.</li> </ul>		
	<ul style="list-style-type: none"> <li>The evaluation of athletes is anecdotic and subjective.</li> </ul>		
<b>Below Standard</b>	<ul style="list-style-type: none"> <li>One or more of the elements identified above (section 3) are not included.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach provides a vague evaluation of the athlete.</li> </ul>		
	<ul style="list-style-type: none"> <li>The coach provides limited information on the progress of the athlete in the program and does not provide any specific recommendation for his or her progress.</li> </ul>		

## Action Plan

During the de-briefing the Evaluator should complete an action plan that directs the coach's plans for future coaching development. The plan should be completed for every coach and address each criterion separately.

For each criteria where the coaches were deemed to "Need Improvement" this plan will direct them to ways they can develop the skills to successfully complete the evaluation at a later date.

For criteria where coaches reached the "Meeting Expectations" standard the plan will address how to further develop the skills demonstrated during the evaluation.

Finally, for coaches who have reached "Exceeds Expectations" in one or more criterion, the action plan will serve as a personal professional development plan in these areas of coaching. The template of the action plan is outlined on the next page:

OUTCOME: Make Ethical Decisions		
CRITERIA	STANDARD	NEXT STEPS
Apply 6 step ethical decision making process	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Develop and communication a coaching philosophy that adheres to the NCCP Code of Ethics	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	

<b>OUTCOME: Provide Support to Athlete in Training</b>		
<b>CRITERIA</b>	<b>STANDARD</b>	<b>NEXT STEPS</b>
Ensure the practice environment is safe	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Implement an appropriately structured and organized practice.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Makes interventions that enhance learning and are aimed at improving the athletes' performance.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Makes adjustments to practice based on athletes' response to the training task.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Implements protocols and methods that contribute to the development of athletic abilities relevant to racquetball.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	

<b>OUTCOME: Analyze performance</b>		
<b>CRITERIA</b>	<b>STANDARD</b>	<b>NEXT STEPS</b>
Detect technical elements that have to be improved or refined to enhance the performance and/or to prevent injury.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Correct technical elements that have to be improved or refined to enhance the performance and/or to prevent injury.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Detect tactical that have to be improved or refined to enhance the performance.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Corrects tactical elements that have to be improved or refined to enhance the performance.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
To build a technical progression based on biomechanical principles and steps leading to automation	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	

<b>OUTCOME: Support the Competitive Experience</b>		
<b>CRITERIA</b>	<b>STANDARD</b>	<b>NEXT STEPS</b>
<b>Pre-competition:</b> Implement procedures to promote readiness for performance.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
<b>During Competition:</b> Makes decisions and interventions that promote racquetball performance.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
<b>After competition:</b> Use the competitive experience in a meaningful manner to further the athletes' development.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	

<b>OUTCOME: Plan a Practice</b>		
<b>CRITERIA</b>	<b>STANDARD</b>	<b>NEXT STEPS</b>
Identify logistics and appropriate background information for practice.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Identifies appropriate activities in each part of the practice.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Design and sequence activities within the practice to enhance performance or create optimal adaptations.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Design an Emergency Action Plan.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	

<b>OUTCOME: Design a Sport Program</b>		
<b>CRITERIA</b>	<b>STANDARD</b>	<b>NEXT STEPS</b>
Outlines program structure based on training and competition opportunities.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Identifies appropriate measures to promote athlete development within own program.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Integrates yearly training priorities for Table Tennis into own program.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Organizes and sequences training priorities and objectives on a weekly basis to optimize adaptations.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	



<b>OUTCOME: Manage a Program</b>		
<b>CRITERIA</b>	<b>STANDARD</b>	<b>NEXT STEPS</b>
Manages administrative aspects of program and oversees logistics	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Develop strategies to address and resolve conflicts.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Takes appropriate measures to promote a drug-free sport.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Report on athlete progress throughout the program	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	

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**COACH'S SIGNATURE**

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**DATE**

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**EVALUATOR'S SIGNATURE**

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**DATE**

# 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.

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sport nutrition tips, read coach stories and more!