



# **National Coaching Certification Program**

## **Development 1**

# ***REFERENCE MANUAL***
















**National  
Coaching  
Certification  
Program**

# COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.

## Partners in Coach Education

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



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# How to be a better coach



**Learn to listen**, especially to the athletes –  
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- track your progress through the NCCP;
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# COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

## OUTLINE

1. Introduction
2. Setting the Scene
3. Purpose of the Reference Manual
4. Classroom Session - Day 1

Communication Philosophy  
Making Ethical Decisions  
Team Building  
Drill Design  
Skill Development Pyramid  
Design Drill Progressions  
Emergency Action Plan - Safety

5. Ice session
6. Classroom Session 2

Developing Athletic Skills  
Seasonal Planning  
Individual Skills and Tactics  
Goaltending Introduction  
Practice Planning

## **1. INTRODUCTION**

The priority for the new Development Stream program is to design and implement the **Four (4) Phase Learning Cycle** within the coach clinics. All human learning can be thought of as having the following four (4) components:

1. Preparation (the arousal of interest)
2. Presentation ( the initial encounter of new knowledge or skill)
3. Practice (the integration of the new knowledge or skill)
4. Performance (the application of the new knowledge and skill to real world situations)

Unless all four components are present in one form or another, no real learning occurs.

The new Development Stream program will apply **Activity-Based Learning** to ensure that the four phase learning cycle is incorporated into all future clinics. Activity –Based Learning (ABL) means getting physically active while you learn, using as many senses as possible, and getting your whole body/mind involved in the learning process.

Activity-Based Learning has proven over and over again that people often learn more from well-chosen activities and experiences than they do from sitting in front of a presenter, a manual, a TV, or a computer.

## **2. SETTING THE SCENE**

Over the last 5 years Hockey Canada has undertaken a re-design of the National Coaching Certification Program. The new program will be aimed at delivering educational activities to coaches that allows them to have a more meaningful, positive impact on the players they coach. Coaches participating in the new program, who are familiar with the current NCCP, will see several key changes to the program.

The first significant change will have coaches attend educational sessions that are targeted at meeting the needs of players they are working with. As a result, not all coaches will begin their program at the same place. Coaches will now have the opportunity to enter into the stream of coaching that is appropriate for the players they coach.

The second significant change is that coaches will receive coaching materials that are practical and easy to implement with the players they work with. The course materials will make the transition from theory-based lecture activities to interactive sessions requiring coaches to work with the tools specific to the level of their players.

The new coach education program is learner-driven. The course leader will facilitate the learning opportunities coaches will engage in. Through a series of specifically designed activities, the coach will become an active learner prior to the seminar, throughout the seminar, and after leaving the seminar.

Participants will be required, through a series of small, practical assignments, to demonstrate their capabilities as coaches. For the entry-level coach these assignments/activities will include developing communication plans with parents, maintaining a coaching log, and implementing effective and efficient practices.

This new approach to coach education will provide the minor hockey association with the knowledge that there will be a greater emphasis on coach development. The long-term reward will be that associations will have the ability to say with more confidence "Our coaches can do..."

One of the most important distinctions for this new education/training model is that it is an athlete-centered approach to training coaches. This means that the coaching needs are defined by the needs of the athletes they are working with.

The following 3 charts detail the 3 main streams of hockey that athletes move through in their development. These Streams have been extrapolated from the information on the previous chart. The Competency Based NCCP model attempts to mirror this athlete model with the coaching development model to ensure that coaches are being educated with the necessary tools to meet the athletes needs.

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### Coach Stream

	Age Range	Competitive Context	Training Environment	Skill Emphasis
Community	5 – 10	<ul style="list-style-type: none"> <li>Pre-Novice</li> <li>Novice</li> <li>Atom</li> </ul>	2-4 hours per week 1-2 practices/wk 1-2 games/wk	Technical Skills - 75 - 85 % Individual Tactics 15 - 25 % Team Tactics 10 % or less
Recreational	11-17	<ul style="list-style-type: none"> <li>Pee Wee House</li> <li>Bantam House</li> <li>Midget House</li> </ul>	2-4 hours per week 1 practice/wk 1-2 games/wk	Technical Skills - 75 - 85 % Individual Tactics 15 - 25 % Team Tactics 10 % or less
Adult Recreational	18 +	<ul style="list-style-type: none"> <li>Ad hoc leagues</li> </ul>	1-2 hours per week No practices 1-2 games/wk	N/A

### Developmental Stream

	Age Range	Competitive Context	Training Environment	Skill Emphasis
Provincial	11-17	<ul style="list-style-type: none"> <li>Pee Wee Rep</li> <li>Bantam Rep</li> <li>Midget Rep</li> </ul>	4-6 hours per week 2-3 practices/wk 2-3 games/wk	Technical Skills - 35 - 45 % Individual Tactics - 15 - 25 % Team Tactics - 10 - 20 % Team Play - 10 - 15 % Strategy - 10 % or less
Regional	15-21	<ul style="list-style-type: none"> <li>Junior Hockey "B" and below</li> <li>Senior Hockey</li> </ul>	4-6 hours per week 2-3 practices/wk 2-3 games/wk	Technical Skills - 35 - 45 % Individual Tactics - 15 - 25 % Team Tactics - 10 - 20 % Team Play - 10 - 15 % Strategy - 10 % or less

### High Performance

	Age Range	Competitive Context	Training Environment	Skill Emphasis
National	15-40	<ul style="list-style-type: none"> <li>Midget AAA</li> <li>Junior A</li> <li>Major Junior</li> <li>University</li> </ul>	6-10 hours per week 3-5 practices/wk 2-3 games/wk	
International	18-40	<ul style="list-style-type: none"> <li>National Teams</li> <li>Minor Professional</li> <li>European Leagues</li> </ul>	6-10 hours per week 3-5 practices/wk 2-3 games/wk	

*\*Skill Emphasis referenced from the Hockey Canada Skills Development Manuals*

## 3. PURPOSE OF THE REFERENCE MANUAL

The reference manual is intended for you the coach to utilize during the clinic and as support material at home to assist in your coaching and completion of the workbook tasks.

This reference manual is laid out and numbered in the same format as your Coach Workbook for ease of reference. In designing your practices be sure to use the drills in this reference manual.



## **4. CLASSROOM SESSION #1**

### **COMMUNICATIONS PHILOSOPHY**

#### **The Communications Process**

The process of communicating involves establishing a link with another person either directly (verbally or non-verbally) or indirectly with memos, e-mails, posters and so on. There are proven strategies that help us effectively send information out and read incoming signals. We can develop these skills in our athletes as well as ourselves.

Communications – a process by which information is exchanged between individuals through a common system of symbols, signs or behavior. An exchange of information.

Fr. *Communien* – to converse, talk over, discuss.

#### **Key Communication Ideas:**

- Communications is an exchange of information.
- Communication is always, and only one, to one.
- There are three processes when communicating – sending, receiving and feedback
- As a sender, we can use tools and skills to LINK with another person.
- As a receiver, we can use tools and skills to better read and understand what is being conveyed.
- Feedback can be specific, positive and effective.
- Information can be exchanged directly through words (verbal) or emotions (non-verbal).
- Information can be exchanged indirectly through posters, memos, letters, signs, videos, e-mail, video or voice mail.

#### **Effective Communication**

<b>Verbal</b>	<b>Non-Verbal</b>	<b>Active Listening</b>
Be visible to all players. Avoid turning your back while speaking. Scan the room before speaking. Be sure the group is quiet. Speak clearly and make eye contact. Use changes in your tone. Use language appropriate for the age and level	Make eye contact Greet players with a smile Be visible to all players Be aware of what your body is doing, Be aware of the tone or intent of the message	Let people complete their thoughts Pause briefly before you answer Make eye contact Ask for clarification Use bridges – Oh!, Ah, Ha! I See! Reframe – “Did you mean...” “Are you saying...”

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### **A Communication Action Plan**

As you build your Yearly Planning Calendar, include actions that will help to create open and clear channels of communication. Determine when they would best be introduced, where they will be help and who will be responsible for the organization.

The following are some of the people you could include in your plan along with sample actions for each)

Players (One on one interviews or team builders)  
Staff (Staff meetings, written set of roles and responsibilities)  
Parents (Team meetings, Fair play codes)  
Officials (Meet them off ice, communication code of conduct)  
Club or Association (Invite to team meetings, provide copy of yearly plan)  
League (contact list, participate in league meetings)  
Arena attendant (Enlist for emergency action plan, adhere to rules or guidelines)

### **Communications, Problems and Conflicts**

Resolving conflicts may be the most predominant activity we have as a hockey coach. Successful leaders will know that communication skills play a primary role in our ability to solve problems or resolve a conflict. The following three steps will help us apply communication skills to problem solving/conflict resolution situations.

#### **Step 1. Recognize the Situation**

Is it a problem, an issue or a conflict? Each has a different root and each requires a different communications approach.

**Problem Solving** – Problems look for solutions or answers. There is an abundance of technical and tactical information to support us in our search for answers. Some examples of problems are who will pay the officials tonight or which line we will start.

**Issues** – There are many situation that require us to make a decision, some of which are fairly important. Issues will have an number of different possible solutions and the coach must choose one of them. Issues often exist when the word “should” is used in a question. Examples include: What should you do if a player forgets his sweater at home? Should you shorten your bench? Should you criticize a player’s actions? Solutions are resolved by weighing the pros and cons of all relevant options, and then choosing the most suitable one. Issues rarely satisfy everyone.

**Conflicts** – The root of conflicts is differing values or beliefs. The first step is that all parties recognize that there is a conflict and are willing to work towards a resolution. Emotionally calm interaction is very important. Means of resolving conflicts include negotiation, mediation, conciliation, arbitration or legislation.

#### **Step 2. Get the Facts First**

Try to avoid assumptions. Definitely avoid opinions. Work for alternatives and options. Work for a win/win scenario. Avoid the accusation and fault traps. Work from the now forward rather than dwell on what was.

#### **Step 3. Resolve through Effective Communications**

The process of communication means sending, active listening and positive feedback. Use the skills and strategies developed in this unit: verbal and non-verbal, positive versus negative, specific versus general. Use indirect communication strategies to follow up if possible.

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Team meetings are necessary to maintain open channels of communication. They also provide you an opportunity to share your leadership skills. It is essential all stakeholders are aware of your coaching philosophy and plans. This accountability will create a solid reinforcement of key team issues to parents.

### **Conducting the First Parent/Coach Meeting** (after team is formed)

#### Getting Started (5 – 10 minutes)

- Introduce yourself, assistant coaches, manager and trainer
- Give a brief explanation of the importance and purpose of the meeting

#### Coaching Philosophy (10 – 15 minutes)

- Provide information on the goals and objectives of the program and discuss your expectations of the players
- Explain your coaching approach and coaching outcomes

#### Details of Your Program (10 – 20 minutes)

- Present specific information on the operation of your hockey program
- Discuss your expectations of the players and parents
- Give out copies of the Fair Play Codes

#### Your Expectations of the Parents (15 – 20 minutes)

- Organize a parents' committee to coordinate roles and responsibilities
- Let the parents participate, along with you and your support staff, in deciding the rules of parent conduct at games and team functions  
(ie. Parents, as well as coaches, should be positive role models for players)

#### Wrapping up (20 – 25 minutes)

- Ask parents for further suggestions and/or comments
- Tentatively schedule next meeting

### **When Should You Meet?**

Meetings should occur as often as necessary. Generally, the pre-season, mid-season, end of season and other special occasions are the optimum times.

#### *Pre-Season Meeting*

##### Purpose:

- introduce coaching staff and summarize qualifications and responsibilities
- provide coaching philosophy
- provide an overview of the seasonal plan including skills to be taught
- enlist the support of parents to handle various team duties
- explain basic team rules and expectations of players, parents, and coaches.

#### *Mid- Season Meeting*

##### Purpose:

- reinforce program's key points
- introduce new ideas for the next part of the season
- overview of current player development
- solicit parent involvement for specific projects. Eg. tournaments

#### *End of Season Meeting*

##### Purpose:

- allow parents and players to evaluate the year, particularly program and player development
- feedback to coaches about the season and plans for the upcoming season
- provide opportunities for the players to seek further development in the off-season
- celebrate the season with an end-of-year social, including ribbons and trophies
- always end the year on a positive note

### **Special Meetings**

##### Purpose:

- organize tournaments,
- fundraising projects,
- special events like a team building activities, Xmas party, Valentine Dance, etc.

## **ETHICAL DECISION MAKING**

### **An Introduction to Solving Ethical Situations**

#### **General Considerations**

As a coach, you will deal with a wide range of issues. Depending on the type of issue with which you are faced, you may experience a variety of emotions/feelings and thoughts.

Sometimes, you may feel that an action/behaviour is wrong. At other times, you may suspect or even know that a behaviour is illegal. In other instances, you may feel unsure about a situation and a decision, since there seems to be a number of alternatives that could be acceptable. If you ask yourself this type of question, the issue most likely has ethical implications.

Often, a conversation with the person(s) involved is all that is necessary to adequately deal with the situation. However, at other times this will not be sufficient, and you may have to make a more formal intervention or refer the matter to some other level of authority.

#### **Values and Ethics: What Are They?**

Our values represent a set of deeply held beliefs upon which our thoughts and actions are based; we refer to our values in evaluating our own actions as well as the actions and decisions of others. In coaching, our core values are expressed as a series of principles defined by the **NCCP Code of Ethics**. A code of ethics defines what is considered good and right behaviour.

Ethical issues arise when our values and the corresponding ethical principles are compromised in some way. When this happens, the decisions are often sensitive and difficult to make. In these situations, the quality of the decisions made by the coach depends on a number of factors including:

- an understanding of the facts of the situation
- an awareness of his/her own values, and of the various factors that can influence his/her decision
- the use of appropriate benchmarks to analyze the situation and understand what is involved
- the ability to apply a rigorous decision-making framework to the situation at hand

This module deals with each of these factors as part of an ethical decision-making process.

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### Ethical Decision-Making Process

This document outlines a process that will enable you to make thoughtful and responsible decisions in situations presenting ethical or moral dilemmas. To this end, a series of steps will be proposed, each emphasizing certain questions. These steps are summarized in the diagram on the following page.

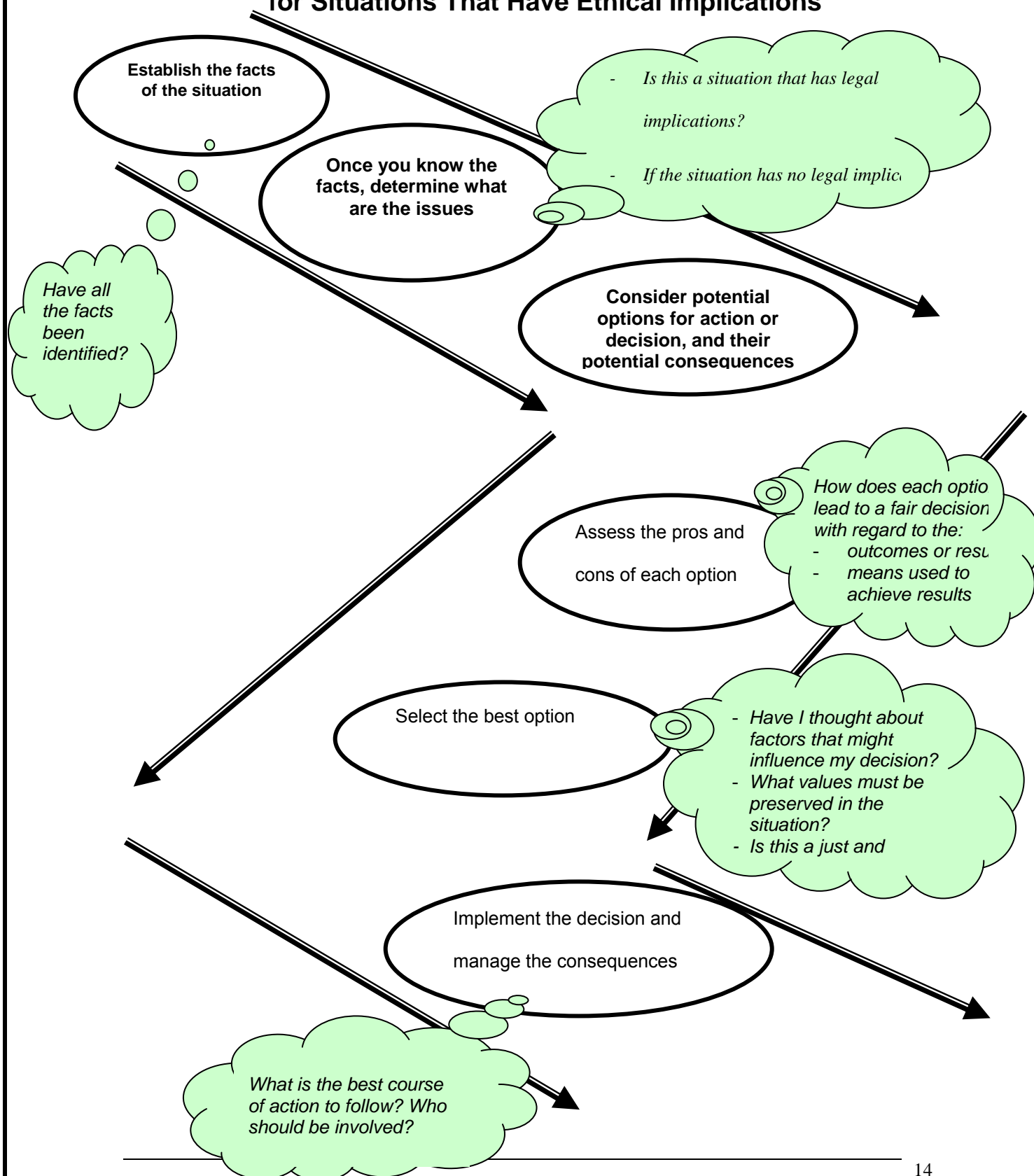
If you follow this path and answer the questions to the best of your knowledge, you will:

- (1) ensure you have a thorough process to enable you to make sensitive decisions;
- (2) have solid arguments to justify your decisions from an ethical point of view; and
- (3) feel confident to fully assume the consequences of your decisions, knowing that *“it was the right thing to do under the circumstances”*.

**Note:** *The process described in the following sections applies to situations that do not require an emergency response by the coach. In the case of crucial and urgent situations, for instance when a person is injured or if there is an imminent risk for the safety of people, the duty of the coach is to take whatever measures he/she feels are necessary in the short term to manage the situation, and to protect the individuals concerned. These particular aspects are dealt with in the “Planning a practice” module, in sections of the Reference Material that cover risk factors, emergency action plan, and coach liability.*

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### Analysis and Decision-Making Process for Situations That Have Ethical Implications



## **Ethical Decision-Making Process**

### **Step 1 - Establish the Facts of the Situation**

When faced with any situation or problem in coaching, your first task is to establish exactly what has happened (or is happening) and who is involved in the situation before trying to figure out what you will do about it.

At this stage, ask yourself the following questions:

- What has happened or what is happening? When and where did certain events occur? Get the facts from all the parties involved, and look at the situation from both sides if there is disagreement or conflict.
- Who is (or might be) involved in or concerned by the situation?
- What do the parties involved have to say about the situation (i.e. what are all sides of the story)?

### **Step 2 – Determine What are the Issues in the Situation:** ***(a) Does the Situation Have Legal Implications?***

Once the facts have been clearly established, the next step consists in determining whether or not the situation has legal implications. Two useful questions to ask yourself at this stage are:

1. Has anyone been harmed by the action or decision of another, and if so, in what way?
2. Does the action or the situation contravene an existing law?

#### **Examples of Situations That Have Legal Implications**

- **Actions that are criminal or quasi-criminal** - These are wide-ranging and could include theft, assault, sexual assault, other sexual offenses, possession of narcotics, underage drinking, driving without a license or insurance, forgery, fraud, vandalism, etc.
- **Actions that breach a contract** - These could include someone acting outside the scope of their delegated authority, violating agreed-upon rules relating to the use of a facility or equipment, or failing to meet other contractual obligations.
- Actions or information indicating there are **reasonable grounds to believe that a child may be in need of protection**.

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- **Actions that are discriminatory** - Actions of a government, organization or individual that are contrary to the *Canadian Charter of Rights and Freedoms*, the *Canadian Human Rights Act*, or any provincial human rights legislation.
- **Actions that constitute harassment** - Harassment is a form of discrimination and is contrary to human rights laws: in its extreme form, harassment may be a criminal offense.
- Actions, even those that are not intentional, that could constitute **negligence**, as legally defined.

### Actions to Take in Situations That Have Legal Implications

A coach occupies a position of authority and, accordingly, has important legal responsibilities. When a coach is confronted by a legal situation such as those described on the previous page, he/she has a duty to do something about it.

This would involve:

- **Reporting the situation to the police**, where the coach is aware of or reasonably suspects criminal or quasi-criminal activity.
- **Reporting the situation to child protection authorities**, where a coach suspects that a child has suffered physical or emotional harm, or is in circumstances where a risk of such harm exists.
- **Reporting the matter to the employer or to the organization** having authority over the persons involved in the conduct, for all other legal matters.



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### Critical Path: Determining if a Situation is Legal

#### Determine the Facts of the Situation

Based on the facts, determine if the situation is legal. It will automatically be so if it relates to one or more of the elements below:

- **Actions that are criminal or quasi-criminal** - These are wide-ranging and could include theft, assault, sexual assault, other sexual offenses, possession of narcotics, underage drinking, driving without a license or insurance, forgery, fraud, vandalism, etc.
- **Actions that breach a contract** - These could include someone acting outside the scope of their delegated authority, violating agreed-upon rules relating to the use of a facility or equipments, or failing to meet other contractual obligations.
- Actions or information indicating there are **reasonable grounds to believe that a child may be in need of protection**.
- **Actions that are discriminatory** - Actions of a government, organization or individual that are contrary to the *Canadian Charter of Rights and Freedoms*, the *Canadian Human Rights Act*, or any provincial human rights legislation.
- **Actions that constitute harassment** - Harassment is a form of discrimination and is contrary to human rights laws: in its extreme form, harassment may be a criminal offense.
- Actions, even those that are not intentional, that could constitute **negligence**, as legally defined.

YES

#### Actions to take

Inform appropriate authority:

- Police
- Child protection service
- Employer
- Other

NO

#### Use the ethical decision-making process

## **Step 2 – Determine What are the Issues in the Situation: (b) Does the Situation Have Ethical Implications?**

### **Situations That Have Ethical Implications**

Law and ethics are related and overlap, but they are not identical. Conduct that is illegal is always unethical. Yet, some forms of conduct may be unethical even though they are legal. The law therefore represents an absolute minimum standard of behaviour, while the standard for ethical behaviour is somewhat higher.

When the coach encounters a situation that does not violate any law but nonetheless raises moral questions, he/she must make decisions about how best to respond. Under these circumstances, ethical principles are often called upon.

### **When Can a Coach Know that a Situation has Ethical Implications?**

Ethical conduct can be described as a behaviour that meets accepted standards or principles of moral, professional or just conduct. Unethical behaviour is the contrary, i.e. actions or decisions that are immoral, unprofessional or unjust.

Once you have determined that the situation is *not* of a legal nature, it is important to determine whether it presents an ethical issue. At this stage, ask yourself the following question:

Given the facts that have been identified, is there a reasonable doubt that the situation might impact on, or be related to, one or more of the following?:

- ☐ Safety of one or more individuals
- ☐ Short or long term well-being or health of one or more individuals
- ☐ Respect for established principles, rules (rules of the team, the game, etc.), or policies of an organization
- ☐ Obligations, loyalties, word given, prior commitments made, responsibilities of the person(s) concerned
- ☐ Appropriate use of power by the individuals in a position of authority
- ☐ Objectives and goals sought by the group or by an individual
- ☐ Behaviours or practices that are generally considered acceptable, or that are expected under the circumstances at hand (standard of behaviour)
- ☐ Fairness and equity; using acceptable means; respect of others
- ☐ Confidentiality of information and privacy; appropriate use of information

At this stage, any statement from the above list that you have checked should cause you to believe that there are one or more ethical issues in the situation.

### Step 3 - Identify Potential Decisions That Could Be Made or Actions Undertaken, and Consider What Might Result in Each Case

Because they often relate to sensitive issues, ethical situations may generate some degree of emotional reaction. As a result, some individuals may have a tendency to react quickly and spontaneously, and to make quick decisions. Sometimes, this may affect their judgment and the quality of the decisions they make.

Having determined that the situation does have some ethical implications and identified some potential ethical issues (based on the statements listed in the previous step), you should now identify *options for decision or for action*, and assess *potential consequences in each case*. This reflection represents an important step in the ethical decision-making process because it shows that you care about what might happen to others.

Start by asking yourself: ***“What could I do in this situation?”*** In the process of answering this question, think about a variety of options. The first one to consider should be “not making any decision” or “taking no action”. This would be the least demanding option, and it could be thought of as representing one end of a continuum of possibilities. As a second step, consider the other “extreme” of the continuum, and think of the most comprehensive or liberal action you might take in the situation. Then, identify several intermediate options. Do not rule out any option at this stage, even though at the outset it may appear an unlikely choice.

#### Continuum of Options for Decision or for Action



Do nothing or  
make no decision

Intermediate  
options

Most comprehensive or  
liberal action or decision  
that can be made

Once several options for decision have been identified, think about ***“What might happen if ...”***. This will enable you to assess potential consequences that may result from each option. In many ethical situations where a “Yes – No” decision must be made, the following questions are likely to arise:

- What might happen if the coach *chose not to make any decision or took no action*?
- What might happen if the coach’s position were *favorable* to the situation, question, or issue at hand?
- What might happen if the coach’s position were *not favorable* to the situation, question, or issue at hand?

## **NCCP Code of Ethics**

### **What is a Code of Ethics?**

A code of ethics defines what is considered good and right behaviour. It reflects the values held by a group, and outlines the expected conduct of members while they perform their duties. It can also be used as a benchmark to assess whether certain behaviours are acceptable.

### **Why a Code of Ethics in Coaching?**

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

The NCCP Code of Ethics can help coaches to evaluate issues arising within sport because it represents a reference for what constitutes “the right thing to do”.

### **Principles of the NCCP Code of Ethics**

The NCCP Code of Ethics is a simplified version of the Code of Ethics of the Canadian Professional Coaches Association (CPCA). However, both codes deal with the same fundamental principles and beliefs:

1. Respect for Athletes
2. Coaching Responsibly
3. Maintaining Integrity in Relations with Others
4. Honouring Sport

The following pages provide a description of each principle and outline implications for coaches.

The Fair Play principles, which follow the NCCP Code of Ethics, relate to the principle of “Honouring Sport”.

# COACH DEVELOPMENT PROGRAM REFERENCE MANUAL NCCP Code of Ethics

## 1. *Respect for Athletes*

The principle of *respect* for athletes challenges coaches to act in a manner respectful of the dignity of those involved in sport. This principle is based on the basic assumption that each person has value and is worthy of respect. Acting with *respect for participants* means that coaches:

- Do not make some participants feel more or less worthy as persons than others, on the basis of gender, race, place of origin, athletic potential, colour, sexual orientation, religion, political beliefs, socio-economic status, marital status, age, or any other conditions.
- Have a responsibility to respect and promote the rights of all participants. This is accomplished by establishing and following procedures for **confidentiality** (right to privacy), **informed participation** and **shared decision-making** (right to self-determination – athletes' rights), and **fair and reasonable treatment** (right to procedural fairness). Coaches have a special responsibility to respect and promote the rights of participants who are vulnerable or in dependent positions, and therefore less able to protect their own rights.
- Interact with others in a manner that enables all participants in sport to maintain their dignity.
- Build mutual support among fellow coaches, officials, athletes, and their family members.

## 2. *Coaching Responsibly*

The principle of *coaching responsibly* carries the expectation that the activities of coaches will benefit society in general, and athletes in particular, and will do no harm. Fundamental to the implementation of this principle is the notion of competence, which implies that coaches should be well-prepared and possess up-to-date knowledge of their discipline so that they will be able to maximize benefits and minimize risks to athletes.

In addition, *coaching responsibly* implies that coaches:

- Act in the best interest of the participant/athlete's development as a whole person.
- Recognize the power inherent in the position of coach.
- Are aware of their personal values and how these affect their behaviour.
- Acknowledge the limitations of their knowledge and competence in their sport.
- Accept the responsibility to work with other coaches and professionals in sport in the best interests of the athletes.

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### 3. Integrity in Relationships

Behaving with *integrity* means that coaches are expected to be honest, sincere, and honourable in their relationships with others. Acting on these values is possible when coaches have a high degree of self-awareness and the ability to reflect critically on how their views and opinions influence how they interact with others.

In coaching, critical reflection questions existing assumptions about the values and practices that govern coaches' actions. The essential component of critical reflection is an attitude based on (i) open-mindedness, i.e. an active predisposition to hear more than one side of an issue; (ii) active inquiry, i.e. asking why things are done the way they are; and (iii) sincerity, i.e. coaches being genuine in their coaching relationships.

### 4. Honouring Sport

The principle of *honouring sport* challenges coaches to recognize and promote the value of sport for individuals and teams, and for society in general. *Honouring sport* implies that coaches:

- Act on and promote clearly articulated values related to coaching and sport.
- Encourage and model honourable intentions and actions.

### Fair Play Principles

In addition to a Code of Ethics, coaches and athletes should abide by the principles of Fair Play. Applying Fair Play principles implies that all those involved in sport recognize the importance of fairness, a respectful attitude, and appropriate conduct when engaged in sporting activities, and agree to model and promote them.

The following are examples of Fair Play behaviours for coaches, athletes, officials, and parents:

- Follow all of the rules, and never seek to deliberately break a rule.
- Aim to compete fairly, using talent and ability to win; refuse to win by illegal means or by cheating.
- Respect the official(s), and accept their decisions without doubting their integrity.
- Recognize good performances by the opponent.
- Maintain dignity in all circumstances, and demonstrate self-control. In defeat, recognize with dignity the superiority of the opponent. In victory, act modestly, and do not ridicule the opponent.
- For the officials – know all the rules well, and apply them with impartiality at all times.

**Note:** *The Fair Play principles, the NCCP Code of Ethics, and the sample codes of conduct for parents and athletes found in the appendix can all serve as starting points to help in the creation of a team code of conduct that is designed and agreed upon by the athletes, parents and other coaches of your team.*

## **Step 4 – Identify the Pros and Cons of Each Potential Decision That Could Be Made**

As part of a thoughtful decision-making process, you should now assess the pros and cons of each option for decision. Below is a list of criteria that can help you perform such an assessment. These reflect the principles and the values of the NCCP Code of Ethics, and are classified into two categories based on whether they relate primarily to the **outcome** (or result) of the decision, or the **means** (or process) used to reach a decision.

### **Criteria That Relate Primarily to the Outcome**

- The option promotes the achievement of a positive outcome for the majority of the individuals concerned.
- The option minimizes the negative implications that may follow.
- Potentially negative implications affect the fewest people possible.
- The option does not represent a risk for the physical, intellectual, emotional or social development of a person.
- The option does not represent an obstacle to the achievement of a person's or a group's goals.
- The option seeks to protect the interests of others who might be in a vulnerable position.

### **Criteria That Relate Primarily to the Means**

- The option is fair and respects the rights of everyone regardless of athletic potential, sex, race, language, age, religion, etc.
- The option takes into account and is consistent with all established rules and principles.
- The option is consistent with successful decisions or actions taken in the past in similar situations.
- The option respects the authority of people in a position of responsibility.
- The option is based on credible information.

## Step 5 – Select the Best Option for the Decision

### Making Decisions That Are “Just and Reasonable”

We are now reaching a crucial phase of our process, i.e. the one where a decision must be made. At this stage, it is important to bring together key elements of the previous steps and reflect on how to make “the best possible decision under the circumstances”.

In Step 4, we used certain criteria to assess the merit of a variety of options for decision or for action. Based on these criteria, a solution that is “just and reasonable” can therefore be defined as one that:

1. Results in a positive outcome for the majority of the individuals concerned.
2. Minimizes the negative implications for all parties involved.
3. Appears to be the “right thing to do” with regard to your coaching duties and responsibilities.
4. Is being made using a fair and equitable process.
5. Is consistent with certain expected standards of behaviour, such as those outlined in the NCCP Code of Ethics.

However, despite the availability of such criteria, not all ethical decisions are clear-cut. In some instances, a coach may experience some difficulty in making a decision because there appears to be **more than one reasonable solution**. Sometimes, making a decision will even involve sacrificing one value for another. To rank options that seem reasonable with a view to “making the best possible decision”, we will now consider the following aspects:

1. What factors could possibly influence decision-making?
2. How can one prioritize principles or values in which he/she strongly believes, but that seem in conflict in the situation at hand? In other words, what do you do when you are confronted with an *ethical dilemma*?

### Factors That Can Influence Decision-Making

The decisions we make can be influenced by many factors that we may or may not be fully aware of. When taking a position or making a decision in a situation that has moral or ethical implications, it is important to ensure that we remain as objective as possible.

Many of the previous steps were aimed at ensuring a high degree of objectivity. As you get closer to the making of your decision, it may be useful to consider certain factors that may influence you. This can help you to (1) become aware that certain factors might indeed be influencing you, and (2) assess to what degree they might drive your actions or decisions.

For the purposes of our ethical decision-making process, we will consider two potential sources of influence:

- (1) Internal factors
- (2) External factors



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### Internal Factors of Influence

Internal influences are those that are intimately associated with the individual who is faced with making the ethical decision.

#### Personal Values

- Have you experienced a similar situation before? If so, what did you do and how did things turn out?
- How would your family have viewed such a situation?
- What did you learn from your education about the kind of situation you are now faced with?
- How might spiritual or religious background/values impact on your evaluation of the issue?
- How did you learn to view the situation at hand?
- How might your level of experience impact on your ability to make an objective decision?

#### Personal Circumstances

- Does the decision have the potential to impact on your employment status? (Does your decision impact on someone who has an interest in the team but also controls your employment status?)
- How might your decision impact on your reputation in the club/sport/situation? (Will your decision alter peoples' views of your coaching approach?)

### External Factors of Influence

External influences are those that arise from society, or from the environment in which the individual who is faced with making the decision lives.

#### *Economics and Politics*

- How might your decision impact on the economic situation of your team/club? (e.g., types of sponsorship – tobacco).
- What are the political influences and/or ramifications of your decision? (gender issues)

#### *Severity of Situation*

- How immediate is the need to make a decision? (e.g., is the safety of an individual at stake?)
- Would delaying the decision be potentially harmful?
- Who and how many people will be affected, and in what way?

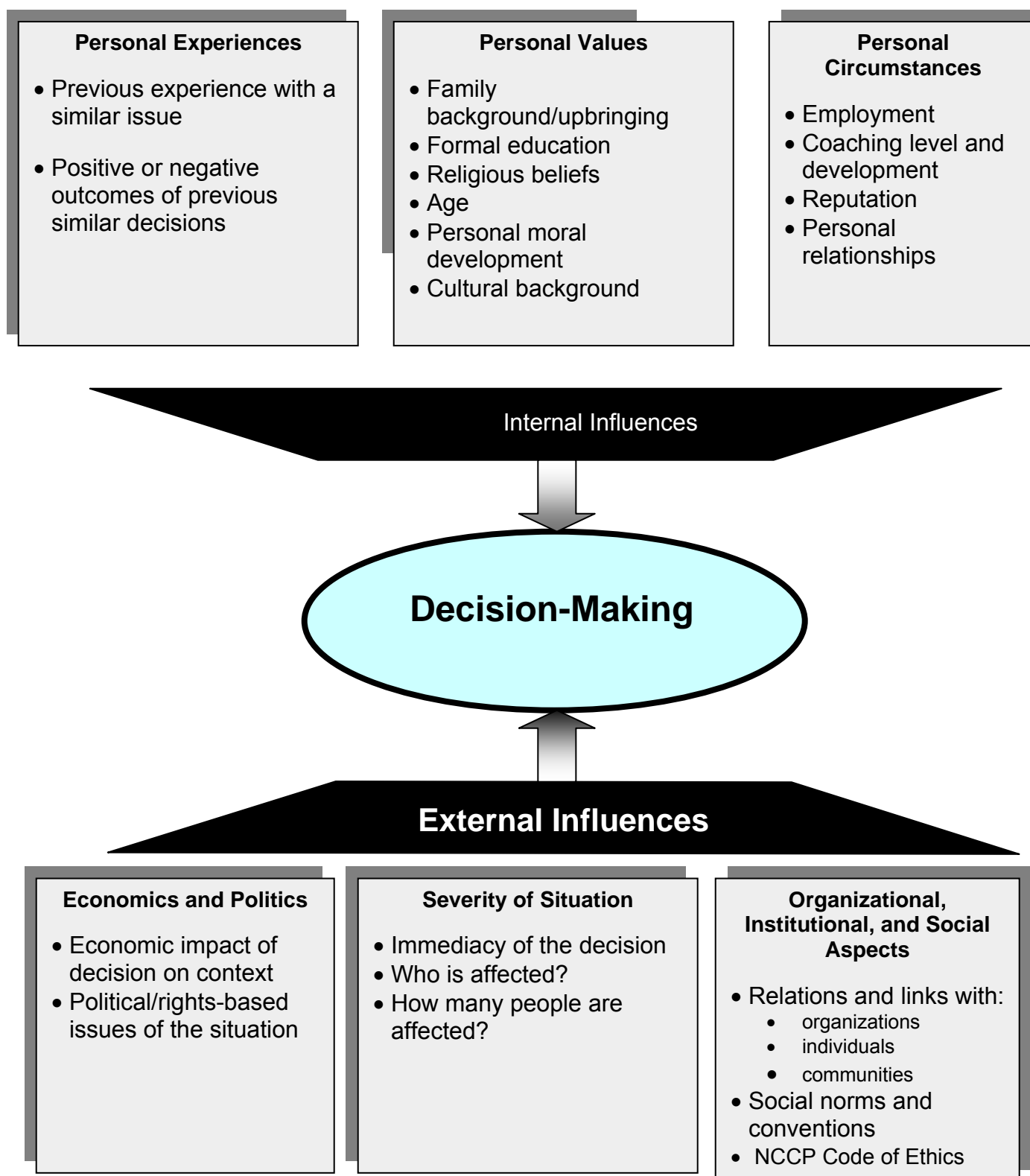
#### *Organizational and Institutional*

- Do the values of the coach match those of the administration or the decision-makers in the club setting?
- Does the decision impact on others in other organizations and how will the decision affect relationships?
- Do the coach's values match those of the community?
- Does the coach have values that contrast with wider societal values?

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### What Influences How You View a Situation and the Decisions You Make?

*This figure has been adapted from Malloy, Ross, and Zackus, 2000*



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### Moral Dilemmas and Ethical Decision-Making

As mentioned previously, certain ethical situations may generate strong feelings or doubts because there seems to be more than one reasonable solution. Sometimes, making a decision even involves sacrificing one value for another. When there are two potentially right solutions, such situations are referred to as **ethical dilemmas** – a **conflict between values we wish to maintain**.

**The challenge in ethical decision-making is to determine which value you will maintain in your course of action.**

Examples of possible conflicts between values, or ethical dilemmas, are provided below.

#### **Team Rules vs. Parental Rights and Authority**

A Team has a standing policy of curfew being set at 10:00 PM at away competitions. All parents give sign-off approval on this and other policies at the beginning of the year. One parent who often travels with the team routinely allows his/her son/daughter to stay up past this hour.

#### **Team Rules vs. Winning the Competition**

A Club has a strict policy of no swearing when on clubhouse grounds. The pre-established penalty for such speech is a one-competition automatic suspension. The day before the championship competition, the leading athlete has a temper tantrum during practice and mouths off using foul language to another athlete on the team.

#### **Duty to Do No Harm Principle vs. Athlete's Will/Rights to Play**

An athlete has been experiencing chronic knee pain as a result of a growth spurt. The athlete is begging you to be allowed to play in a key competition, and the parents support this athlete in his/her eagerness to play.

#### **Questions to Help You Prioritize Principles and Values When Faced With an Ethical Dilemma**

Sometimes, it is relatively easy to determine which value should take priority (e.g., safety of athletes in your care) but in others, it is not as clear (e.g., amount of playing time for each athlete).

When someone is faced with an ethical or moral dilemma and is forced to choose between two values, it is normally his/her most deeply held beliefs that will dictate the course of action.

Having thoroughly determined the pros and cons of the various options for decision using the criteria proposed in Step 4, and having reflected on some factors that may

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

influence your decision-making, you can resolve an ethical dilemma by asking yourself the following questions:

- Which criteria (or value) do you consider the most important from those listed in Step 4?
- What does the NCCP Code of Ethics suggest in this type of situation?
- Is there another value in which you strongly believe, and that you would seek to maintain at all costs? If so, which is it?

### Do No Harm Principle

**Even though it is a sensitive issue to suggest a ranking of your values, the NCCP nonetheless considers that, above all, it is the duty of all coaches to ensure the decisions they make and the actions they take will result in no harm, physical or other, to the athletes.**

#### **Questions That May Help You to Validate That Your Decision is “Just and Reasonable”**

Having gone through all the previous steps, you may still want to validate one more time that your decision is really “just and reasonable”, by asking yourself the following questions:

- Would you make this decision in all similar cases?
- If you feel that you cannot apply your decision to all similar cases, what might be a reasonable and justifiable exception? If so, in which circumstances? Do such circumstances apply in the present situation? What leads you to believe that an exception might be justified in this case, but not in other situations?
- Is the decision consistent with previous decisions that have been made in similar situations in the past, and that have resulted in a positive outcome?

Going through this last series of questions should enable you to be confident that you have made the best possible decision under the circumstances, and give you additional arguments to fully assume the consequences that may unfold when the decision is announced or implemented.

## Step 6 – Design an Action Plan to Implement the Selected Decision, and Plan to Manage its Consequences

In Steps 1 to 5, you have been through a thorough reflection process that has made it possible for you to make a “just and reasonable decision” in response to an ethical situation. The question now arises: “*What to do next?*”

Putting your decision or plan of action into effect requires that you consider a number of things, particularly if it involves dealing with individuals or groups of people. Consider the following questions as you establish an action plan:

**Choose your path.** Exactly what is it that you are going to do? Plan carefully the steps you are going to take.

**Think about what may happen.** Consider the likely outcomes of the decision and how will these consequences be managed?

**Identify who needs to know.** Consider carefully who needs to be informed of, or involved in, the implementation of the action plan or decision.

**Determine if you can deal on your own with the person involved.** Is it appropriate to seek an *informal resolution* in this situation? In issues not involving a contravention of the law, it is often best to try and deal with the issue informally and directly with the individual involved. We often refer to this as adopting the *conservative approach*. It has the advantage of conferring responsibility for actions upon the party involved and allows them to resolve the situation while maintaining their own sense of dignity and self-respect. It also establishes a degree of trust between parties involved. Approach the individual, and inform him/her of your observations or what has been shared with you. Give him/her a chance to respond, and a chance to do the good or right thing.

**Warn, don’t threaten.** This is an important concept when dealing with a situation at an informal level. This entails informing the individual of the logical consequences of what can happen if a situation is not resolved, rather than threatening the person with an “end of run” right out of the gate! This is plan B. Keep plan B in your back pocket.

**Think about what you might do next if the informal resolution doesn’t work.** In the event an informal resolution does not work, carefully consider what to do next. Inform the individual that you now have to follow up with “plan B”. Consider who should be contacted, and what level of authority you should now involve in this situation.

### General Coaching Tips

When in doubt or faced with an ethical dilemma, think about the “do no harm” principle.

Never “second-guess” yourself on decisions made with integrity, intelligence, thoroughness, and based on accepted values.

Make sure you are clear about your coaching values, and that you can talk about them in a way that is clear, simple, and easily understood by everyone.

Cross-reference your coaching values and principles with the NCCP Code of Ethics.

Pay attention to what is important to kids in establishing your ethical standards.

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

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### Acknowledgements

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### DESIGN AND CONDUCT A DRILL

#### Design a Drill – 4 Steps

##### Step #1: Select the Skill to be Learned and know its Purpose

- Know the core skills
- Work with Skill Inventories

Select the skill and understand what the skill means — how the skill is used in the sport, and where and when it is used.

Example: The Sweep Pass

The sweep pass is one of the most efficient and effective methods of moving the puck.

When you are instructing, you will have the freedom to teach things in the order that you want, however, it is important that your list is at least similar to the **sequences** recommended in the Hockey Canada Skills manuals or the Skill Inventory in this workbook. The manuals match the skills with the players learning stage and their growth and development stage. It is a good idea to develop a list of skills; this list should start with basic and progress to more complex skills.

##### Step #2: Select three or four key teaching points to explain.

Select short, descriptive key words or phrases to highlight the teaching. Use the Hockey Canada Skill Manuals or Skill Inventory to identify some of the key teaching points.

Example: This explanation is for (2 stationary players) a left handed player performing a sweep pass to a player's right.

- While stationary with the puck, the player with the puck looks for the teammates stick as a target.
- The player with the puck draws the puck slightly to the left of the midline of the body while maintaining eye contact with the target.
- The player with the puck sweeps the puck forward from heel to toe of the stick and follows through low to the target.

Key Words:

Eyes on Target / Puck Past Midline / Heel to Toe / Follow Through Low

##### Step # 3: Select the Demonstration.

Consider the number of learners present and decide what formation to put them in where all will be able to see and hear clearly.

Instructors often demonstrate a skill several times themselves and then ask a player to step out and try it under their guidance.

Example: All players on the outside of one face off circle. Coach in the middle demonstrating for a 2-3 minutes. Then, divide team into 4 groups and move them to the remaining face off circles to complete the same drill.

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### Step #4: Plan for Feedback During the Drill

Feedback during practice serves three important functions in learning:

1. to guide improvement
2. to measure progress
3. to provide encouragement

Providing feedback for your players is critical in developing skills. Always remember to:

- Give the "good" picture. Demonstrate what you want, not what the player is doing incorrectly.
- Be positive. Acknowledge what is being done well, then point out what should be worked on.
- Be specific. Demonstrate exactly what it is you want done.
- Don't forget your goaltender(s), they require the same kind of feedback. Evaluate performance, not people or the outcome.

### Conduct a Drill:

Step #1: Explain the Drill and its Purpose

Step #2: Explain the 3 or 4 Key Teaching Points

Step #3: Demonstrate the Drill

Step #4: Provide Feedback during the Drill

**Tip:** Try to average 3 min. to conduct steps #1-3 and 7 min, for step #4

### Using the Hockey Canada Skill Manuals

The Hockey Canada Skill manuals have self-contained lessons for the different levels of development. These lessons have been developed to assist you in conducting a practice. Here are some of the Key Aspects of the Manuals:

- Each lesson has an objective, key teaching points, teaching aids, diagrams, description and time sequence.
- Lessons contain key elements of warm up, teaching, review, practice, fun activities, game situations and cool down.
- Lessons are based on progression where one skill is built upon another.
- Reviews will direct coaches to the previous lesson for reference.
- Lessons can be modified to suit your age and competitive level.
- The manuals have tools for monitoring and reporting progress.



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### TEACH INDIVIDUAL SKILLS

As a coach, you have the responsibility of teaching skills and telling your athletes whether or not they are using proper technique in their skills. You should also be able to tell them the specific corrections which will improve their skills. Sharpening your abilities in skill analysis and specific feedback will assist in making you a better coach. It will also enable you to conduct meaningful practices by selecting accurate and specific drills. You can analyze skills using two principles of movement.

#### Two (2) Principles of Movement

All the principles of movement are based on how forces are made by or act on the athlete's body. These forces produce athlete movements of a certain speed, acceleration and power. In turn, the quality of the skill is determined.

##### **Principle #1: Use All the Joints That Can be Used.**

Forces from each joint must be combined to produce a maximum effect. When all the joints that can be used are used, there is a substantial increase in skill quality. When all the joints that can be used are not used, there is a substantial decrease in skill quality. Example: forward skating / sweep pass.

To correct an athlete error of Principle #1, you adjust preliminary movements. Before you jump up, you have to crouch down. Before you throw a ball forward, you have to have to bring your arm back. Most preliminary movements are opposite to the skill that follows. If your athletes are not using every joint that they should, you can tell them what preliminary movement is missing.

##### **Principle #2: Use Each Joint in Order.**

Joints which have large muscle and are in the centre of the body should be used before joints that have small muscles and are in the arms and legs. Movement should begin with the large muscle groups and progressively move out through to the smaller muscles. The resulting motion should be fast and continuous producing a movement in perfect sequence and timing. Example: Skating backwards to forwards.

To correct an athlete error of Principle #2, (either the wrong sequence or timing of the parts of a skill) you demonstrate the whole skill, break the skill down into its parts, practice those parts, and then put the whole skill back together again. This correction technique is called whole – part – whole teaching. During the part teaching sequence, you must emphasize the use of proper technique. Rushing through the skill in its entirety often confuses the learner and promotes bad habits.

#### Individual Skill Inventories

There are five (5) categories of core technical skills for hockey. These are skating, puck control, passing/receiving, shooting and checking. Each of these can be put into more specific actions. These are the ones that end up in our inventories.

Analyzing these skill inventories will help us plan for the season, design practices, identify teaching points, develop progressions and detect and correct errors.

Develop a practice observation strategy that will combine the two (2) principles of movement with the individual skill inventories to analyze and correct errors.

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### SKILL INVENTORY

#### SKATING SKILLS

##### 1. Stance

- Skates parallel, shoulder width apart
- Toes pointed straight ahead and knees bent
- Head up with body leaning slightly forward
- ☐ Stick close to ice, held in two hands

##### 2. T- Push

- Skates in T-position to start
- Does player make a strong push until leg is fully extended, then transfer weight to the glide foot?
- Can player do with both legs?

##### 3. Glide Turns

- Shoulders and head initiating the turn
- Does player lead with inside skate with weight slightly back on heels
- Can player perform the turn in both directions

##### 4. Stopping (1 o'clock and 11 o'clock)

- Is player gliding in basic stance posture?
- Is heel turned out and weight put on ball of foot?
- Knees bent and back straight
- Can player do both stops?

##### 5. Backwards Stance

- ☐ Keep head up, chest out, shoulders back
- ☐ Are knees bent, back straight, feet shoulder width apart?
- Is weight evenly distributed along the blade of both skates?

##### 6. Lateral Movement

- Does player completely cross front foot over back foot?
- Is weight on front half of skates?
- Does player keep shoulders square?
- Can player perform movement in both directions?

##### 7. Front Start (Acceleration)

- Does player turn skates to make "V" and lean forward to initiate the start?
- Do skate blades on initial strides open to outside so that toes are pointing out?
- Does player use partial leg extension (running action) for the first 5-6 strides?
- Are skates low to the ice for quick recovery?
- Is player in full stride after six strides?

##### 8. Two Foot Stop

- Is player using both blades: (i.e., inside edge of front skate and outside edge of back skate?)
- Does player's body turn at 90 degrees to direction of motion?

##### 9. Stride Skating

- Does player use ankle and toe snap, low to the ice and into the ice?
- Does player bring recovery foot back in low and underneath the body?

##### 10. Short Stick Theory

- Without skates, stick length should be just below the chin.
- While on skates, stick length should be just below the shoulders.
- A short stick will assist with skating by helping to keep the knees bent.

##### 11. Cross Over Pumping

- ☐ Is player making a complete crossover of the outside skate over the inside skate?
- Is player getting full extension of both legs while completing the stride?

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### 12. Backwards V – Stop

- Are feet shoulder width apart?
- Do toes turn out, heels in, and knees bend to begin stop?
- ☐ Does body lean forward, as player digs in with inside edges?
- ☐ When stop is completed, does player end up in basic stance?

### 13. Forwards to Backwards Pivot

- Is player leading with the upper body - head, shoulder and then hips
- Is the player taking the weight off the planted foot?
- Is player able to make a 180 degree turn towards the left and a 180 degree turn to the right?

### 14. Backwards to Forwards Pivot

- ☐ Is player leading with the upper body - head, shoulder and then hips
- Are the skates going heel to heel?
- Does player push off gliding leg as skate is planted?

### 15. Tight Turn

- ☐ Is player making a definite body lean into the turn?
- ☐ Does player exert pressure on inside edge of follow foot and outside edge of lead foot?
- ☐ Is player rocking back on the skates,
- Can player perform tight turn to both sides?

### 16. Cross Over Start (Forward)

- Does player get short powerful push from each blade?
- Does player maintain balance after crossing leg?
- ☐ Does player get good second push?
- Can player perform movement to both sides?

### 17. Backwards Stop (One Foot)

- ☐ Is player using inside edge of back skate to brake?
- ☐ Does player maintain balance and go into ready stance for T-push:
- Is player able to stop to either side?

### 18. Forward Cross Over Start

- Player is facing sideways to intended direction, skates slightly closer together than in basic stance.
- ☐ Does player use inside edge of outside leg? Does player use outside edge of inside leg?
- Are first 3-4 strides short, and then lengthened?
- Do head and shoulders rotate in direction of movement?
- Can player do to both sides?

### 19. Front Foot Stop

- ☐ Is body weight on front leg?
- ☐ Is player using inside edge of front skate?
- ☐ Is back leg slightly off the ice?

### 20. Lateral Movement

- ☐ Does player start from basic stance?
- ☐ Does player's body move at right angles to the direction of movement?
- ☐ Can player do in both directions?

### 21. Backward Cross Overs

- ☐ Is head up looking at an imagined opponent?
- Does player get extension with both legs, using both inside and outside edges?

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## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### PUCK CONTROL

#### 1. Stick Handling Forwards

- Head up and down
- Is the puck over the lead foot when striding
- Is the player rolling the puck smoothly and silently?
- Is the stick able to move freely in front of the skaters body? I.e short stick theory

#### 2. Stick Handling Backwards

- Head up and down
- Is the player rolling the puck smoothly and silently?
- Is the stick able to move freely in front of the skaters body? I.e short stick theory
- Is the player maintaining a correct backwards skating motion?

#### 3. Deking

- Head up and down
- Is the deke made outside the range of the poke check?
- Is the puck moving laterally across the body?

#### 4. Tight Turn Forehand

- Top hand moves across the body and underneath the arm pit
- Lower hand extends outward when turning
- Is player maintaining good body balanced position?
- Is the stick blade cupped over the puck

#### 5. Tight Turn Backhand

- Bottom hand moves into the body with the elbow in tight to the body
- Top hand extends outward when turning
- Is player maintaining good body balanced position?
- Is the lower hand palm up and the stick blade cupped over the puck

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### PASSING AND RECEIVING SKILLS

#### 1. Forehand Stationary Sweep Pass

- In puckhandling stance, can player propel puck reasonably accurately to a target area?
- ☐ Does player keep head up, looking at target?
- ☐ Is movement made with the upper body and with bent elbows?

#### 2. Forehand Stationary Receiving

- ☐ Does player put stick down for a target?
- Is blade at 90 degrees to line of puck?
- ☐ Does player "cushion" the pass on impact?

#### 3. Backhand Stationary Sweep Pass

- ☐ Does player start puck in the correct position with blade cupped over puck?
- ☐ Is head up looking at the target?
- ☐ Are hands well away from body?
- ☐ Is weight transferred from back to front leg as pass is made?
- ☐ Can player propel puck reasonably accurately to a target area?

#### 4. Lead Pass to Moving Target

- ☐ From a stationary position can the player properly lead a moving pass receiver to complete a 4 metre pass two out of three times

#### 5. Stationary Flip Pass

- ☐ Can player make a forehand flip pass over a low obstacle?
- Does puck have spinning action in flight?
- Does player follow through towards target?

#### 6. Stationary Backhand Pass and Receiving

- ☐ Does player cushion pass on impact?
- Does player maintain balance and control of the puck?
- ☐ Is backhand pass delivered without setting up?

#### 7. Pass Receiving in Skates

- ☐ Does player keep skate at right angle to direction of the puck?

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## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### Shooting Skills

#### 1. Forehand Sweep Shot

- ☐ Is stick gripped correctly?
- ☐ Does player bring puck beyond plane of the body?
- ☐ Is weight transferred?
- ☐ Are wrists being used properly upon release?

#### 2. Backhand Sweep Shot

- ☐ Can player make a forehand flip pass over a low obstacle?
- ☐ Does puck spin in flight?
- ☐ Does player follow through towards target?

#### 3. Moving Sweep Shot

- ☐ Does player transfer weight from back to front skate?
- ☐ Is balance maintained after the shot?
- ☐ Can player do both forehand and backhand shots?

#### 4. Flip Shot

- ☐ Does player tilt blade so that only bottom edge of blade contacts the puck?
- ☐ Is follow through high with a snapping of the wrists?
- ☐ Does player keep puck in front of front skate?

#### 5. Snap Shot

#### 6. Slap Shot

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### Goaltending Skills

See pages 54 – 57 of this Manual.

## **CHECKING SKILLS**

### **1. SKATING, POSITIONING AND ANGLING**

- Players should remain between the puck carrier and the pass receiver, gradually reducing the puck carriers space
- Players should skate parallel to the opponent or in an arc or circular movement but not in a straight line toward the opponent
- Players should skate slightly behind the opponent thus not allowing the opponent to turn up ice to the inside of them
- Players need to learn to control skate so that they can adjust their speed to their opponent's speed
- A players stick should always be in position to intercept a pass and as a decoy to force the opposition to the desired direction.

### **2. STICK CHECKS**

Checking with the stick can be categorized into five categories:

#### **1. Lift Check**



The lift check can be used anywhere on the ice. It is an excellent check often used when players are backchecking and attempting to regain possession of the puck.

#### **Key Teaching Points**

- Checker approaches the puck carrier from behind or from an angle behind them
- Lift the opponent's stick on the shaft near the heel of the stick enough to retrieve the puck under the stick on the exposed side of the player's body.
- Sealing off the puck carrier or isolating the puck carrier's arms and hands with pressure is effective prior to the lift check.

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### 2. Press Check



The press check is used a lot in the neutral and defensive zones of the rink. It requires strength and timing on the part of the checker, who attempts to immobilize the opponent's stick momentarily.

#### Key Teaching Points

- Close proximity beside opponent is necessary
- Place the stick over the shaft of the opponent's stick below the bottom hand
- Downward pressure timed just prior to or at the moment the opponent is to receive the puck for a scoring chance makes this check effective.

### 3. Sweep Check

The sweep check is used to check the puck from the opponent from the side or behind the puck carrier in a circular reach motion.

#### Key Teaching Points

- Top hand on the stick
- The shaft of the blade lays flat on the ice
- Make this check while moving as it allows the checker to regain position if successful
- Bend over forward or lower body to one knee to reach ahead sweeping in a circular motion
- Last choice is to dive onto belly for further reach. Only used to try to check a breakaway attempt

### 4. Tap Check

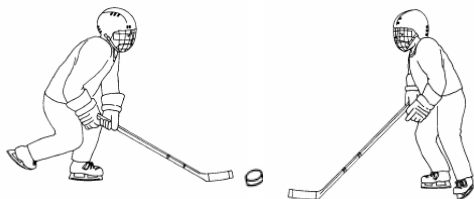
The tap check is used to hit the opponent's stick to force them to lose puck control while carrying the puck.

- Skate beside the puck carrier maintaining inside-out position
- While the puck is protected on the opposite side of the puck carrier's blade, tap the blade firmly so as to cause loss of control of the puck
- Target the top near the heel of the stick
- Ensure that it is not a slashing motion



## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### 5. Poke Check



The poke check is primarily used while playing a 1 on 1. This check is effective to make attacking player make a decision with the puck. Unfortunately, players often tend to linger with this checking resulting in the player being off balance and out of position.

#### Key Teaching Points

- Player remains in a strong ready position stance
- Tuck elbow with top hand only on the stick
- Perform a quick extension of the arm and the stick straight out when the puck carrier is in the range of the check
- Maintain the ready balanced position at all times

**REMEMBER:** The following elements should be taken into consideration when deciding which stick check to use;

- Location and position of the checker
- Degree of puck control of the puck carrier
- Amount of defensive support

### 3. BODY CONTACT

#### Key Teaching Points for Body Contact

- Reinforce angling/positioning skills as well as further enhancing the required skating skills
- Emphasize and further enhance the concept of controlling and the containing of your opponent
- Give contact confidence
- Inversely enhance the offensive players puck handling and puck protection skills
- Allow for teaching, stressing and reinforcing puck carrier/opponent safety tactics and the mature attitudes of respect
- Provide fun and enjoyment while learning in a competitive but safe environment

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### 4. BODY CHECKING

Coaches to view the Right Start video and the new 4 Steps to Checking CD to better understand the skill of body checking.

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### DESIGN DRILL PROGRESSIONS

The lessons in the Hockey Canada Skill manuals are arranged with one skill being built upon another. When we build one skill upon others, it is called a **progression**.

In hockey, we use a variety of progressions when we plan and teach. Here are some of the ways progressions can be used.

There is an order when we teach. Planning how you teach the skills will depend on the purpose of the instruction. Are you introducing a new skill? Is the lesson intending to practice or rehearse or refine a skill? Or does the lesson try to apply the skill? A successful teacher will be aware of the purpose of the practice. Each of those listed below will be taught differently.

Introduction – teaching the skill in a controlled environment.

Development – reviewing, refining or practicing the skill to develop proficiency.

Application – efficient drill to simulate game like scenarios.

Depending on the skill and age level, you might begin your progression at one of these levels. However, the athletes need to go through all three phases to learn their skills.

Find examples of each of these in the Resource Manual.

When we use or design drills to introduce, develop or apply skills, there will be a progression of drills.

- Teaching Points First
- Drills to develop the Individual Skills (Technical Drills) required.
- Drills to review or Practice the Skills (Tactical Drills) in the tactical situation they occur.
- Drills to apply the Skill in the game situation.

There may be skill development progressions within each of these areas.

#### Skill Development Progressions

We try to build one skill upon another. We work from simple to complex. When introducing the skill we want to control the environment. When developing the skill we want to move progressively towards the competitive situation. If the athlete is ready to apply the skill, it should be in a game like situation.

For example, we may want to introduce forward skating. We begin with the stance to create balance and force production. Drills will reinforce balance and ice confidence. The next drills will emphasize movement. First walking, then T-

pushes (2 foot), T-pushes one foot. The next phase may be striding. This is a simple progression for developing a striding skill.

Visit a series of drills in the Resource Manual to see how skills are developed through progressions.

#### Hockey Development Progressions

The hockey development pyramid is a useful tool for designing lessons.

By teaching skills before tactics and tactics before team play, you are using teaching progressions. You can build one skill upon another within categories or across categories. Progressions can occur within one practice, over a series of practices or over the course of the season.

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

Sometimes coaches pick up drills from other practices or from books and our teams. By being aware of the skills triangle and teaching progressions, you will be better able to identify the purpose of drills and evaluate the value of them. Your resource manuals are based on the concepts of the skill pyramid and teaching progressions.

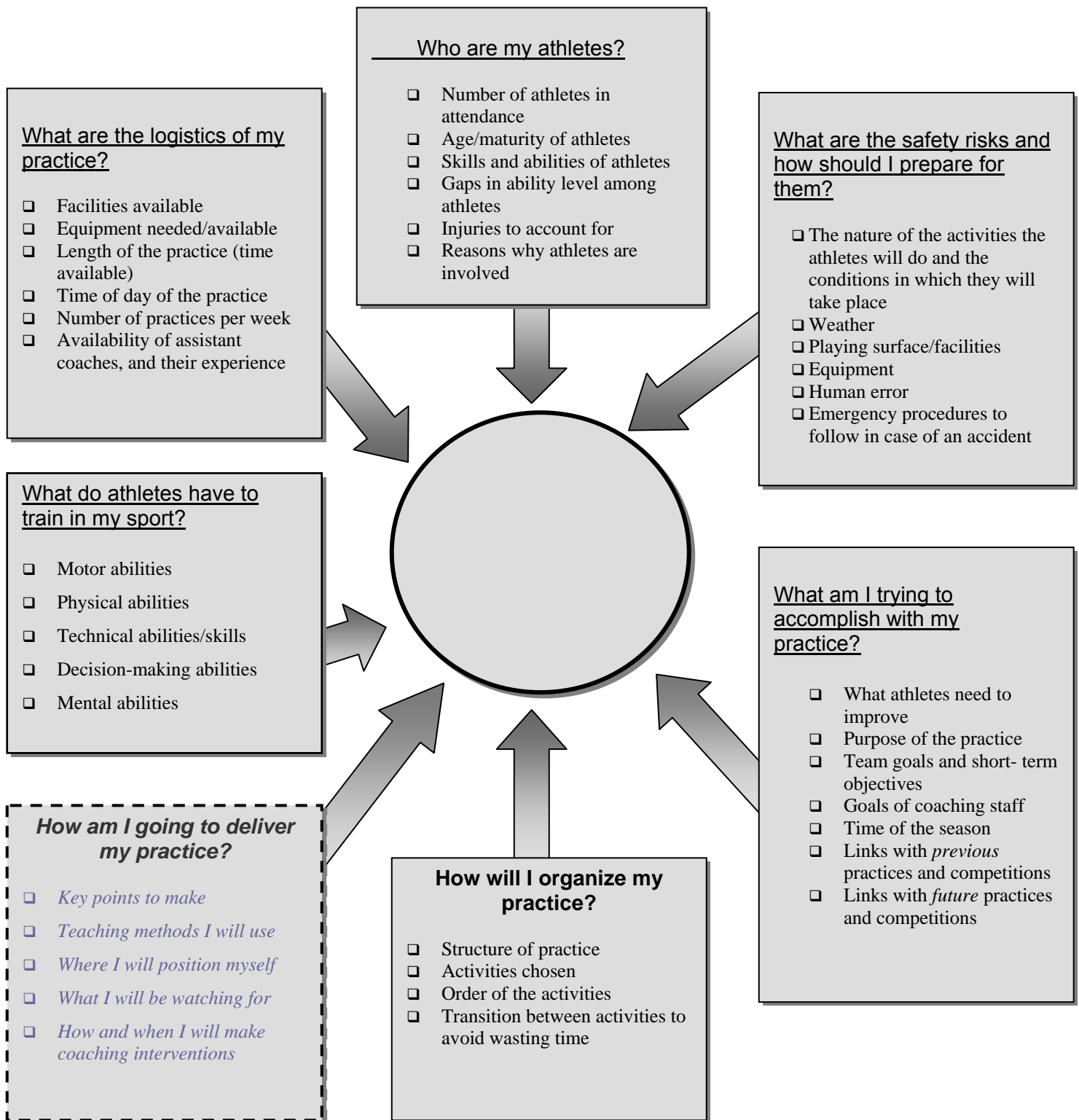
For an example, we want to teach our team to forecheck. Forechecking is a team tactic requiring the coordination of five players. Success at the forecheck requires ability with tactics such as angling. Angling depends on skills such as tight turns, cross overs, acceleration and V- stops. There without proper technical skill and effective tactical development, your forechecking will fail.

### **Tips for Effective Teaching**

- Teach what the player can handle.
- Teach new things early in the practice.
- Use progressions – work from the simple to the complex.
- Break complex skills down into smaller components
- Correct major errors at once
- Repeat drills for short periods at a time, but over many practices.
- Introduce and develop skills in a controlled environment, apply them in game like situations
- Praise effort and good performance.

# COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

## COMPONENTS OF AN EFFECTIVE PRACTICE



## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### 4d. EMERGENCY ACTION PLAN

An Emergency Action Plan (EAP) is a plan designed by the coach to assist him or her in responding to emergency situations. The idea behind the plan is that it will help the coach, and other volunteers, to respond in a professional and clear-headed way if an emergency occurred.

**An EAP must be in place prior to your first session with your team.**

An EAP should be prepared for a facility (arena or off-ice training site) where your team practices or plays games.

At a minimum your EAP should include the following items:

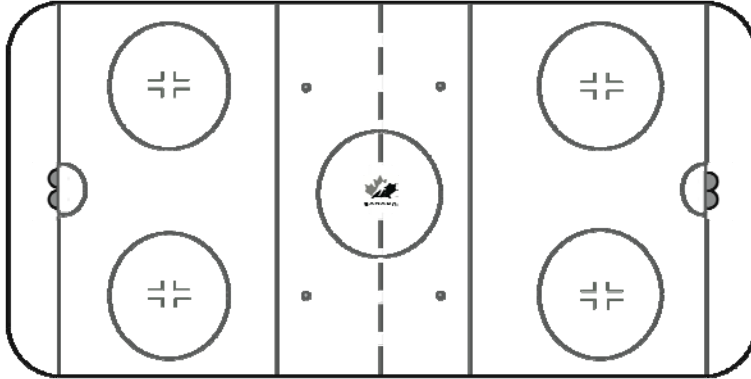
1. Designation in advance of whom is in charge in the event of an emergency.
2. Have a cell phone with you that is fully charged. If this is not possible, find out exactly where a telephone that you can use is located. Have the correct change in the case that you may need to use the pay phone.
3. Have emergency telephone numbers with you:
4. Facility manager, fire, police, ambulance, public safety
5. For athletes - parents, guardians, next of kin, family doctor
6. Have on hand a medical profile form for each athlete, so that this information can be provided to emergency medical personnel. Include in this profile a signed consent from the parent/guardian to authorize medical treatment in an emergency.
7. Have a first aid kit accessible and properly stocked at all times. All coaches are strongly encouraged to pursue first aid training
8. Designate in advance a "Call person" (the person who makes contact with medical authorities and otherwise assists the person in charge)
9. Be sure that your call person can give emergency vehicles precise instructions to reach the facility that you are at.

# COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

## AN EMERGENCY ACTION PLAN FOR HOCKEY

### Equipment Locations

*Please locate and identify areas on map. (i.e., first aid room, route for ambulance crew, telephone)*



### Emergency Telephone Numbers

Emergency	_____	Ambulance	_____
Fire Dept.	_____	Hospital	_____
Police	_____	General	_____

### 1. Person in Charge

- Most qualified person available with training in first aid and emergency control
- Familiarize yourself with arena emergency equipment
- Take control of an emergency situation until a medical authority arrives
- Assess injury status of player

Name: \_\_\_\_\_

### 2. Call Person

- Location of emergency telephone
- List of emergency telephone numbers
- Directions to arena
- Best route in and out of arena for ambulance crew

Name: \_\_\_\_\_

### 3. Control Person

- Ensure proper room to work for person in charge and ambulance crew
- Discuss emergency action plan with:
  - Arena staff
  - Officials
  - Opponents
- Ensure that the route for the ambulance crew is clear and available
- Seek highly trained medical personnel (i.e., MD, nurse) if requested by person in charge

Name: \_\_\_\_\_

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### PLAYER MEDICAL INFORMATION SHEET

Name: \_\_\_\_\_  
Date of birth: Day \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_  
Address: \_\_\_\_\_  
Postal Code: \_\_\_\_\_ Telephone: \_\_\_\_\_  
Provincial Health Number: \_\_\_\_\_  
Mother's Name: \_\_\_\_\_ Father's Name: \_\_\_\_\_  
Business Telephone Numbers: Mother \_\_\_\_\_ Father's : \_\_\_\_\_

Person to contact in case of accident or emergency, if parents are not available.

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_  
Address: \_\_\_\_\_  
Doctor's Name: \_\_\_\_\_ Telephone: \_\_\_\_\_  
Dentist's Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Please circle the appropriate response below pertaining to you child

Yes No Previous history of concussions  
Yes No Fainting episodes during exercise  
Yes No Epileptic  
Yes No Wears glasses  
Yes No Are lenses shatterproof?  
Yes No Wears contact lenses  
Yes No Wears dental appliance  
Yes No Hearing problem  
Yes No Asthma  
Yes No Trouble breathing during exercise  
Yes No Heart Condition  
Yes No Diabetic  
Yes No Has had an illness lasting more than a week in the past year  
Yes No Medication  
Yes No Allergies  
Yes No Wears a medic alert bracelet or necklace.  
Yes No Does your child have any health problem that would interfere with participation on a hockey team?  
Yes No Surgery in the last year.  
Yes No Has been in hospital in the last year.  
Yes No Has had injuries requiring medical attention in the past year.  
Yes No Presently injured.  
Please give details below if you answered "Yes" to any of the above items.  
Use separate sheet if necessary



## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

Medications: \_\_\_\_\_  
Allergies: \_\_\_\_\_  
Medical conditions: \_\_\_\_\_  
Recent Injuries: \_\_\_\_\_

Last Tetanus Shot: \_\_\_\_\_

Any information not covered above: \_\_\_\_\_

Date of last complete physical examination: \_\_\_\_\_

\* Any medical condition or injury problem should be checked by your physician before participating in a hockey program.

I understand that it is my responsibility to keep the team management advised of any change in the above information as soon as possible and that in the event no one can be contacted, team management will take my child to hospital/M.D. if deemed necessary.

I hereby authorize the physician and nursing staff to undertake examination investigation and necessary treatment of my child.

I also authorize release of information to appropriate people (coach, physician) as deemed necessary.

Date: \_\_\_\_\_ Signature of Parent or Guardian: \_\_\_\_\_

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### Steps To Follow When An Injury Occurs

**Note:** it is suggested that emergency situations be simulated during practice in order to familiarize coaches and athletes with the steps below.

#### **Step 1: Control the environment so that no further harm occurs**

- Stop all participants
- Protect yourself if you suspect bleeding (put on gloves)
- If outdoors, shelter the injured participant from the elements and from any traffic

#### **Step 2: Do a first assessment of the situation**

If the participant:

- is not breathing
- does not have a pulse
- is bleeding profusely
- has impaired consciousness
- has injured the back, neck or head
- has a visible major trauma to a limb
- Cannot move his/her arms or legs or has lost feeling in them

If the participant does not show the signs above, proceed to Step 3

**Activate  
EAP!**

#### **Step 3: Do a second assessment of the situation**

- Gather the facts by asking the injured participant as well as anyone who witnessed the incident
- Stay with the injured participant and try to calm him/her; your tone of voice and body language are critical
- If possible, have the participant move himself/herself off the playing surface. Do not attempt to move an injured participant.

#### **Step 4: Assess the injury**

Have someone with first aid training complete an assessment of the injury and decide how to proceed.

If the person trained in first aid is not sure of the severity of the injury or there is no one available who has first aid training, activate EAP. If the assessor is sure the injury is minor, proceed to step 5.

**Activate  
EAP?**

#### **Step 5: Control the return to activity**

Allow a participant to return to activity after a minor injury only if there is no:

- Swelling
- Deformity
- Continued bleeding
- Reduced range of motion
- Pain when using the injured part

#### **Step 6: Record the injury on an accident report form and inform the parents**

## Coach Liability

### Introduction

More than ever before, coaches are aware of the risks and responsibilities they assume when they coach. These risks and responsibilities include those that are legal in nature. No matter what their certification, experience, employment or volunteer status, sport discipline, or location of residence, coaches at all times have a legal obligation to provide a safe environment for participants.

To understand this obligation more fully, the coach must understand some key legal principles including negligence and liability. In order to fulfil this obligation, the coach must also understand concepts and techniques related to risk management. With this knowledge, the coach can determine the applicable standard of care, can assess his or her own coaching situation for risks, and can put in place appropriate measures to manage these risks.

These three topics – negligence, liability, and risk management – are discussed below. This section concludes with a ten-point “personal risk management plan.”

### Negligence

Negligence is a legal term with precise legal meaning. The term relates to standards of behaviour that the law expects, and understanding the law of negligence is an essential first step in learning how to provide a safe environment for participants.

In general terms, negligence refers to behaviour or action that falls below a “reasonable standard of care.” The law in Canada demands that we behave in a particular way so that others who might be affected by our actions are not exposed to an unreasonable risk of harm. The standard of behaviour the coach is expected to meet is what is termed an “objective” standard. As adults and as coaches, we are all credited with the same general intelligence and sensibility, and thus the law expects each of us to behave in a reasonable fashion when confronted with similar circumstances.

The law does not expect a coach to be *perfect* in his or her behaviour, only that the coach be *reasonable* and act as other reasonable coaches would act in the same circumstances.

It is widely accepted that there is a certain amount of risk in many sport activities and that such risk is knowable, foreseeable, acceptable, and, depending on the sport, even desirable. What is unacceptable in sport is behaviour that places participants in a situation of unreasonable risk or danger.

A coach’s conduct is negligent when all four of the following conditions occur:

- a duty of care exists (such as that which exists between a coach and a participant)
- that duty imposes a standard of care that is not met by the coach
- a participant, or other person, experiences harm
- the failure to meet the standard can be shown to have caused or substantially contributed to the harm.

For the coach, the “standard of care” is the most important of the above elements. The standard of care is what the coach *should* do in a given situation. Standard of care is difficult to define precisely because it is influenced by the risk inherent in the surrounding circumstances. Thus, the duty to act responsibly remains constant, but the specific behaviour required to fulfil that duty will change with the circumstances.

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

To determine what the *standard of care* is in any given circumstance involves looking to four sources:

- **Written standards** – these are government regulations, equipment standards, rules for a particular sport or facility, rules from a sport governing body, coaching standards and codes of conduct, and other internal risk management policies and procedures.
- **Unwritten standards** – these are norms or conventions in a sport, an organization, or a facility that might not be written down, but are nonetheless known, accepted, and followed.
- **Case law** – these are court decisions about similar situations. Where the circumstances are the same or similar, judges must apply legal principles in the same or similar ways. Earlier decisions of the court are a guide, or precedent, for future decisions where the facts are similar.
- **Common sense** – this means simply doing what feels right, or avoiding doing what feels wrong. Common sense is the sum of a person's knowledge and experience. Trusting one's common sense is a good practice.

The responsible and prudent coach is familiar with written policies that govern him/her, is aware of unwritten norms and practices, knows something of the case law as it applies to coaches, and has learned to trust his/her intuitive judgment and common sense.

### Liability

Where all four conditions of the legal definition of negligence have been met, negligence of the coach may be established. What follows then is the question of liability. While negligence refers to *conduct*, liability refers to the *responsibility* for consequences of negligent conduct. Responsibility may lie with the coach who was negligent, or with another person or entity entirely.

For example, an insurance policy transfers the financial liability for negligence to an insurance company. A valid waiver of liability agreement might eliminate liability entirely. An injured participant may be partially responsible for his or her injuries and thus may share liability with the negligent coach. And a sport organization may be vicariously liable for the negligent actions of its coach, whether he or she is an employee or a volunteer.

Liability can also refer to responsibility for the consequences of conduct that fails to meet a predetermined legal standard other than the standard of care in a negligence situation. In addition to the liability that can arise from negligence, liability can also arise when a law is broken or when a contract is breached. The prudent coach ensures that these types of liability are avoided by adhering to laws and complying with contractual agreements.

In summary, an understanding of the legal meaning of *negligence* answers the coach's question, How does the law expect me to behave? The follow-up question is, How can I be sure that my behaviour will meet this expectation? The answer to this question lies in *risk management*.

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### Risk management

Risk management is defined as “reducing the chances of injury or loss by taking steps to identify, measure, and control risks.” This means that the coach spends time thinking about potentially risky situations, decides which situations might pose serious risks, and determines what practical steps he/she can take to minimize those risks. The common ingredient in all these tasks is common sense.

There are four strategies for controlling risks, all of which are important to the coach:

- **Retain the risk** – the risk is minor and it is inherent in the sport activity, and the coach is willing to accept the consequences, so he/she does nothing about the risk. In sport, this is often a legitimate risk-management strategy.
- **Reduce the risk** – the risk is moderately significant and the coach takes measures to reduce the likelihood of the risk occurring, or the consequences if it does occur, through careful planning and supervision and education of participants.
- **Transfer the risk** – the risk is significant and it is transferred to others through contracts, including waivers and insurance.
- **Avoid the risk** – the risk is severe and the coach decides to avoid whatever may cause the risk.

A word of caution for coaches: there is no template, formula, or checklist for managing risk. The law expects coaches to provide a safe environment for participants, but what that means for a coach’s conduct will vary with the circumstances, including the age and skill level of participants and the environment in which the coaching activity occurs.

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### The coach's personal risk management plan

The informed and prudent coach protects himself/herself by implementing a personal risk management plan. This plan helps the coach on two fronts: first, it will promote a safe program and help to prevent injuries from occurring, and second, when an injury cannot be prevented, it will help to protect the coach from liability claims.

Coaches can, and should, practice their own personal risk management by following this ten-point plan:

1. Be familiar with and adhere to applicable standards, both written and unwritten, as well as internal policies and rules governing the facility, the sport, and your program.
2. Monitor your participants' fitness and skill levels, and teach new skills in a progressive fashion suitable to their age and skills. Never leave young participants unsupervised.
3. If you do not have access to medical personnel or a qualified trainer, keep adequate first aid supplies on hand; ideally, you should be trained in administering first aid.
4. Develop an Emergency Action Plan for the facility or site where you regularly hold practices or competitions. Carry with you, at all times, emergency contact numbers and participants' medical profiles.
5. Inspect facilities and equipment before every practice and competition and take steps to ensure deficiencies are corrected immediately, or adjust your activities accordingly to avoid the risk.
6. Work with your employer or sport organization to use appropriately worded "assumption of risk" agreements in your programs and, where appropriate, in settings involving adult participants, "waiver of liability" agreements.
7. You should be covered by the liability insurance policy of your employer (if you are remunerated for your coaching services) or your organization (if you are a volunteer coach). Confirm that this is the case. If it is not, obtain your own insurance.
8. Trust your common sense and intuition!
9. Actively pursue your own training, professional development, and coaching certification.

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### Athletic Abilities: Definitions And Key Points

To succeed in his/her sport, the athlete must have and seek to improve certain abilities that support performance. These athletic abilities (sometimes called *performance factors*) can be grouped in four general categories: physical, motor, tactical, and mental.

Category	Athletic abilities required in most sports
<b>Physical</b> abilities are determined by the rate at which energy and force can be produced by the muscles, and by the range at which the movements can be executed.	<p><b>Maximum speed:</b> The highest rate at which a movement or a series of movements can be executed, or the ability to cover a given distance in the shortest possible time during an all-out effort of very short duration (<i>8 seconds or less</i>).</p> <p><b>Speed-endurance:</b> The ability to sustain efforts at near maximum speed for as long as possible (<i>normally, very intense efforts lasting between 8 and 60 seconds</i>).</p> <p><b>Aerobic stamina:</b> The ability to sustain a dynamic effort over an extended period of time (<i>normally, efforts lasting several minutes, or even hours</i>). <b>Note:</b> <i>Intense efforts lasting between 2 and 10 minutes require a subset of this athletic ability referred-to as “maximum aerobic power”.</i></p> <p><b>Maximum strength:</b> The highest level of tension generated by a muscle or muscle group during a maximum contraction, regardless of the duration of the contraction.</p> <p><b>Speed-strength:</b> The ability to perform a muscle contraction or overcome a resistance as fast as possible (<i>normally, very brief efforts of 1 or 2 seconds</i>).</p> <p><b>Strength-endurance:</b> The ability to perform repeated muscle contractions at intensities below maximum strength (<i>normally, 15 to 30 repetitions, or more</i>).</p> <p><b>Flexibility:</b> The ability to perform movements of large amplitude about a joint without sustaining injury.</p>
<b>Motor</b> abilities support the controlled execution of movements.	<p><b>Coordination:</b> <b>The ability to perform movements in the correct order and with the right timing.</b></p> <p><b>Balance:</b> The ability to achieve and maintain stability. There are three types of balance: (1) <b>static balance:</b> adopting a controlled body position in a stable environment (2) <b>dynamic balance:</b> maintaining control during movement, and/or stabilizing the body by performing muscular contractions to offset the effect of an external force and (3) the ability to keep an object or another body under control in a static or in a dynamic manner.</p> <p><b>Agility:</b> The ability to execute movements or to move rapidly, with precision, and with ease.</p>
<b>Tactical</b> abilities support effective decisions	<p>The ability to analyse a situation and produce a correct response, i.e. one that gives a competitive advantage and/or increases the probability of a good performance.</p>
<b>Mental</b> abilities enable the athlete to be in the proper state of mind to perform successfully.	<p><b>Goal setting:</b> <b>The ability to identify clear goals and priorities that will guide future actions and decisions.</b></p> <p><b>Concentration:</b> <b>The ability to pay attention to what is important in a given situation, and avoid negative influences or distractions.</b></p> <p><b>Emotional Control:</b> The ability to consciously maintain a high level of control over one's feelings when in stressful conditions.</p>

**COACH DEVELOPMENT PROGRAM  
REFERENCE MANUAL**

## Importance Of Physical And Motor Abilities According To The Sport Family

Sport family	Physical abilities							Motor abilities	
	Speed	Speed-endurance	Aerobic stamina	Maximum strength	Speed-strength	Strength-endurance	Flexibility	Coordination	Balance
<b>Team sports</b> <i>Soccer</i> <i>* Ice hockey</i> <i>Basketball</i> <i>Lacrosse</i> <i>*Volleyball</i>	High	High  *Moderate	Moderate	Moderate  *High	High	Moderate	Moderate	Very high	High to very high
<b>Cyclical sports – long duration</b> <i>*Speed skating &gt; 5 km</i> <i>Road cycling</i> <i>Running &gt; 5 km</i> <i>*Cross country skiing</i> <i>Distance swimming</i>	Moderate	High	Very high	Moderate	Moderate	High	Moderate	Moderate  *High	Moderate  *High
<b>Cyclical sports – Medium duration</b> <i>*Speed skat. 1,5-5 km</i> <i>*Speed skat. short tr.</i> <i>Track cycling 3-5 km</i> <i>Swimming 400- 800 m</i> <i>Rowing</i> <i>Running 800 – 3000 m</i>	Moderate  *High	High to very high	High	Moderate to high	Moderate	High to very high	Moderate	Moderate  *High	Moderate  *High
<b>Cyclical sports – short duration</b> <i>*Speed skating &lt; 1,0 km</i> <i>*Speed skat. short tr.</i> <i>Track cycling &lt; 2 km</i> <i>Swimming &lt; 100 m</i> <i>Running &lt; 400 m</i>	Very high	Very high	Moderate	High to very high	High to very high	High	Moderate to high	Very high	High  *Very high



## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### Importance Of Physical And Motor Abilities According To The Sport Family

Sport family	Physical abilities							Motor abilities	
	Speed	Speed-endurance	Aerobic stamina	Maximum strength	Speed-strength	Strength-endurance	Flexibility	Coordination	Balance
<b>Combative sports</b> <i>Judo</i> <i>Karate</i> <i>Boxing</i> <i>Wrestling</i>	High	Moderate	Moderate	High (relative to body weight)	Very high	Very high	Very high	Very high	Very high
<b>Artistic sports</b> <i>Figure skating</i> <i>*# Gymnastics</i> <i>Synchron. swimming</i> <i>*# Diving</i>	Moderate  *High	Moderate  # Low	Moderate  # Low	High (relative to body weight)	High to very high	High  # Low	Very high	Very high	Very high
<b>Single action sports</b> <i>Throws</i> <i># Jumps</i> <i># Weightlifting</i> <i>*Baseball/Softball</i>	High  *Very high	Low to moderate  * High	Low	Very high (# relative to body weight)	Very high	Moderate  * High (pitcher)	Very high	Very high	Very high
<b>Precision sports</b> <i>*Curling</i> <i>Shooting</i> <i># Archery</i> <i>Bowling</i>	Low *Moderate	Low *Moderate	Low	Moderate # High	Low to moderate	Moderate # High	Moderate	High	High
<b>Racket sports</b> <i>Tennis</i> <i>Squash</i> <i>Racquetball</i> <i>Badminton</i> <i>Table tennis</i>	High	Moderate to high	Moderate	Low to moderate	Very high	High	Very high	Very high	Very high

**NB: This information is presented as general guidelines only; the importance of a given athletic ability may vary according to the discipline, player position, level of competition, selected tactics, etc.**

**COACH DEVELOPMENT PROGRAM  
REFERENCE MANUAL**

## **Importance Of Physical And Motor Abilities According To The Sport**

<b>Other sports</b>	<b>Physical abilities</b>							<b>Motor abilities</b>	
	<b>Speed</b>	<b>Speed-endurance</b>	<b>Aerobic stamina</b>	<b>Maximum strength</b>	<b>Speed-strength</b>	<b>Strength-endurance</b>	<b>Flexibility</b>	<b>Coordination</b>	<b>Balance</b>
Alpine skiing	Moderate to high	High	Moderate	High	Very high	Very high	High	Very high	Very high
Bobsleigh	Very high	Moderate	Low	Very high	Very high	Moderate	High	Very high	Very high
Fencing	Very high	High	Moderate	Moderate	Very high	High	Very high	Very high	Very high
Luge	Very high	Moderate	Low	High	Very high	High	Moderate	High	Very high
Parachuting	Moderate	Moderate	Moderate	Moderate	Moderate	High	Very high	Very high	Moderate
Water skiing	Moderate to high	Moderate	Moderate	Moderate	High	High	High	Very high	Very high
Yachting	Moderate	Moderate	Moderate	Moderate	Moderate	High	High	High	High

**NB: This information is presented as general guidelines only; the importance of a given athletic ability may vary according to the discipline, actual level of performance, selected tactics, etc.**

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### Training Athletic Abilities: Summary And Key Points

Athletic ability	To improve this athletic ability, the activity must have the following features or characteristics:
<b>Speed</b>	<ul style="list-style-type: none"> <li>• Movements or actions performed at maximal speed or near maximal speed <u>AND</u></li> <li>• Movements or actions identical to those in which speed improvement is sought <u>AND</u></li> <li>• Efforts of short duration, i.e. less than 5 to 8 seconds <u>AND</u></li> <li>• Long recovery between efforts, i.e. 8 to 10 times longer than the effort itself.</li> </ul> <p><b>Note 1:</b> Training no longer effective when intensity or quality of execution decreases.</p> <p><b>Note 2:</b> Total time of all repetitions = 30 seconds to 2 minutes.</p>
<b>Speed- endurance</b>	<ul style="list-style-type: none"> <li>• Movements or actions performed at near maximal speed <u>AND</u></li> <li>• Movements or actions identical to those in which speed-endurance improvement is sought <u>AND</u></li> <li>• Efforts comprised between 10 and 60 seconds <u>AND</u></li> <li>• Recovery between efforts is. 6 to 8 times longer than effort.</li> </ul> <p><b>Note:</b> Total time of all repetitions = 2 to 5 minutes.</p>
<b>Aerobic stamina</b>	<ul style="list-style-type: none"> <li>• Repeated high intensity dynamic efforts performed without interruptions for more than 2 or 3 minutes each <u>OR</u></li> <li>• High intensity steady-state efforts performed for 10-15 minutes or more <u>OR</u></li> <li>• Moderate intensity steady-state efforts performed for 30 minutes or more <u>OR</u></li> <li>• High intensity intermittent efforts of 15 seconds to 2-3 minutes followed by pauses of equal or shorter duration for 20 to 30 minutes or more.</li> </ul> <p><b>Note:</b> The more intense the efforts, the greater the training effect on maximum aerobic power.</p>
<b>Maximum strength</b>	<p><b>Note:</b> In many cases, the sport itself does not provide good opportunities to develop this athletic ability. See detailed guidelines.</p>
<b>Speed- strength</b>	<ul style="list-style-type: none"> <li>• Movements or actions that require jumping, bounding, or quick pushing <u>OR</u></li> <li>• Movements or actions that require accelerating objects as quickly as possible.</li> </ul>
<b>Strength- endurance</b>	<ul style="list-style-type: none"> <li>• Repeated muscle contractions that are sustained for several seconds <u>OR</u></li> <li>• Several sub-maximal muscle contractions performed consecutively at a constant rate.</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• Controlled movements of large amplitude <u>OR</u></li> <li>• Controlled movements in which the muscles are stretched, and where the position is maintained for 20 to 40 seconds.</li> </ul> <p><b>Note:</b> No external force should be exerted on the limb or the articulation.</p>
<b>Coordination</b>	<ul style="list-style-type: none"> <li>• Activities that involve a sequence of actions that must be performed in a given order.</li> </ul> <p><b>Note:</b> Improvements more likely to occur if activity is performed when the athlete is not tired.</p>
<b>Balance</b>	<ul style="list-style-type: none"> <li>• Activities where difficult or unusual positions must be assumed and maintained <u>OR</u></li> <li>• Activities where “normal” movements are performed in unusual positions <u>OR</u></li> <li>• Activities where balance is challenged by external factors, or that require an effort to maintain balance.</li> </ul>
<b>Tactics</b>	<ul style="list-style-type: none"> <li>• Situations that are relevant to the competitive experience <u>AND</u></li> <li>• Situations that involve decision-making in order to gain an advantage <u>AND</u></li> <li>• Situations that involve some degree of uncertainty <u>OR</u></li> <li>• Situations where the best option must be selected.</li> </ul>

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### CONFIDENCE By Cal Botterill

How many times have heard people comment that they have lost their confidence? How do you lose your confidence?? Where does it go?? What does it look like??

What has really happened is that those involved are not focusing on the positive possibilities as much as they could or should. A much higher percentage of their visualization (pictures in their mind) is probably negative!

These people are often described as being depressed, but as Dr. Bill Glasser (1984) suggest, what they are really doing is “depressing” - allowing themselves to focus on negative possibilities or fears much more. The difference between an optimist and a pessimist is how much and how long they allow themselves to focus on the positive and the negative. It is usually not too hard to figure out which type of person usually comes much closer to his / her potential!

People with positive pictures in their minds (for themselves and others) usually perform closer to their potential. Negative pictures often produce tension and contribute to a self –fulfilling prophecy regarding errors, performance, etc. If you don’t think that you are going to perform well, you probably won’t!

Similarly, if people around you don’t expect you to perform well you probably won’t either – especially when you are younger!

Rosenthal’s study on “Pygmalion in the Classroom” in the sixties demonstrated that if teachers think you are going to perform well (or badly) and treat / evaluate you accordingly, you eventually live up to the expectations! Randomly assigned IQ scores were eventually “lived up to” by the young performers!

Fortunately, however, we can learn to direct / focus our own computer (mind) in more effective ways. We can think about / attend to an error (or negative possibility) as long as we want to – a decade, a year, a month, a week, a day, an hour, a minute, or hopefully maybe a second – before refocusing on something more effective.

Glasser (1984) suggests that we always have the potential to –change what we are thinking or doing. We can’t always directly change our feelings and physiology, but by changing our thoughts and actions, we can often indirectly improve our feelings and physiology.

As he has suggested, you can be “depressing” or you can be “tennisizing” – you can be “pessimizing” or “optimizing”, etc., etc. I’m sure we’ve all experienced doing or thinking something that improves our feelings and physiology – and usually our performance and satisfaction.

#### Staying Positive

If you have difficulty staying positive you might first work on decreasing the duration of your focus on negative thoughts. Then when you have demonstrated to yourself that you don’t have to dwell on the negative, hopefully you will be able to decrease the intensity of your emotional reaction to negative thoughts. Everyone occasionally has negative thoughts / fears so it’s important not to emotionally overreact to them. Finally the control you have demonstrated over duration and intensity should assist in decreasing the frequency of negative thoughts and make you a more positive person.

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Another way to work on staying positive is through mood control or monitoring. Periodically rating / monitoring yourself on the following mood scale can help produce change if you really want it.



As human beings we all have a tendency to overweigh the last thing that happened to us! If it was good, this recency effect sometimes results in us getting complacent and less respectful / ready. If it was bad, this recency effect often results in us feeling less confident / positive than we should.

If there is time, one of the best ways to counteract this negative recency effect is to recall / visualize a highlight package of good performances you have had in the past. Then quickly visualize some of your future positive possibilities and it may help you counteract the recency effect, get things in perspective, and “park” a recent momentary disappointment.

Top performers can often “park” errors or temporary set-backs almost instantly. They accept that like anybody can, they may have made a mistake – but don’t see themselves as failing – and very quickly visualize (see / feel) a solution to the error. They always learn something from a less than optimal performance or response and look forward to the next opportunity to test themselves. To them challenges / setbacks are opportunities to test themselves.

Because they strive for situational excellence but accept that they can never be perfect, top performers sometimes use statistics to help prevent overreacting to an error or temporary setback. They know from experience that if they get “hot” or “get on roll” they may enjoy a tremendous number of effective responses. They also know that if they stay positive and energized they don’t make many mistakes. So if they happen to make one or two, they often see it as getting a bad one or two “out of the system” and believe the law of averages will see that things get better.

People who are good at, staying positive are also usually good at staying rational.

“Grant me the serenity to accept what I cannot change, the courage to change what I can, and the wisdom to know the difference” (Nelbuhr In Orlick 1980)

They enjoy the process of being as good as they can be and let the product (consequences) take care of itself. They realize that

“Success is a journey Not a Destination” (Donohue, 1984)

and enjoy the challenges / opportunities inherent in pursuing situational excellence. They make the most of their opportunities and are good at “optimizing” or focusing on the positive outcomes and subscribe to the tenant “ the me I see, I will be” (Donohue, 1984)

If nothing else is working in your efforts to stay on the positive sometimes a little “reverse psychology” or “wallowing” will help you develop a sense of humour and get things into perspective! Put on your favourite “blues” music about being “down and out” and have a little fun seeing how bad you feel about yourself and how irrational you can get. Usually this triggers the

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body's homeostatic tendencies and you start realizing that things really aren't that bad –you can almost always think of something worse – and you start focusing on the positive.

The neat thing about our human computer is that it always has the potential to focus on something positive! If for physiological reasons you are more prone to moodswing than others, it is probably extremely important to monitor / upgrade your activity /rest / diet patterns and work on the skill of staying positive so you get more out of life.

### Staying Respectful

Top performance not only have a tremendous ability to stay positive they usually also have a tremendous ability to stay respectful. It's virtually essential if you are to stay on / or near the top for long.

“Never underestimate the opposition, and Never underestimate yourself”  
(Donohue, 1984)

People who stay respectful usually do a much better job of mentally preparing themselves for performance conditions or possibilities. They prepare themselves to perform well in a variety of contrasting conditions and realize you can learn and develop from every situation or experience. Everything is an opportunity and a challenge (e.g. Every stroke in tennis is a new opportunity) and it is important to stay attentive and “ready” in order to learn, develop, and perform well.

People who stay respectful are usually much more consistent. They don't have to be “on a roll” to play / perform well and they usually play / perform well whether “behind”, “ahead”, or “in close”.

If you don't stay respectful it is usually just a matter of time until someone takes advantage of your complacency. If you start looking at the world through “rose coloured glasses” and start thinking you haven't got much to learn, it's usually just a matter of time until others pass you by.

If, in not staying respectful, you also start getting negative to / with others, you are doubly vulnerable and detrimental to effective teams.

As you're kickin' dirt at me  
You're slowly losing ground.

Negative pictures in your mind inevitably limit your own potential even more than those around you. So whatever you do, try to avoid “rectal oculosis” – that dreaded condition where your optic nerves get crossed with your rectal nerves and you end up with a “crappy outlook”!

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### Development Steps / Stages

Like most things, if you work at it, you can learn to be more positive and / or respectful. The following steps make sense if you really want to change.

1. Assess your skill at staying positive and / or respectful on a 5 point scale from “lousy to “awesome” and identify situations where your response could be improved.
2. Set a goal of being progressively more positive and / or respectful in key situations and build an image of being a more optimistic, respectful person – eventually a “4” or “5”
3. Regularly and vividly visualize yourself responding in these key situations with more optimism / respect.
4. Regularly practice these skills / responses in progressively more demanding real and imagined situations.
5. Periodically monitor / rate your performance on the 5 point scale and refocus / upgrade your efforts when necessary.
6. Eventually automate the skill of staying positive and / or respectful in key situations so that it doesn't breakdown or require a lot of monitoring.
7. Enjoy the new more effective you!

### Applications

Like most mental skills, the skills of staying positive and staying respectful have many important implications beyond sport. They have tremendous value for young and developing athletes but even more significance in other areas of life.

People who stay positive and respectful usually come much closer to their potential, learn quicker, make the most of the situations they encounter, and are fun to be around. It would seem important to teach young people these skills at the earliest opportunity in schools and homes.

Those who have been treated positively and respectfully when younger are probably more likely to exhibit these skills later in life. If you are treated with respect and encouragement when younger, you recognize that you have ability (self worth) and that with persistent effort you will be successful. If you are treated with very limited or conditional acceptance and don't experience much success or encouragement, learning to stay positive, respectful, and “in control” is much more difficult.

If you haven't experienced as much success and encouragement as other, you often tend to feel less confident / optimistic and don't take as much credit as you should

for things you do well – you tend to attribute too much to luck, breaks, or lack of task difficulty.

Staying positive and respectful not only has value in every field of endeavour but probably has survival value. People who are positive are usually less stressed and probably have more effective physiology and coping capability. People who are respectful are usually much more prepared / ready for challenges and likely to perform / respond more effectively.

Finally of course, people who are positive and respectful are fun to be around and probably enjoy life more than others.

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### GROWTH AND DEVELOPMENT

#### 3 - 5 Years of Age, Growth and Development of Players

General Remarks
<ul style="list-style-type: none"><li>• Cannot see the difference between what is real and what is not</li><li>• Lives in an imaginary world</li><li>• Constantly imitates</li><li>• Highly dependant on parents</li><li>• Needs to have well established routine in daily activities</li></ul>
Psycho-social
<ul style="list-style-type: none"><li>• Highly individualistic, even egocentric</li><li>• May be afraid of strangers</li><li>• Boys and girls may be involved in the same activities without any problem.</li></ul>
Learning
<ul style="list-style-type: none"><li>• Period of life where significant progress is seen in areas such as ability to learn, intelligence and language; is capable of using notions such as age, time, space and good-bad more efficiently</li><li>• Very low ability to concentrate (short attention span); cannot understand abstract concepts</li><li>• Low ability to reason or solve problems</li><li>• Cannot take into account most of the information or stimuli from environment</li></ul>
Physical
<ul style="list-style-type: none"><li>• Growth rate is slightly reduced compared to the first 2 years of life. Body proportions become more balanced. Head is fragile.</li><li>• Resting heart rate and heart rate during exercise higher compared to adults</li><li>• Hand-eye coordination is improved, as well as speed/rhythm of execution of fundamental movements</li></ul>
Preferences
<ul style="list-style-type: none"><li>• Likes activities that stimulate several different senses as well as imagination</li><li>• Likes simple games with easy to understand tasks and rules</li><li>• Prefers individual activities yet accepts to share his/her environment of play with others</li></ul>
To Avoid
<ul style="list-style-type: none"><li>• Any activity that is structured and requires attention</li><li>• Activities that feature repeated impacts or where there is a risk of collision</li><li>• Repetitive activities (for boredom and to prevent overuse activities)</li><li>• Exposure to very hot or cold environment</li><li>• Comparisons between children</li><li>• Emphasizing the result or performance</li></ul>
Suggestions
<ul style="list-style-type: none"><li>• Activities that feature a variety of motor experiences, and where the emphasis is put on the knowledge of the body and location of the body parts in space</li><li>• Simple explanations and provision of manual assistance to the child during the execution of movement</li><li>• All activities should take the form of games</li><li>• The instructions and the teaching must be specific, simple and aimed at a clear objective</li><li>• Children need to be praised and complimented regularly for their efforts</li><li>• Creation of small groups where activities take the form of games with focus on balance, coordination, movements in all directions. Where possible, involve parents to create an opportunity to consolidate a close relationship with the child through play.</li></ul>



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### 6 - 7 Years of Age, Growth and Development of Players

#### General Remarks

- Fairly individualistic and self centred
- High dependence on parents
- Acknowledges the instructor as the leader
- Needs well established routine in daily activities
- Little athletic or competitive background
- Interest in sport activities growing

#### Psycho-social

- Rather individualistic; often tries to expand social circle and the number of friends, especially with individuals of the same sex
- Sometimes shy
- Is conscious of own feelings and emotions, and of those of others toward him/her. Can play on these feelings to obtain certain privileges or certain things
- Boys and girls can be involved in same activities without difficulty

#### Learning

- Learns best by observing, quickly followed by doing
- Short attention span, ability to reason is limited to what is observable
- May be afraid of the unknown
- Is likely to imitate and be highly imaginative - often curious and wants to know everything
- Is capable of dealing with some stimuli from the environment

#### Physical

- Coordination not well developed, endurance is low
- Heart rate resting and during exercise is higher than adults
- Low anaerobic capacity, aerobic capacity dominates during exercise
- Do not tolerate cold and hot as well as adults

#### Preferences

- Games should have a minimum of rules and encourage creativity
- Some interaction with group but likes individual activities where the whole body is involved

#### To Avoid

- Activities with repeated impacts
- Repetitive activities with too much structure
- Emphasizing results
- Comparisons with other children, lengthy explanations, negative criticism

#### Suggestions

- Lots of games - keep it fun
- Modify the rules to keep involvement level high
- Praise and compliment on a regular basis
- Build individual technical skills through games

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### 8-9 Years, Growth And Development Of Participants

#### General Remarks

- Has a high degree of imagination; being active is very important; likes to work, learn, and accomplish things
- Still needs a well-established routine in daily activities
- Wants to act on his/her own; does not like conventions or norms, but will accept the coach's instructions if there is a sense that he/she participates in the establishment of the rules and conditions governing the activity
- Interest in sport activities is often high

#### Psycho-social

- Is still individualistic and self-centred, but shows an increasing interest for the group; wants to be accepted by others, and usually shows a great deal of loyalty toward the team
- Needs praise and positive feedback
- Is conscious of own feelings and emotions, and of those of others toward him/her; can play on these feelings to obtain privileges
- Boys and girls may be involved in the same activities without difficulty
- Seeks the approval of others; may reject opportunities to interact with individuals of the opposite sex

#### Learning

- Accepts following instructions to learn faster, and reacts favourably to positive feedback/praise; ability to concentrate and to pay attention is relatively good; can begin to make some generalizations
- The emphasis should be on motor development and the learning of skills in a variety of sports
- It is possible to start teaching the rules of the game and fundamental tactical principles
- Is capable of assessing the angles of moving objects (e.g. balls), yet may still have some difficulty distinguishing between right and left
- Ability to reason and solve problems is limited to what can be observed

#### Physical

- Physical characteristics are similar to children aged 6-7, but coordination and stamina are better; growth rate is slow, which tends to allow for a greater degree of motor control and autonomy
- Reaction time is slow; shows an increased ability to make coordinated and quick movements
- Large muscle masses (e.g. the legs) show a greater degree of development compared to smaller ones (e.g. arms, hands)
- Very little potential for increased muscle mass (hypertrophy); strength gains result primarily from increased coordination and neural factors
- Resting heart rate and heart rate during exercise are higher than for adults; aerobic metabolism predominates during effort and anaerobic capacity is low
- The sweating mechanism of children is not well developed, which reduces their capacity to dissipate heat during exercise; children are at an increased risk of heat injuries

#### Preferences

- Enjoys individual or group games, and drills where participants are paired
- Likes activities where the whole body is involved (e.g. jumping, running)
- Likes to assume some responsibility, and to take part in decisions relating to games or activities played
- Prefers activities that will allow him/her to shine and to be successful

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### To Avoid

- Activities that feature repeated impacts or where there is a risk of collision; repetitive activities (for reasons of boredom but also to prevent overuse injuries); activities that are too structured
- Mechanical and/or highly repetitive approach to the teaching of fundamental techniques; use of equipment that is not designed for children
- Repetition of all-out efforts lasting between 20 and 60 seconds; work against a high resistance; prolonged aerobic endurance efforts
- Exposure to a cold or hot environment
- Specialization in a sport or for a position
- Emphasizing winning and creating a pressure to perform
- Comparisons with other children
- Negative competitive experiences
- Lengthy explanations
- Negative criticism

### Suggestions

- Establish guidelines for acceptable behaviour, and act in a constant and predictable manner; however, accept each child unconditionally
- Children need to be praised and complimented generously and regularly for their efforts; feedback must focus on one point only; choose the most important one; emphasize the following: development of confidence, self-esteem, peer interaction, cooperation, having fun, putting winning and losing into perspective, and giving a 100% effort
- Demonstrations must be highly specific, simple, and aimed at the achievement of a well-defined objective; duration of activities must be relatively short, and exercises must change frequently
- **Focus on activities that are aimed at developing coordination, balance, and proper motor patterns; encourage participation in a variety of sports and activities; encourage the use of both right and left hands and feet whenever possible to enhance motor patterns and improve coordination; good age to use speed games**
- Modified, scaled-down equipment should be used; competitive games where ability levels are matched; create opportunities for the child to demonstrate the progress he/she has made in a way that will enhance self-image; participants should have the opportunity to take some responsibility, and to assess the impact of such decisions; rules should be adapted to encourage a high degree of interaction between and involvement of participants, and to increase the probability of success during the activity
- Encourage children to drink water, and ensure that plenty of beverages are available when exercising in the heat

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## 10-11 Years, Growth And Development Of Participants

### General Remarks

- Develops conscience, morality, and values
- May display a highly competitive attitude (wants to look like a competent performer)
- Marked distinctions between boys and girls begin to be visible, particularly toward the end of this period
- May want to break free from the authority of adults, and may show a defiant attitude
- Athletic background may be highly variable among participants; participation in sport activities is often done on a seasonal basis, in programs that can be relatively short (a few weeks)
- Time devoted to general training and acquisition of a variety of skills and motor patterns should be greater than time spent training for a specific activity, or preparing for, or being engaged in, competition

### Psycho-social

- Is usually very interested in group activities, and creates strong links with a few friends
- Wants to enjoy a greater degree of autonomy, and wants to help
- Shows a high degree of loyalty to the group
- Begins to be interested in individuals of the opposite sex, without showing it openly
- Expresses his/her feelings easily (e.g. anger, sadness)
- Boys and girls can be involved together in the same activities

### Learning

- Child begins to show some ability to deal with abstract concepts, yet prefers concrete
- Emphasis should still be on general motor development and the learning of skills in a variety of sports, however fine motor control improves during this period
- It is possible to start teaching a few specialized techniques, as well as fundamental tactical principles; the rules of the games should be well understood
- Capacity to concentrate increases (can stay focused for approximately 10 minutes at a time)

### Physical

- Strength and endurance gains are possible as a result of fitness training, but improvements are also directly related to growth; very little potential for increased muscle mass (hypertrophy). Strength gains result primarily from increased coordination and neural factors
- Flexibility improves but it should also be trained
- Reaction time is relatively slow, however good visual acuity and depth perception allow for better performance in throwing/catching exercises
- Sweating mechanism of children is not well developed, which reduces their capacity to dissipate heat during exercise; children are at an increased risk of heat injuries
- In girls, the second half of this period marks the beginning of a major growth spurt that will last approximately 3.5 years; some girls may have their first menstruation as early as 11 years old

### Preferences

- Enjoys games that feature some competition, team games, as well as activities that require some form of effort or that represent some sort of a physical challenge

### To Avoid

- Activities that feature repeated impacts or where there is a risk of collision; repetitive activities (to prevent boredom and also overuse injuries); activities that feature too much structure
- Use of equipment that is not designed for children; repetition of all-out efforts lasting between 20 and 60 seconds; work against a high resistance; prolonged aerobic endurance efforts
- Specialization in a sport or for a position on the team
- Emphasizing winning and creating a pressure to perform
- Comparisons with other children
- Unpleasant or non-gratifying competitive experiences.
- Mechanical and/or highly repetitive approach to the teaching of fundamental techniques

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### Suggestions

- **Participation in several sports/activities should be encouraged**
- Rules should be adapted to encourage a high degree of interaction between and involvement of participants, and to increase the probability of success during the activity; modified, scaled-down equipment should be used
- Demonstrations should be highly specific, simple, and aimed at the achievement of a well-defined objective; duration of activities should be relatively short, and exercises should change frequently
- Time when participants are actively involved in activities during practices should be maximized
- **Children need to be praised and complimented generously and regularly for their efforts**
- **Feedback should focus on one point only; choose the most important one; emphasize the development of confidence, self-esteem, peer interaction, cooperation, having fun, putting winning and losing into perspective, and giving a 100% effort**
- Encourage children to drink water, and ensure plenty of beverages are available when exercising in the heat

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### 12-15 Years, Growth And Development Of Participants

#### General Remarks

- Period where major growth spurts occur; in each sex, large differences in physical maturation may be observed in individuals of the same chronological age; in general, girls are more mature than boys
- Acquires moral concepts, values, and attitudes that make it possible to relate meaningfully to society; positive role models are important
- Opinion of friends tends to be more important than that of the coach; participants want to look like, or be perceived as competent performers
- This is a period of major change during which participants are likely to challenge authority, be very critical, question decisions, and ask for justification
- Competition becomes increasingly important to some participants; time devoted to general training should be greater than time spent training specifically for a sport, or time spent competing

#### Psycho-social

- It is important to separate boys and girls for activities and competition
- Emotional instability may be observed due to the rate at which physiological changes occur
- Shows a greater desire for independence; this can be a time of rejection of parental authority and, in general, a period when there is a high degree of confrontation with adults
- Develops close relations with individuals of both sexes; enjoys being more independent, and having more responsibility; a great deal of interest toward sexuality is observed toward the end of this period
- This period is important for the development of values such as respect, fair play, work ethic

#### Learning

- Begins to think like an adult. It is important to take into account the different maturity level between boys and girls; interests and abilities differ between the sexes; challenges are often very appealing
- Needs change on a regular basis; is highly curious; capacity to concentrate increases (can stay focused for 20 minutes or more at a time); increasingly capable of abstract thinking
- This is a good period to consolidate the development of fine motor skills, to teach more complex tactical notions, and to encourage decision-making in specific situations
- Specialization by sport and for a position can begin; however, participation in a variety of sports that have different demands should be encouraged

#### Physical

**Girls:** On average, the growth spurt begins at age 11; maximal growth rate (or peak height velocity, PHV) is observed at around age 12; the development of secondary sexual characteristics (pubic hair, breasts) begins around 11.5-12 years of age, and menarche (first menstruations) occurs at around 12.5 years of age. During this period, body fat content tends to increase progressively, and typical female body forms (hips) appear due to hormonal effect

**Boys:** On average, the growth spurt begins at age 13, and PHV is reached at around age 14; the development of secondary sexual characteristics (pubic hair, testes, penis size) occurs progressively from the age of 12 on. Significant gains in muscle mass and in strength typically occur one year after PHV (i.e. at around age 5) due to higher levels of testosterone

- During the growth spurt, feet and hands tend to grow first, followed by the legs and the arms; long bones are fragile during this time; growth is accompanied by an increase in body weight
- As a result of the rapid growth spurts that occur during PHV, body parts can be disproportionate; this can have a direct effect on coordination and the ability to perform certain skills that were well mastered before
- This period is well suited for the development of aerobic fitness, as well as flexibility
- Strength and speed-endurance training can begin toward the end of this period

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### Preferences

- Enjoys challenges and the opportunity to accomplish individual feats
- Accomplishment of actions that are likely to be looked at or admired by peers/friends
- Activities that contribute to the development of fine skills/dexterity and that do not require too much strength (i.e. racket sports, swimming, golf, skiing), team games, situations where some form of competition exists

### To Avoid

- Repetition of all-out efforts lasting between 20 and 60 seconds before or during PHV; work against a high resistance; prolonged aerobic endurance efforts that involve impact on the joints (i.e. running on a hard surface such as asphalt); repetitive activities (to prevent boredom and also overuse injuries)
- High mechanical stress (compression forces) on the long bones and the backbone, e.g. lifting heavy weights
- Programs where the number of competitions is greater than the number of practices
- Pressure to perform
- Negative competitive experiences

### Suggestions

- Time when participants are actively involved in activities during a practice should be as high as possible
- Acquisition of more complex or sport-specific techniques; explanations can be more elaborate, where appropriate
- Strength training with own body weight and sub-maximal loads can begin; correct execution of movements must be emphasized
- Appropriate supervision of training activities is important to prevent unnecessary risks that adolescents may take
- Games emphasizing skill and dexterity
- Opportunities to meet or interact with sport role models (athletes or coaches); competitions or tournaments that involve trips; social activities among the team/training group
- Depending on the maturity level, involvement of the adolescent in roles such as officiating, or the leadership of certain activities (e.g. leading a warm-up or cool-down)

# COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

## 16-17 Years, Growth And Development Of Participants

### General Remarks

- At the end of puberty, the individual is no longer a child, but is not completely an adult yet, which can create some identity problems
- Participant seeks greater autonomy, and progressively becomes more mature emotionally
- Specialization in a sport or for a position may require year-long preparation; however, training may remain a seasonal process, particularly at the beginning of this period
- Training volume increases progressively from one year to another, and may reach 15 hours or more per week, depending on the sport, at the end of this period
- In participants who are training seriously, the amount of time devoted to general training, specific training, and preparing for competition or competing is approximately the same

### Psycho-social

- Sexuality becomes very important and participants seek intimacy with others
- Although a greater degree of independence is sought, friends remain very important
- Wants to be considered an adult
- Often, the coach will be a role model; the participant will frequently reject parental authority
- Participants become increasingly aware of their own values

### Learning

- Social awareness increases, and as a result participants develop a broader range of behaviours; participants also develop the ability to think logically
- Period when participants begin to specialize in particular sports, and develop broader strategic and tactical awareness

### Physical

- Major physiological systems and functions are established; appropriate time to develop aerobic capacity; significant increase in strength and anaerobic capacity (endurance-speed)
- Training of power and speed can be done
- Increase in muscle mass in boys, due to the increased production of certain hormones, in particular testosterone
- Growth in girls typically ends at 17-18 years, and at 19 –20 years in boys

### Preferences

- Prefers to play the full game or activity, without modification of the rules or conditions of play
- Prefers activities that contribute to improving physical appearance or to creating a particular status in the eyes of peers (e.g. sport, art, theatre)
- Group activities become important (e.g. movies, dances, parties, travel)

### To Avoid

- Strength training with very heavy weights (1-5 repetition maximum, or RM); development of certain muscle groups while ignoring antagonists (e.g. developing the quadriceps but not the hamstrings); eccentric strength training using loads exceeding the RM

### Suggestions

- Delegate certain tasks, provide opportunities for the participant to solve technical-tactical problems and improve decision-making
- All athletic abilities can be trained and developed, relative to the degree of physical maturity of the individual
- The priority in strength development should be strength-endurance; maximum strength can be developed, using moderate loads in sets of 8-12 reps; develop all the major muscle groups
- Include sessions dealing with officiating, strategy, and tactics
- Creating an assistant coaching role for some appropriately qualified participants may improve self-esteem and peer acceptance
- Important time to work at developing respect for others, and concepts like fair play, work ethic
- Provide opportunities for participants to observe and meet role models



## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### 18 Years And Older, Growth And Development Of Participants

#### General Remarks

- Self-assured; chooses own path and goes out on his/her own
- Resists involvement in situations which may question self-image as an independent person
- The need to achieve may lead the participant to strive for improved performance
- General training time may be reduced as the serious participant concentrates on specialization and preparation for competition

#### Psycho-social

- Professional and family obligations lead to much less free time
- Intimate relationships are very important
- Financial independence provides greater opportunity for choice
- May become a member of a group of close friends

#### Learning

- Adults over 25 years of age often have experience in a broad range of activities (e.g. sport, work, education) which can greatly improve learning and the transfer of knowledge and experience from one area to another

#### Physical

- Young men stop growing at around 20 years of age
- The individual may expend significant energy and time raising children and working
- Strength, speed, and power are at their peak in the early 20s, and may be maintained through to the early 30s
- Endurance reaches its peak towards the late 20s; after the age of 30, physical capacities begin to decline progressively

#### Preferences

- Activities that help relieve stress

#### To Avoid

- Nothing; all abilities can be trained

#### Suggestions

- Interaction with others is important and may take the form of participation in seminars, workshops, or sport training camps
- Individuals may seek roles and responsibilities in the management, organization or promotion of activities and events
- Becoming a coach, official, or referee is one way of keeping this group engaged and committed, and also offers the opportunity for social interaction
- Engage in competitive activities and events in practices

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### RE-DESIGN SEASONAL PLAN

**Introduction:** The recipe for a yearly plan is the main course that a coach will serve to his guests of players and parents. The attached yearly plan will be made even better when you add in your own coaching ingredients.

Step 1. Review the Seasonal Plan Recipe

Step 2. OPTION 1 : (In red) Add or delete your own coaching ingredients to the filled in Seasonal Plan Recipe. **OR** OPTION 2: Create your own Seasonal Plan Recipe on the blank sheets.

Step 3. Serve the new recipe

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

OPTION "A"					
SEPTEMBER / OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH / APRIL
<b>MEETINGS</b> Teambuilding Workshop with Coaches, Parents and Players Parent Social Coach Planning Meeting to build Yearly Plan Team Pictures Finance	<b>MEETINGS</b> Player Rap Session Nutrition Information to Parents and Players	<b>MEETINGS</b> Team Evaluation Workshop with Coaches, Parents and Players Christmas Party Coach Planning Meeting to update Yearly Plan	<b>MEETINGS</b> Player Rap Session	<b>MEETINGS</b> Player Rap Session after Bowling	<b>MEETINGS</b> Coach Evaluation from Parents Year End Party Coach Meeting to update Yearly Plan for next season
SCHOOL PRIORITIES	SCHOOL PRIORITIES Tests	SCHOOL PRIORITIES Exams	SCHOOL PRIORITIES	SCHOOL PRIORITIES	SCHOOL PRIORITIES
<b># OF GAMES</b> 6 Exhibition Games 8 Regular Season Games	<b># OF GAMES</b> 8 Regular Season Games	<b># OF GAMES</b> 5 Regular Season Games 6 Tournament Games	<b># OF GAMES</b> 8 Regular Season Games	<b># OF GAMES</b> 8 Regular Season Games	<b># OF GAMES</b> Playoffs
<b>TEAM GOALS</b> Win 50 % of games Arrive early for all games and practices	<b>TEAM GOALS</b> Have the lowest goals against for October Keep shots against U30	<b>TEAM GOALS</b>	<b>TEAM GOALS</b>	<b>TEAM GOALS</b>	<b>TEAM GOALS</b>
<b>DRYLAND TRAINING</b> Optional	DRYLAND TRAINING	DRYLAND TRAINING	DRYLAND TRAINING	DRYLAND TRAINING	
<b>COACH EDUCATION</b> Attend Coach Clinics View GOALS 1 Video Review HOCKEY CANADA Skills Man.	<b>COACH EDUCATION</b> View GOALS 2 Video View Deking Video View Checking Video	<b>COACH EDUCATION</b> tbd	<b>COACH EDUCATION</b> tbd	<b>COACH EDUCATION</b> tbd	<b>COACH EDUCATION</b> tbd

# COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

OPTION "A"					
SEPTEMBER / OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH / APRIL
12 PRACTICES	8 PRACTICES	8 PRACTICES	8 PRACTICES	8 PRACTICES	8 PRACTICES
<b>INDIVIDUAL SKILLS</b> Skating – acceleration, timing, fwd / bwd striding Puck Control – passing, shooting Checking – angling Goaltending – movement, paddle down, drill closure Evaluate player skills	<b>INDIVIDUAL SKILLS</b> Skating – fwd / bwd crossovers, balance, agility Puck Control – puck protection, shoot in stride Checking – angling, stick checks Goaltending – puck handling, drill closure	<b>INDIVIDUAL SKILLS</b> Skating – power, agility with a puck, PK skating Puck Control – 1 t. passing, puck receiving skills, chip Checking – contact confidence Goaltending – puck handling, drill closure	<b>INDIVIDUAL SKILLS</b> Skating – balance, agility, quick feet, PP skating Puck Control – passing, shooting, puck protection Checking – defensive side body position, angling Goaltending – movement, paddle down, drill closure	<b>INDIVIDUAL SKILLS</b> Skating – net drive Puck Control – 1 t. passing shooting, short-quick pass Checking – contact confidence Goaltending – puck handling, drill closure	<b>INDIVIDUAL SKILLS</b> Skating – Puck Control – multiple pass options Checking – Goaltending – movement, drill closure
<b>INDIVIDUAL TACTICS</b> Offensive – net drive, support, scoring Defensive – defensive side body position, angling Evaluate player tactics Games – small area	<b>INDIVIDUAL TACTICS</b> Offensive – deking, support, scoring, transition skating Defensive – closing the gap, pinning, 1on1, angling Games –	<b>INDIVIDUAL TACTICS</b> Offensive – net drive, delay, scoring, face offs, attack options Defensive – forecheck angling, backside pursuit, closing the gap Games –	<b>INDIVIDUAL TACTICS</b> Offensive – transition skating, escapes, scoring Defensive – closing the gap, pinning, 1 on 1, overplay 1 on 2, backcheck Games –	<b>INDIVIDUAL TACTICS</b> Offensive – net drive, delay, scoring, face offs, attack options Defensive – closing the gap, pinning, 1 on 1, defending 2 on 1 / 3 on 1 Games – 1on1 below g.line	<b>INDIVIDUAL TACTICS</b> Offensive – net drive, delay, scoring, faceoffs, attack options Defensive – closing the gap, pinning Games –
<b>TEAM TACTICS</b> Offensive – timing passing, 2 on 0 drive/delay Defensive – NZ support Games – your choice	<b>TEAM TACTICS</b> Offensive – 2 on 1 drive/delay, 2 on 0 cycle, NZ transition, Defensive – 2 on 1 drive/delay, 2 on 1 cycle, transition Games – your choice	<b>TEAM TACTICS</b> Offensive – transition, counter attack, 1,2,3 attack give and go, 2 on 2 regroup Defensive – positional skills, 2 on 2 low zone, 3 on 3 low zone play Games – cross ice 3 on 3	<b>TEAM TACTICS</b> Offensive – NZ transition, breakout timing Defensive – NZ forecheck, 2 on 2 low zone, 3 on 3 low zone play Games cross ice 2 on 1	<b>TEAM TACTICS</b> Offensive – speed 2 on 1 offensive gap control, give and go, cross, delay Defensive – NZ transition defensive gap control, even/odd man coverage Games – cross ice 3 on 2	<b>TEAM TACTICS</b> Offensive – speed 2on1 offensive gap control, give and go, cross,delay Defensive – NZ transition, defensive Games – cross ice 3on2
<b>TEAM SYSTEMS</b> Offensive – 2 & 3 man breakout (whole-part-whole) Defensive – def. zone coverage (whole-part-wh.)	<b>TEAM SYSTEMS</b> Offensive – 2 & 3 man power play set up Defensive – penalty kill set up, DFZ coverage	<b>TEAM SYSTEMS</b> Offensive – 2 & 3 man power play, breakout Defensive – penalty killing DFZ coverage	<b>TEAM SYSTEMS</b> Offensive – breakout, power play Defensive – DFZ coverage, PK rotation	<b>TEAM SYSTEMS</b> Offensive – breakout, face off coverage, PP Defensive – DFZ coverage, face off coverage, PK	<b>TEAM SYSTEMS</b> Offensive – breakout, face off coverage, PP Defensive – DFZ coverage, face off, PK

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

OPTION "B"					
SEPTEMBER / OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH / APRIL
MEETINGS	MEETINGS	MEETINGS	MEETINGS	MEETINGS	MEETINGS
SCHOOL PRIORITIES	SCHOOL PRIORITIES	SCHOOL PRIORITIES	SCHOOL PRIORITIES	SCHOOL PRIORITIES	SCHOOL PRIORITIES
# OF GAMES	# OF GAMES	# OF GAMES	# OF GAMES	# OF GAMES	# OF GAMES
TEAM GOALS	TEAM GOALS	TEAM GOALS	TEAM GOALS	TEAM GOALS	TEAM GOALS
DRYLAND TRAINING	DRYLAND TRAINING	DRYLAND TRAINING	DRYLAND TRAINING	DRYLAND TRAINING	
COACH EDUCATION	COACH EDUCATION	COACH EDUCATION	COACH EDUCATION	COACH EDUCATION	COACH EDUCATION

# COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

## OPTION "B"

SEPTEMBER / OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH / APRIL
12 PRACTICES	8 PRACTICES	8 PRACTICES	8 PRACTICES	8 PRACTICES	8 PRACTICES
INDIVIDUAL SKILLS	INDIVIDUAL SKILLS	INDIVIDUAL SKILLS	INDIVIDUAL SKILLS	INDIVIDUAL SKILLS	INDIVIDUAL SKILLS
INDIVIDUAL TACTICS	INDIVIDUAL TACTICS	INDIVIDUAL TACTICS	INDIVIDUAL TACTICS	INDIVIDUAL TACTICS	INDIVIDUAL TACTICS
TEAM TACTICS	TEAM TACTICS	TEAM TACTICS	TEAM TACTICS	TEAM TACTICS	TEAM TACTICS
TEAM SYSTEMS	TEAM SYSTEMS	TEAM SYSTEMS	TEAM SYSTEMS	TEAM SYSTEMS	TEAM SYSTEMS

# COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

## LINK INDIVIDUAL SKILLS AND TACTICS

INDIVIDUAL TACTICS	
INDIVIDUAL OFFENSIVE TACTICS	INDIVIDUAL DEFENSIVE TACTICS
<b>ATTACKING 1 ON 1</b> <ul style="list-style-type: none"> <li>♦ Skating fakes and Skating agility</li> <li>♦ Body fakes</li> <li>♦ Shooting and Passing Fakes</li> <li>♦ Puck Protection</li> <li>♦ Stick Handling</li> <li>♦ Driving to the Net</li> </ul> <b>SKAKING A DEFENDER 1 ON 1</b> <ul style="list-style-type: none"> <li>♦ Turn up/ Delays</li> <li>♦ Driving to the Net</li> <li>♦ Walkouts</li> </ul> <b>SCREENING WITHOUT THE PUCK</b> Roles of the non-puck carrier <ul style="list-style-type: none"> <li>♦ Availability</li> <li>♦ Close support</li> <li>♦ Screening</li> <li>♦ Clearing an area</li> <li>♦ Decoying</li> </ul>	<b>DEFENDING 1 ON 1</b> <ul style="list-style-type: none"> <li>♦ Positioning</li> <li>♦ Closing the gap</li> <li>♦ Body contact</li> <li>♦ Stall</li> </ul> <b>DEFENDING AN OPPONENT IN THE DEFENSIVE CORNER</b> <ul style="list-style-type: none"> <li>♦ Positioning</li> <li>♦ Closing the gap</li> <li>♦ Body contact</li> <li>♦ Contain</li> </ul> <b>DEFENDING ALONG THE BOARDS</b> <ul style="list-style-type: none"> <li>♦ Pinning</li> </ul> <b>BACKCHECKING</b>

## 2 PLAYER TEAM or GROUP TACTICS

<b>Offensive Team or Group Tactics</b>  <b>2 on 1 Attacks</b> <ul style="list-style-type: none"> <li>♦ Give and Go</li> <li>♦ Give and Follow</li> <li>♦ Cross</li> <li>♦ Pass to Open Space</li> </ul> <b>Passes to Create Plays</b> <ul style="list-style-type: none"> <li>♦ Direct</li> <li>♦ Bank</li> <li>♦ Rim</li> <li>♦ To open space</li> </ul> <b>Mid Lane Support</b>  <b>Quiet Zones</b>	<b>Offensive Principles</b> <ul style="list-style-type: none"> <li>♦ Pressure</li> <li>♦ Movement</li> <li>♦ Puck Control</li> <li>♦ Support</li> <li>♦ Transition – progression of attack</li> <li>♦ Optimal shooting</li> </ul> <b>Defensive Principles</b> <ul style="list-style-type: none"> <li>♦ Pressure</li> <li>♦ Movement</li> <li>♦ Stall &amp; Contain</li> <li>♦ Support</li> <li>♦ Transition – coverage of zones</li> </ul>	<b>Defensive Team or Group Tactics</b>  <b>Defending 2 on 2</b> <ul style="list-style-type: none"> <li>♦ Switching</li> <li>♦ Man to Man Coverage</li> </ul> <b>Defending 2 on 1</b> <ul style="list-style-type: none"> <li>♦ 2 on 1 middle</li> <li>♦ 2 on 1 outside</li> <li>♦ prime scoring area</li> </ul> <b>Defending 1 on 2</b> <ul style="list-style-type: none"> <li>♦ Overplay</li> <li>♦ Middle 1 on 2</li> </ul> <b>Defending Against a 2<sup>nd</sup> Wave</b>  <b>Inside Blue Line</b> <ul style="list-style-type: none"> <li>♦ Sagging</li> <li>♦ Backside Coverage</li> </ul>
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## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### GOALTENDING

Goaltending has gone through enormous change over the past couple of decades. These changes have been fueled by dramatic improvements in equipment and goaltending athleticism, the need to combat improved offensive tactics, a better understanding of net coverage and an overall improvement in coaching.

#### Skating

It could be argued that the inside edges of the skates are the goalie's most valuable tools. These edges fuel virtually all goaltender movement. The edges also anchor the goalkeeper's save movements, assist in recovery and are a major ingredient in the goalie's basic stance position.

#### Positioning

**Inside Edge Positioning:** In recent years, the goaltending position has changed to include a greater proportion of down saves. To do so, the goaltender must establish an inside-edge position on their skates. Having these strong edges available, immediately, powers the goalie's movement and helps to drive save extensions.

**Knee Flexion:** Flexion is key to a goaltender's stance to achieve extension. The most important flexion is in the knee joint. As a word of caution, excessive flexion in the hips should be avoided. The goalie will require extension to move laterally, forward or backward.

**Chest Up and Square:** The chest must remain up. This will help to ensure that the goaltender does not go down prematurely. An excessively flexed hip position will, effectively, remove the goaltender's upper torso from their save arsenal. As a rule of thumb, the jersey logo should be fully visible when the goalie assumes the stance position.

**Gloves on a Plane Out in Front of the Body:** Since the body is flexed, the glove positions should be placed out in front as a counteracting balance. In addition, the blocker hand needs to assist in proper stick positioning. The stick must be positioned out in front of the skates. This forward positioning of the glove and blocker, then, assists with this stick placement.

**Weight Distributed Evenly on the Balls of the Feet:** Balance in goaltending is vital. This is generated, in part, through proper distribution of weight.

**Stick Firm, Flat, Square and out in Front of the Skates:** Finally, the stick needs to be placed out in front of the skates. This is done to further counteract the flexed stance position, help absorb the puck when making saves and this gap allows the stick to operate independent of other adjustments or saves.

#### Developing Angles

The horizontal angle is the goaltender's lateral relationship with the puck and net. It's simple. A line is drawn from each of the posts to the puck. A triangle is formed. The goaltender now needs to find the centered position within this triangular region. The centered or on-angle position is achieved by moving forward along the centre line of the puck – an invisible line from the middle of the net, through the goaltender to the puck.

A correct horizontal angle and centered position creates the greatest amount of net coverage. The goalie that can play a strong angle game will take the bulk of the net away from the shooter. A trick more advanced goaltenders will use is to stay deep in their net when the puck is at the other end of the ice. As the play develops, the goaltender will come out from their deep, center-net position. This ensures that they have established a correct FIRST angle.



## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### Drills for Developing Angles

Set up five pylons up along the blue line and place the pucks at center ice. The attacker picks up a puck and drives around any of the pylons. As it becomes clear which pylon is chosen, the goalie should step away from their goal line and establish an on-angle position out on top of their crease. When the goalie is set, the shot is released.

A variation of the first drill is to use the top of the crease as a starting point. Now when the attacking player approaches, the goalie will move laterally into a correct angle position. Notice that this second variation requires a greater familiarity with their forward environment.

Another simple approach to angle development is to have the goaltender remain at the top of the crease during outside shooting drills. By not allowing them to retreat back to their posts, they will be forced to familiarize their position with the forward view. This is the simplest and most effective method of developing angles. Follow this up by having the goaltender stay inside the crease to stop shots.

### Lateral Movement

The Shuffle: is the only movement skill that is inherently square. This square characteristic means that the goaltender is that much closer to a proper, set position. Another powerful feature of the shuffle is that the goaltender's skate edges are available for immediate thrusting and stopping. The shuffle is used whenever the puck is in a dangerous position. For example, the puck is stick handled down the wing. The goaltender can use the shuffle to keep a tight angle on the puck. Likewise, the shuffle can be used when the puck is passed from player to player provided the width of the pass is limited. In situations requiring minor lateral adjustments, goaltenders should use short lateral shuffles of approximately 25-30 cm in length.

When the goaltender elects to shuffle to the left, they must transfer their weight onto the inside edge of the right skate (drive skate). The additional weight on this edge anchors the thrust. As the goalie begins to extend their drive leg, the goalie will begin to move to the left. The technical key is to roll the right skate (lead skate) up onto both edges. This will remove the resistance between the sharp inside edge and the ice. The goalie can now slide smoothly in the desired direction. To stop, the goalie will rotate the skate down and back onto the inside edge. This will increase the resistance and bring the goalie to a stop.

The T-Push: Technically, the execution of the t-push is a simple process. Starting in the stance, weight is shifted to the drive skate. At the same time, the lead skate must rotate and point in the desired direction. With the lead skate rotated, the goaltender can now extend their drive leg thrusting the goalie towards the positional target. Finally, as the goalie's lead skate crosses the positional target, the goalie must prepare to stop. In the case of a t-push, the goalie will re-rotate the glide skate back to a square position while at the same time quickly transferring weight onto the inside edge of this blade.

The benefit of the t-push is that it does not possess the same surface resistance as the shuffle. This non-resistance is due to the opening of the lead skate. This increases the speed and distance that a goaltender can move laterally.

### Forward and Backward Movement

Forward Movement : In order to move (scull) forward, the goaltender rotates one of their skates (the drive skate) approximately 45°. The rotation is outward at the toe. Following this rotation, the goaltender transfers weight onto this skate blade and c-cuts forward. The stopping of the sculling move is, again, an edge-based maneuver. You'll remember that the edge is initially rotated

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

outward at the toe. To stop, we simply reverse this process. As the goalie achieves their desired depth, the toe is rotated inward with weight applied to the inside edge. This stopping move is a single, foot rotation – not a snowplow.

**Backward Movement:** To initiate the backward move, the goaltender will rotate the heel of the skate outward, approximately 45°. The c-cut is now executed moving the goaltender in a backward direction. Multiple c-cuts, the recovery and the stopping of the move parallel the forward scull.

### **Up and Down Movement**

**½ Butterfly:** The reason that the half butterfly is powerful is that it retains the benefits of the butterfly while at the same time it reaps the benefits of a specific save movement. We should point out that a specific save response not only carries with it a powerful save benefit but a much more powerful rebound-control benefit. Proper body and stick positioning must be maintained during the down and up movement. The ½ butterfly move is formed with save and rebound-control considerations in mind.

To execute a half butterfly, since the body is skewed to one side, requires a partial transfer of weight onto the non-save skate. With weight on this skate edge, the save-side ankle collapses inward. This inward move reduces the grip of its inside edge and allows the pad to drop down and out.

Recovery from a half butterfly should be done by reversing the down move. In other words the skewed leg should power the move back up. It should further be pointed out that the recovery portion of the save should be initiated immediately following contact with the puck.

### **Drills for ½ Butterfly Development**

The first set of shots should involve ¾-speed velocity. Take a set of shots towards the middle of the net or skewed slightly to one side. Focus on a single side, ensuring correct execution, before proceeding to the other side. These first sets should emphasize the ½ butterfly movement. Next, shoot closer to the corners forcing the goalie to extend their pads further. Again, work one side then the next. Develop both sides equally.

Another drill for strong pad responses involves your defensive players. Pucks begin in the corner. The coach banks the puck off the boards, or glass, allowing the point player to work on keeping the puck onside. After retrieval, the player will drag the puck towards the center of the ice before releasing a hard, low shot.

### **Body vs Limb Saves**

An important phase of body technique is to accept the puck into the body. Many goalies struggle with their body because they continue to attempt glove or blocker saves on pucks coming at their body. While the save may be made, excessive glove/blocker use will negatively impact rebound control.

These benefits are significant and undeniable and have helped drive goaltending success. In the past, goalie educators emphasized a limb-based approach. At the time, this was logical. Today, the body dominates.

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### Drill for Body Saves

In this drill, the goalie will face one of the face-off dots starting in their stance and at the top of the crease. We use a side position because the reduction in net availability will help to increase the volume of shots that actually go at the body position.

Shoot pucks, gapping the shots as necessary, at the center net. Pucks should be anywhere from 24" to 42" off the ice. On the lower shots, the goalie should go down to cradle the puck on their body. Making the save with the pads will only incur a rebound. The body is an excellent rebound-control tool and should be used whenever possible. On higher shots, the goalie may be better off to stand up. This is especially true for younger and/or smaller goalkeepers.

As variations to this drill, continue to use face-off dot shooting positions but now add movement. In variation 1, the goalie starts on their goal line and in the middle of their crease. On "Go", the goalie sculls out, sets and then makes body save. In variation 2, the goalie will start on the opposite side post. On "Go", the goalie will drive across the net and then outward to face the body shot.

### Use of the Stick

**Saves:** Like the body, proper use of the stick is not complicated but is vital to the goalie's success. Proper stick work must be emphasized as a goaltender develops movement skills. In short, the stick should not move relative to the body position. In fact, the entire upper body, including the arms and extending through the stick, should remain stable. The stability of the stick during positional adjustment will help to ensure that it is ready when needed.

The goalie should understand that a shot on the ice is a stick save, not a pad save. The stick has replaced skate use. It is a more versatile, quicker, simpler and a less dangerous approach to maintaining control of the puck, angling it to the corner or, as circumstances dictate, redirecting it over the glass.

**Paddle Down:** This technique has the goaltender down on one or both knees with the paddle of the stick laying flat on the ice. The paddle down is used to prevent a wrap around or when the goaltender is screened with heavy traffic and with the puck close to the net.

**Stick-handling and Passing:** This technique is similar to the forwards or defencemen. If the goaltender holds the stick in the right hand, the right hand becomes the top hand on the stick, and vice versa. NOTE: Coaches should include the goaltender in team puck-handling drills and start most drills with the goaltender passing and/or receiving the puck. Passing and/or receiving the puck could take place in front or behind the net.

### Use of the Glove and Blocker

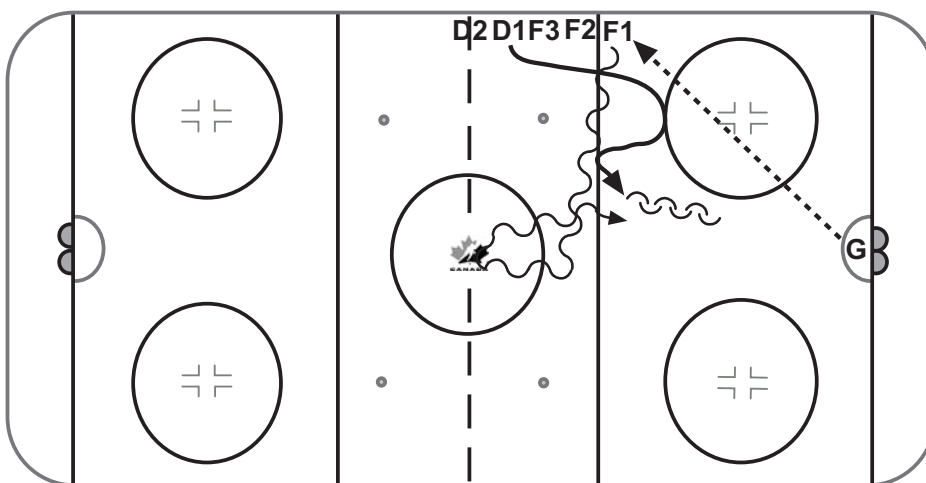
**Glove:** The glove hand plays an important rebound control role in the goalie's game. It stops and controls shots directly. It cradles pucks on the body. It can trap the puck on the blocker and it can cover up a loose puck. It is essential that when using the glove, that the goaltender watches the puck all the way into the pocket. Another key point is to keep the glove out in front of the body and OPEN at all times.

**Blocker:** On the blocker side, the goalie wants to direct the puck away from the net. This requires an angling of the blocker to a less dangerous area. The most common place is to the corner.

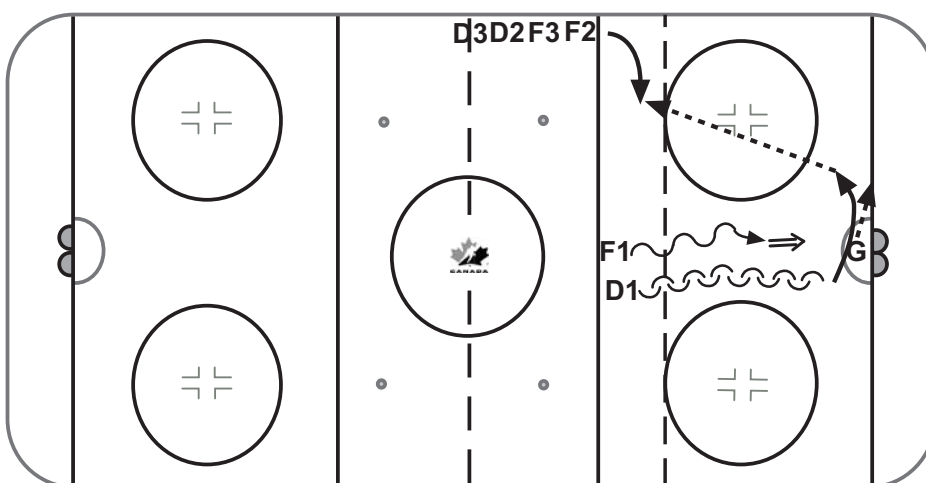
## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### TRANSITION

#### 1 vs 1 - 1 Puck Drill (In 1 End)



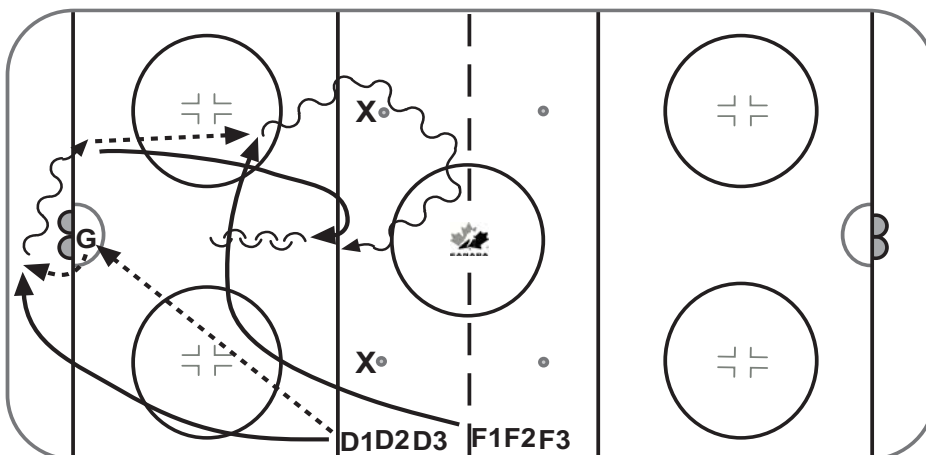
The goaltender starts with the puck and passes to F1. F1 skates through the neutral zone (touching the face off dot) and attacks 1vs1 against D1. D1 begins at the same time as F1. D1 skates to the top of the circle and then must touch the blueline, pivot and skate backwards. D1 must close the gap and play 1 vs 1 against F1.



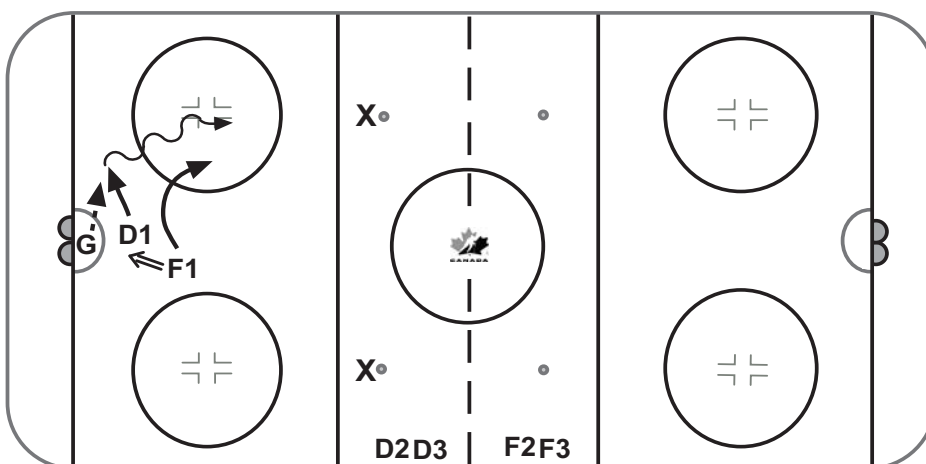
F1 will try to score or forecheck in order to try to score again. F1 and D1 play 1 vs. 1 below the dotted line. (If the puck comes over this line F2 can take the puck.) D1 must gain possession of the puck and pass to F2. F2 must read the play and move with timing to support. F2 starts the drill over, turns at center ice and plays 1 vs. 1 against D2. Progression: 02 can join in the drill to support D1 after F1 and D1 have crossed the blueline. The defense should concentrate on separating F1 from the puck and F2 can take the free puck and start the drill over.

## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### 1 vs 1 Drill Transition Using 2 Nets (In 1 End)



D1 starts this drill by shooting at the goalkeeper or dumping the puck behind the net. The goalkeeper makes the save or stops the puck for D1. D1 skates and picks up the puck behind the goal and passes F1. D1 then skates over the blue line, pivots and plays 1 vs. 1 against F1. F1 starts the drill at the same time as D1. F1 reads the play and skates with timing to open space for the break out pass from D1. After receiving the pass F1 skates through the centre ice and plays 1 vs. 1 against D1.



If F1 scores, then D2 starts the drill over. If D1 gains possession of the puck, D1 must try to carry the puck to the middle of the ice through the neutral zone face of dots which acts as the second net.

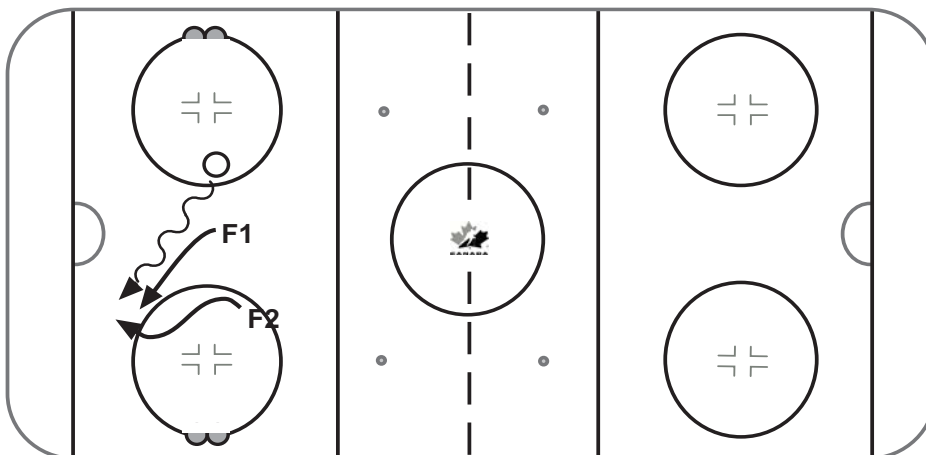
## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### 1 on 2 Cross Ice Game

The idea is for O to carry the puck through the middle of the ice with control

F1 should be trying to separate O from the puck and/or angling the puck carrier to the boards

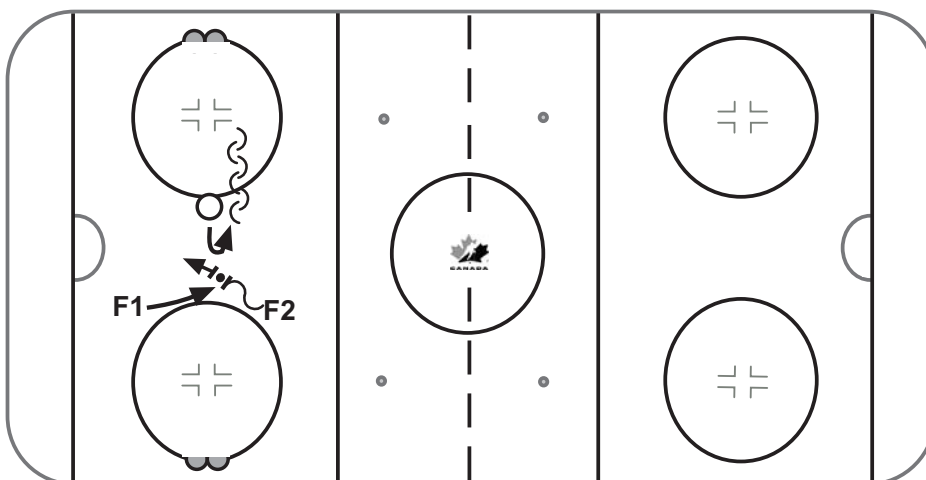
F2 should support and be prepared to jump on a loose puck or separate O from the puck



F2 should carry to the middle of the ice with control, drop to F1 and screen or block O

F1 must support behind puck carrier

O should be defending and trying to keep F1 and F2 to the outside



## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

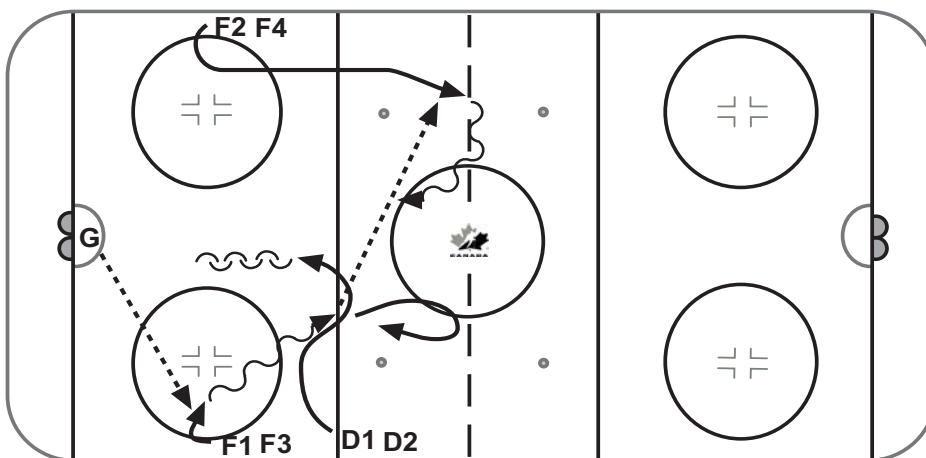
### 2 vs 1 – One Puck Drill (In 1 End)

Forwards have 2 objectives - to score and forecheck

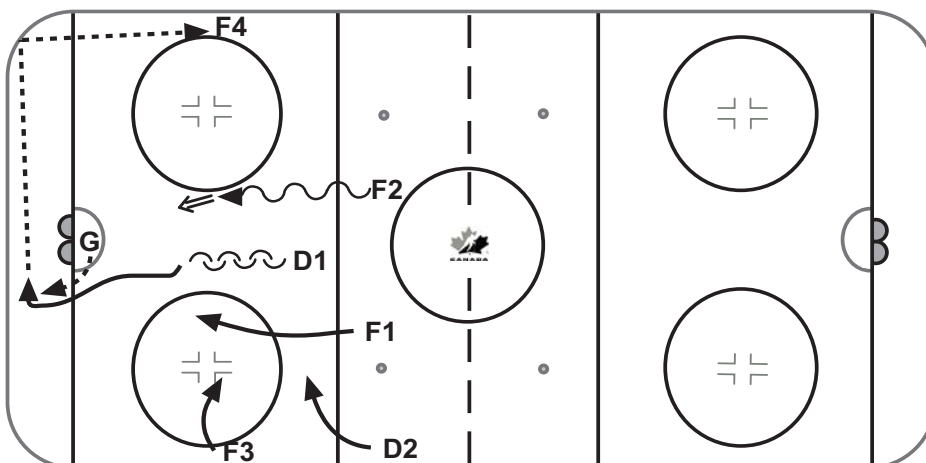
Defence has 3 objectives - prevent scoring, gain possession of puck, make breakout pass to next group of F's.

Goalie starts with the puck and passes to F1. F1 skates to middle and passes to F2. F1 and F2 regroup to attack D1 2 on 1.

D1 moves, reads and closes the gap to play the 2 on 1



F1 and F2 try to score or forecheck in order to try to score again. F1 and F2 play 2 on 1 against D1 below the dots. If the puck comes outside the dots O or X can control. D1 must gain possession of puck to pass to X or O, when O or X have control they clear zone and attack on D2. If the D or the goalie can't clear the zone in 20 seconds the coach blows the whistle and X and O start drill over.

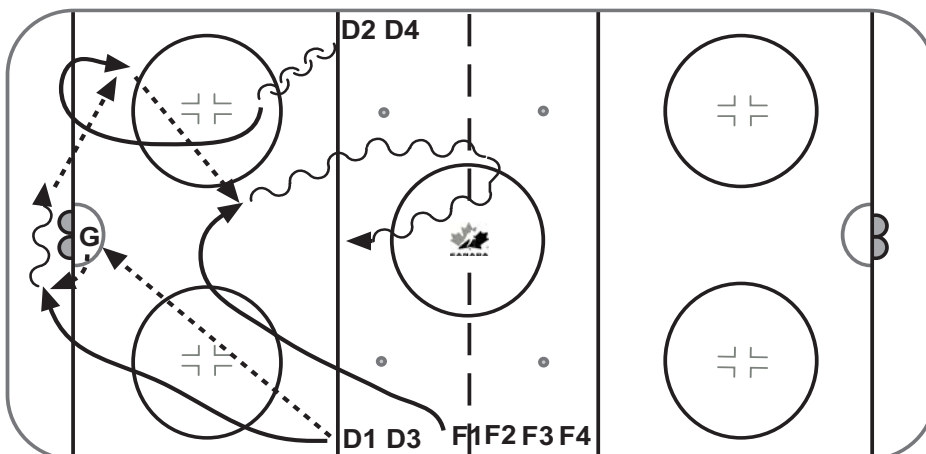


## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

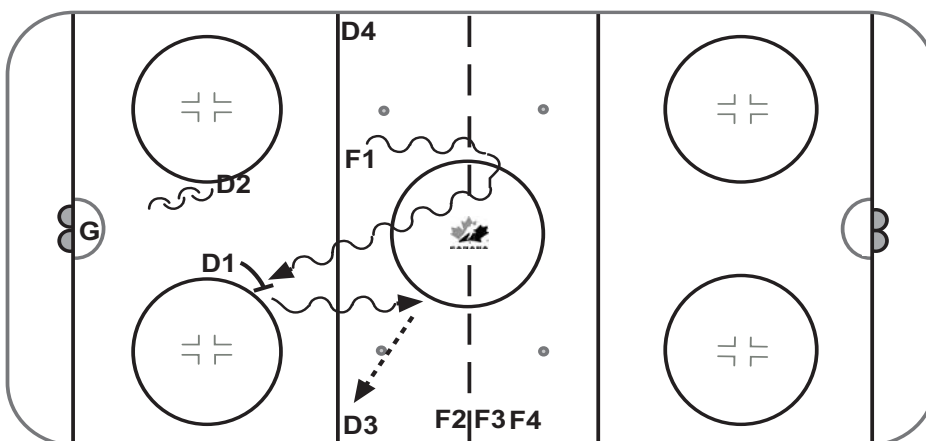
### 1 vs 2 – Using Two Nets (In 1 End)

**Forwards have 3 objectives: To score, to control the puck and to back check.**

**Defense have 3 objectives: To prevent scoring, gain possession and start the offense by skating with the puck.**



D1 starts this drill by shooting at the goalkeeper or dumping the puck behind the net. The goalkeeper makes the save and passes to D1 or D2 who then passes to F1 (according to your break out system). Then D1 and D2 skate quickly in the neutral zone, pivot and play 1 vs. 2 against F1. F1 starts the drill at the same time as D1. F1 reads the play and skates with timing to open space for the break out pass. After receiving the pass F1 skates though the centre ice and plays 1 vs. 2.



If F1 scores, then D3 starts the drill over. If D1 or D2 gain possession of the puck to the puck, D1 and D2 play 2vs 1 against F1. D1 and D2 try to carry the puck to the middle of the ice through the neutral zone face off dots which act as the second net.



## COACH DEVELOPMENT PROGRAM REFERENCE MANUAL

### DESIGN A PRACTICE

Designing (planning) a practice will determine your success at conducting a practice.

Step 1: Review your revised yearly plan (see pre-task) and identify your team goals and technical goals for the month that you are designing the practice.

Step 2: Identify 2 or 3 key weaknesses from your team's last game.

Step 3: Combine the list from steps 1 and 2 and develop your goals and objectives for your next practice.