



Okotoks Oilers Athletic Association

Box 954 Okotoks, Alberta T1S 1B1

OOAA Coach Handbook

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1. OAAA PHILOSOPHY & EXPECTATIONS ON PLAYER DEVELOPMENT:

If a player is good enough to be on the team, they're good enough to play.

The OAAA understands the balance between development and winning changes as players move into "Elite" hockey programs... Having said that, the OAAA maintains that all levels of hockey are considered development leagues until one reaches the NHL. Even then, the personal development of players is at the forefront to ensure success is maintained. The OAAA has an expectation that coaches will have an emphasis on the development of his/her players and less so on performance outcomes. With well-developed "athlete Centered" coaching philosophies, winning is very often a by-product anyways. As such, coaches are expected to develop all his/her players equally and try to win in the process but in that specific order of priority... "We strive to win", not "win at all costs".

There is no "equal ice" rule when it comes to OAAA elite programs, however the OAAA will hold coaches accountable for fair and equitable ice. Remember, this is about development, not just about winning. Our Policies and Procedures state the following:

(g) Fair Play: Coach's Code of Conduct

(i) OAAA Hockey strives to balance playing time to the greatest extent possible. Once team selection is complete your responsibility is to develop all Players;

(ii) Fair ice time does not necessarily mean equal ice time. There are playing circumstances in which additional opportunities are extended for the right reasons, such as hard work, discipline, attitude, and effective team play. Situational game management and coaching are expectations of the level;

(iii) Players are to be chosen who Coaches believe can manage and contribute at the elite level for the Division, so as to minimize the need for protective development (restricting player exposure to situations that they may not be ready to handle or that could serve to shake confidence). The OAAA recognizes that, in some circumstances, protective development may be necessary, to some extent, while we more cautiously develop those individuals for improved future contributions; and

(iv) OAAA's mandate is to develop elite players; we are not a win at all cost association. Appropriate overall development is the first responsibility and expectation of the OAAA.

2. COACHING CODE OF CONDUCT:

The athlete/coach relationship is a privileged one. Coaches play a critical role in the personal as well as athletic development of their athletes. They must understand and respect the inherent power imbalance that exists in this relationship and must be extremely careful not to abuse it. Coaches must also recognize that they are conduits through which the values and goals of the OAAA are channeled.

The following Code of Conduct has been developed to aid coaches in achieving a level of behavior, which will allow their athletes to become well-rounded, self-confident and productive human beings. Although this code is directed toward coaching conduct, it equally applies to other members of the "Team Leadership Staff", i.e. managers, trainers, equipment personnel, etc. It is assumed that these people act in cooperation with one another to construct a suitable environment for the athlete.



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Competence:

- Coaches will maintain a standard of excellence with regard to education and information related to coaching and make an on-going effort to maintain competence in the skills they use.
- Coaches will always maintain the minimum certification set forth by Hockey Alberta/Canada to coach their specific age/level of hockey.

Integrity:

- Coaches will exercise integrity in the practice of coaching and be honest, fair and respectful of others.

Respect for Participants:

- Coaches will respect the fundamental rights, welfare, dignity, values, opinions and worth of all participants and will be aware of cultural and individual differences including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language and socio-economic status.

Responsible Coaching:

- Coaches will be aware of ethical responsibilities towards player development both on and off the ice. Winning at all costs is not the OAAA model and consistent actions to support this will not be tolerated. Please familiarize yourself with our Policy and Procedures surrounding this <https://www.oaaaoilershockey.ca/policies>

Sexual Harassment:

- Coaches will not engage in sexual harassment which includes but is not necessarily limited to sexual solicitation, unwelcome physical advances and verbal or non-verbal conduct. Coaches will not deny any participants the right to participate in any activity based upon their having made or they're being the subject of a sexual harassment claim.

Hazing/Bullying:

- In addition to our Policy and Procedures, the OAAA has a zero tolerance for this and any violation of this code will result in immediate action against the Coach.

Communications with Participants:

- To avoid any misunderstanding with participants, coaches will maintain an open-door policy with their players/parents and make use of the 24-hour rule where appropriate.

Alcohol, Drugs and Tobacco:

- Coaches will refrain from using and discourage the availability or use of alcohol, tobacco or performance enhancing or recreational drugs in conjunction with, including travelling to or from, any OAAA/team function. The use of alcohol, tobacco or performance enhancing or recreational drugs by participants is strictly prohibited. Any Violation of this code will result in immediate OAAA action against the offender.

Gambling:

- Coaches will refrain from and prohibit gambling of any kind in conjunction with, including travelling to or from, any OAAA/team function.

Pornography:

- Coaches will refrain from and prohibit the use of pornographic or sexually explicit material in



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conjunction with any OAAA/Team function.

Cooperation with Investigations, proceedings and Resolutions:

- Coaches will cooperate with any investigation, proceeding or resolution related to a perceived violation of the Code as mandated by the OAAA. Failure to cooperate is a violation of the Code.

Acknowledgement:

- Coaches acknowledge the OAAA Hockey Coaching Ethics Code is administered under the authority of the OAAA board of directors. Any violation of the Code subjects the violating coach(s) to the disciplinary processes of the OAAA and its member organizations.
- The code of conduct items listed above are in addition to those found in the OAAA Policies and Procedures.

3. Job Description of the Head Coach:

The following guidelines are set out to help ensure the coaches are in line with OAAA Expectations. As the Head Coach, you will be expected to fulfill at minimum, the following:

- o Serve as an official spokesperson on behalf of the team
- o Coordinate the delegation of responsibilities to the assistant coach and manager
- o Coordinate player evaluation and selection in conjunction with the Assistant coaches
- o Ensure your manager or you provide a list of team players, parent/guardians, addresses, phone number and jersey number to Division Director.
- o Establish rules for the team. This shall be communicated in writing to players and parents at the start of each season.
- o Ensure your manager or you organize a team and parent meeting to establish introductions and explain coaching philosophy and expectations
- o Organize AP players & ensure they are used where appropriate. This includes allowing your own players to play up when called upon, where appropriate.
- o Find tournaments to enter if the team wishes to do so
- o Identify where the team could use improvement and create practice plans that will help athletes develop their skills.
- o Plan, implement, and control pregame preparation.
- o Be familiar with risk management issues as they relate to player injury
- o Plan on-ice and off-ice team activities in consultation with the Assistant Coaches
- o Submit a year-end report which contains the following information; evaluation of the players' performance, evaluation of the team's performance, and recommendations on how the program can be improved.
- o Be familiar with OAAA & OMHA Policies and Procedures, paying close attention to those sections related to coach responsibilities.
- o Follow all OAAA & OMHA policies and procedures which in part state:

(ii) The Head Coach, Assistant Coaches, Team Manager and Team Management are expected to be alert and sensitive to Parents concerns as they may arise from time to time and to work to resolve any such concerns promptly;

...

(iv) Communication with Players should be frequent and ongoing. Coaches should encourage Players to meet with them to express concerns or to have questions answered. Two staff members will be present at all individual



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Player meetings;

...

(vi) Coaches will ensure that no team will be on the ice without a recognized Coach or Assistant Coach present, and that at all times, all Players will be wearing mandatory protective equipment in good repair and properly fastened;

(vii) At minimum, one Coach will be provided for pre-and-post-game dressing room supervision of the Players;

(viii) Coaches will utilize all practice ice assigned to the Team;...

- Time Commitment:
 - o Attend all meetings called by the Division Manager or Association seminars as they relate to coaching development; if a coach cannot attend a meeting, they must send a team representative in their place.
 - o Attend all practices, team functions, and games. If unable to attend practices or games, find a suitable replacement for the day

4. COACH TRAINING & DEVELOPMENT & HONORARIUMS:

- All coaches will be required to follow Hockey Canada/Alberta's guidelines when it comes to their qualifications. If a coach is unaware of their qualification, please discuss with the division director who will be able to help.
- The OOAA will reimburse approved courses offered by Hockey Alberta. If there are additional courses a coach would like to take, please refer to the division director to see if reimbursement is available.
- It will be mandatory for coaches to attend the coach's introductory meeting which will be scheduled in June once all the coaches are finalized by the OOAA. Time/Locations will be provided by either the Coach/Player Development director or the division director.
- Coaches will be responsible to ensure there is a coach (Head coach or Assistant Coach) attend OOAA Coach Mentorship programs/meetings where scheduled. Not doing so will jeopardize coach honorariums and potential future coaching opportunities within the OOAA.
- OOAA Policy and Procedures further state the following:

(e) Coach Appreciation

(i) The OOAA appreciates the many hours of volunteer work Coaches provide and will reimburse them for all completed coaching clinics which were preapproved by the Director of Coach Development;

(ii) Coach expenses which are incurred while on road trips with the Team, primarily including meals taken with the Team and hotel accommodation, shall be paid for by the Team;

(iii) OOAA Does not differentiate between non-Parent/Parent coaches with regard to expenses but no honorariums will be paid to parent coaches;

(iv) No amounts for alcohol shall be paid for by the Team; and

*(v) All coach honorariums will be set by OOAA. The OOAA Director of Coach Development as well as the OOAA Board of Directors will set honorariums for each coach hired based on credentials & experience; *(Effective May 2016)*

(vi) Coach honorariums are to be paid by each respective team in December & March of the respective season;

(vii) This amount shall not be linked to the performance of the team or the Coach, but shall be considered a general gratuity to help the Coach cover day to day expenses incurred in the process of coaching;



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5. PROGRESSION WITHIN OOAA:

- The OOAA is dedicated to our coaches & the continuation of their development within our Program. Succession planning is crucial to the success of our teams & our coaches.
- Open communication is required on both sides to ensure we are fully aware of the ambitions of our coaches both short term and long term.
- We will work with head coaches & look at helping them to identify possible replacements as they look to move on to higher levels themselves. This will include the potential of placing and mentoring assistant coaches within their ranks.
- We will also look to our existing coaches first while when opportunities open up, while still maintaining appropriate due diligence outside of our association to ensure the best candidate is selected for our programs.
- While we cannot guarantee positions for future years, we will do our best to look after our family of coaches first and foremost.

6. POLICE RECORD CHECKS:

- It is our policy that the OOAA have the option of requesting Criminal Record Checks. These Record Checks should not be more than 4 months old to be accepted by the OOAA. It is the policy of the OOAA that once the individual has been permitted to act as a volunteer or hired as a staff person, these Criminal Record Checks will be required every three years.

7. EVALUATION POLICY:

The OOAA believes in the development of our players and coaches equally. As such, the OOAA is committed to ensure we offer the highest level of mentorship and ongoing training & self-development available. This also includes having proper evaluations to identify strengths and weaknesses of our coaches. This will help ensure they have every opportunity to coach at higher levels if they so choose. As such, we will evaluate each coach to help improve the overall coaching within the association.

Part of this evaluation process will help ensure the development philosophy & curriculum of our association is being implemented effectively. It should also enhance the experience of a coach given the opportunity to learn and develop while within the OOAA program.

Information on the coach's performance will be gathered from the players, parents, coaches themselves, other coaches, or by a neutral observer. Evaluations will always be communicated to the coach & may occur at certain times of the year (i.e. middle and end of season).





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SOME CONSIDERATIONS:

- 1) Evaluations are not meant to be punitive, but rather constructive, identifying areas of strength, weakness and strategies for strengthening weaker areas.
- 2) The OAAA Association is prepared to help coaches with their weaknesses and will look at all available resources, programs, and support to help coaches improve where needed.

Attached are samples of evaluations the OAAA may use throughout the year... These are meant to provide examples of the type of information we are looking for in our attempt to better not only ourselves, but the coaches within our program.



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FORMS FOR PARENTS/PLAYERS TO FILL OUT COACHING EVALUATION FORM

The purpose of this form is to assist the coach in developing themselves and the program for next season. Please be frank and honest in your responses to the following questions. Your input is essential to improving the quality of the coaching next year.

TO BE COMPLETED BY THE PLAYER:	NO <-> YES				
	1	2	3	4	5
1. Did you enjoy being on the hockey team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Did you learn more about hockey?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Did your hockey skills improve?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are you planning to try out for a hockey team next year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. What was your favorite activity in practices?	Reply on back of form				
6. What was your least favorite activity in practices?	Reply on back of form				
7. Did you think playing time was fair? How could it have been better?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Did you think you had enough opportunity to ask questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. What would you change to help next year's team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TO BE COMPLETED BY THE PARENT:	NO <-> YES				
	1	2	3	4	5
1. Did your child enjoy the hockey experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you feel your child became a better hockey player?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Did your child gain a better perspective of teamwork?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Did the hockey experience help your child mature?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Did hockey help your child's self-confidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. In your opinion, was playing administered appropriately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Was the coach's public conduct at games acceptable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you feel your child was treated with respect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. How would you rate the coach's organization skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. How would you rate the coach's communication with parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Please suggest changes that you think would improve the program.	Reply on back of form				
12. Please list other questions that should be on this evaluation.	Reply on back of form				



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SELF-ASSESSMENT – HOW AM I DOING?

A self-evaluation is a useful tool for personal development. At a minimum, it creates an introspective look into an individual's personal coaching style and motivations. It can target strengths and weaknesses and may lead to realizations about barriers to effective coaching style.

SAMPLE SELF-ASSESSMENT

The following sets of questions can help coaches articulate their philosophy of coaching as well as the atmosphere of their team and practices.

- How do I want players to interact on the ice?
- What resources should be available to my players?
- What was the most important thing I tried to teach the players this week, month?
- What is the most important thing my players will learn from me this season?
- What did I learn from my players this week?

1. Using the following chart, assess how well you carry out your roles as a leader, teacher, and organizer. For each statement, select the word that best describes you. This chart can be used to assess yourself throughout the season.

		EXCELLENT	GOOD	NEEDS IMPROVEMENT
AS A LEADER I:				
1.	Establish Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Use a democratic coaching style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Am a good role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Develop leadership skills in my athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Have a positive relationship with referees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Interact effectively with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Help athletes maximize their potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AS A TEACHER I:				
1.	Teach the necessary hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Teach the skills sequentially and in progression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Teach skills using understandable language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Realize athletes differ in their readiness to learn a skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Realize athletes learn skills at different rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Teach more than just hockey skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AS AN ORGANIZER I:				
1.	Plan effective practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Select good assistant coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Have parents assist in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Attend to details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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2. Every coach should ask themselves the following questions each season as a minimum.

- How can I improve my teaching and coaching techniques this year?
- How can I increase my communication skills with my players, their parents and the association?
- Do I give quality time to my family and myself?
- Do I have any habits or characteristics that need improvement/correcting this year?
- Have I set my goals and objectives for the upcoming season?

3. Complete the following checklist at regular intervals throughout the season.

		YES	SOMETIMES	NOT YET
1.	I make the athletes feel at ease in conversations with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I involve the athletes in making decisions when it is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I actively help athletes who are having difficulty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I am well prepared for each practice and each game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I plan my practices so that progressions take place for one practice to the next	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I include a warm-up and cool down in each session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I do a safety check of the facility before each practice and game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I develop a sense of mutual respect among athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I promote respect for officials and the rules of the game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I have a zest and enthusiasm for coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Helping Athletes become Better People. Which of the following are parts of your coaching strategies?

		YES	NO
1.	I discuss my plans for the number and duration of practices with my athletes or their parents. I am reasonable in my demands on their time.	<input type="checkbox"/>	<input type="checkbox"/>
2.	I teach my athletes to obey the rules of the game.	<input type="checkbox"/>	<input type="checkbox"/>
3.	I ask my athletes what they want from the sport experience. Studies have shown that most children play for fun and would rather play for a losing team than sit on the bench of a winning one.	<input type="checkbox"/>	<input type="checkbox"/>
4.	I teach my athletes to treat the officials and other participants with respect.	<input type="checkbox"/>	<input type="checkbox"/>
5.	I never criticize or ridicule my athletes. I offer constructive feedback and present any perceived problems as positive challenges.	<input type="checkbox"/>	<input type="checkbox"/>
6.	I have guidelines for behavior in place and discuss these with my athletes.	<input type="checkbox"/>	<input type="checkbox"/>
7.	I make an effort to learn new skills and improve myself as a coach.	<input type="checkbox"/>	<input type="checkbox"/>
8.	I recognize and reward achievements other than the scoring of points. Fair play, teamwork and improved performance are also vital and deserve recognition.	<input type="checkbox"/>	<input type="checkbox"/>
9.	I allow all participants equal playing and practice time.	<input type="checkbox"/>	<input type="checkbox"/>
10.	I am a positive role model for the athletes I coach. Setting a positive example is the best way to encourage positive behavior in others.	<input type="checkbox"/>	<input type="checkbox"/>



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COACHING AGREEMENTS

1. I hereby acknowledge the authority of Hockey Canada, OOAA, and the local Minor Hockey Association and agree to carry out and abide by their constitutions, bylaws, rules & regulations.
2. I hereby acknowledge that I have read and understand the coach's role outlined in the "Coaches' Code of Conduct" and "Job Description"
3. I hereby agree to familiarize myself with the National Coaching Certification Program (NCCP) requirements for coaching in the OOAA and ensure that I maintain the required level of certification.
4. I understand that Player Development is a priority of the Association, and I support this.
5. I hereby agree to actively participate in all development & Coach Mentorship sessions.
6. I hereby agree to provide a detailed Seasonal plan prior to the commencement of the season.
7. I hereby pledge to provide the best program I can for my players.

Signature:

Date:



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On Ice - Develop players on ice skills to prepare for next level

Integrity - Always do the right thing at or away from rink or school.

Learning - Student comes first in Student Athlete

Effort - Build a culture of best in class work ethic

Rise up - Prepare players to accel onto next level