

Hockey Canada

High Performance 1  
  
Coach Notebook

Version 1, 2024





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Acknowledgements

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Introduction

Purpose of this Workbook

This Coach Workbook is your record of what you did and what you learned during each workshop. The Coach Workbook has been designed to help you work on your own, after the workshop, to improve even more as a coach.

We recommend that you save your Workbook and consult it regularly to ensure continuous improvement of your coaching skills.

NCCP Core Competencies

As you progress through these workshops, you will work on developing five core competencies that will help you become a more effective coach and have a more meaningful impact on athletes’ experience. The competencies are problem-solving, valuing, critical thinking, leading, and interacting.

You develop the NCCP core competencies by working through all the learning activities in the workshop. Doing this underlines the importance of all the competencies and ensures that you grasp your role as a coach in advanced skill analysis.

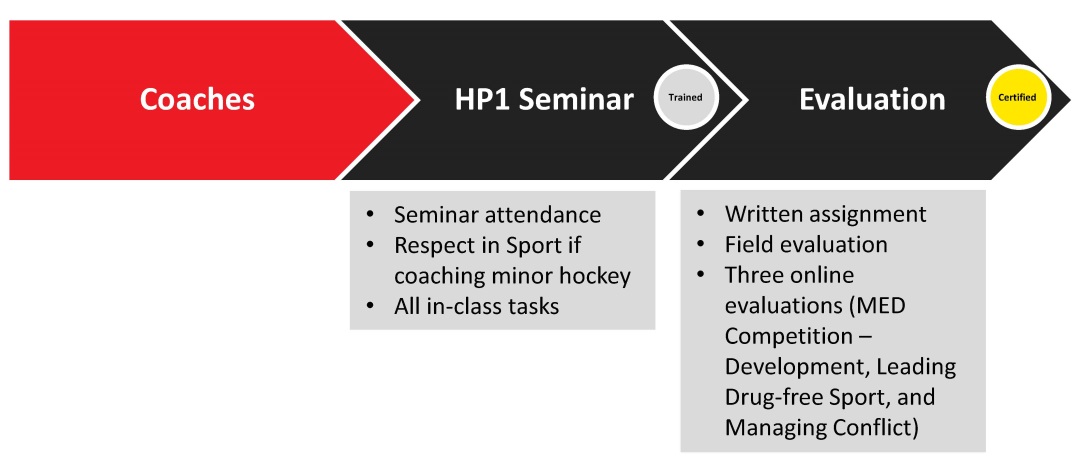
Here’s how the competencies come into play:

|  |  |
| --- | --- |
| In this workshop, this competency… | Is about... |
| Problem-solving | Finding a solution to a complex situation |
| Valuing | Appreciating the hierarchy of values in a moral dilemma |
| Critical Thinking | Evaluate options for decision or action |
| Leading | Make decisions that influence others |
| Interacting | Exchange ideas and interact with other coaches |

See Appendix A for a listing of the competencies associated with this and six other HP1 modules (Ethics and Leadership in Coaching, Teaching and Leading Techniques, Physical Preparation, Planning to Perform, Mental Preparation, and Advanced Skill Analysis).

Learning Outcomes

To become certified in the HP1 context, you must follow the steps in the Pathway for Coach Certification shown below. As the Pathway shows, you must be evaluated, and you must provide evidence in the evaluation that you meet certain criteria. The evidence you must provide is stated in the form of *learning* *outcomes*.



Virtual Modules – Mental Preparation

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 – Post Task – Mental Preparation (To be completed after the HPI Seminar)**

Provide the details of your Mental Training Program from the tryout process until the end of the regular season (specific content); timelines; who was responsible to lead / oversee the program; and how you track these).

* Goal Setting
* Emotional Control / Focussing techniques
* Imagery / Visualization
* Self Talk
* Deliberate Practice
* Scheduling – Pre-game / Post-game Messaging

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Mental Preparation**

Virtual Modules –Physical Preparation

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task –Physical Preparation (To be completed after the HPI Seminar)**

Provide your in-season physical preparation program. Detail your plans: for pre practice/game warm-up; for post practice/game recovery procedures; for hydration, nutrition and recovery; for improving Critical Fitness Variables (CFV’s); for injury prevention; for managing your support staff or outside resource staff within the Physical Preparation program. As well, as part of your answer, submit the knowledge check from Pillars of Performance.

**Question Goal:**  An in-season physical preparation program.

A complete answer will include:

* Knowledge check from Pillars of Performance video
* Physical preparation outline for the season
* Practice and Game warmups / game cool downs / recovery
* Improving critical fitness variables-CFV- measurement and evaluation of fitness components
* Injury prevention
* Managing support staff
* Any relevant templates should be included.

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Physical Preparation**

Virtual Modules – Team Building

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Team Building (To be completed after the HPI Seminar)**

When asked to define what a team is, most people including coaches, players and even parents readily state that a team is a group of people working together for a common purpose. They will state that things like learning and development of the team and individual members are crucial for success. The most important role and responsibility of the team leader is to build a team.

In terms of ‘team building’ please provide us the following details within a Team Building Plan for the up-coming season.

* Your team values and vision;
* Your keys to successful achievement of your vision and goals;
* A team building ‘**Calendar of Events’** showing all team building activities for the season along with the purpose of each activity.
* Community Project-Charity-Fundraiser

These events will also be listed in your Yearly Training Plan Calendar

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Team**

**Building**

Virtual Modules – Skill Assessment

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Skill Assessment (To be completed after the HPI Seminar)**

There are several reasons why skill development is important. By continually developing a players skills, they will be able to execute plays and strategies more effectively during games.

Part A

* Select a game clip from your team or an NHL / CHL / Women’s game (maximum one minute in length)
* Identify all of the Individual Skills and Individual Tactics (Offensive and/or Defensive) that occur
* Using a practice/drill design template, diagram and describe six (6) individual drills to teach the skills and tactics you identified above (Chain of Events)

Part B

* Complete and submit a player assessment (all players on your team) at the start of the season using the Gold Medal Player assessment template (Contact your Provincial Member for the template)
* Using a practice/drill design template, plan three (3) practices to address/develop the deficiencies you identified in the

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Skill**

**Assessment**

Virtual Modules – Teaching and Leadership in Coaching

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Leadership in Coaching (To be completed after the HPI Seminar)**

Continuing education is vital to a coach’s growth. Throughout the season, coaches will participate in Gold Medal Pathway (GMP) webinars, delivered by Hockey Canada’s Hockey Operations department. Each coach will attend the “Welcome” call plus four (4) webinars. **Details will be provided to coaches by your Provincial Member coaching leads.**

Part A

* At the conclusion of each webinar, coaches will document a one-page (1) review detailing three (3) key takeaways/learnings and how they would implement these learnings into a team environment, on or off the ice

**A complete answer will be four (4) one-page reviews**

Part B

* Outline your plans for building a positive culture amongst your team and developing a leadership team amongst your players

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Leadership in Coaching**

Virtual Modules – Game and Bench Management

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Game and Bench Management**

There is no post task with this presentation as it is evaluated during the Field Evaluation of a game.

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Game and Bench Management**

In Person Modules – Performance Planning

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Performance Planning (To be completed after the HPI Seminar)**

Planning is the process of assessing a team’s goals and creating a realistic detailed plan of action from meeting these goals. Basic steps in the planning process involve developing a roadmap that outlines the tasks the team must accomplish to meet their objectives.

Utilizing the Yearly Training Plan template (or one of your own), fill in the template with all the activities that you have planned with your team. In terms of yearly planning, please provide the following details for each applicable period and phase of the yearly training plan.

* Goals and objectives for each month
* Player selection / tryouts
* Practices / Games
* Technical / Tactical / Team Play
* Physical performance
* Mental performance
* Team development

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Performance**

**Planning**

In Person Modules – Offensive Team Play

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Offensive Team Play (To be completed after the HPI Seminar)**

Coaches must comprehend that building a complete offensive team play system, involves all of your players so that they can be involved in the breakout, the rush, the entry, and the attack; in all three zones; and that interchanging positions becomes an automatic.

Outline your plans for Offensive Team Play. Reflect on these 4 concepts: 1) Breakouts 2) Neutral Zone Transition/Regroup 3) Zone Entries 4) Offensive Zone Play. Your answer should include:

* Outline of your plan for Offensive Team Play. Include Offensive Principles of Play - Support, Pressure, Puck Control and Transition in relation to the 4 concepts below
* two (2) drills for Breakouts – 1 for a Defensive Zone faceoff win and 1 for a dump in
* two (2) drills for Transition / Regroups – 1 for a NZ Faceoff and 1 for a NZ turnover resulting in an entry
* two (2) drills for Offensive Zone Play – 1 for an Offensive Zone faceoff win and 1 for changing the point of attack
* one (1) drill for Activating your Defence in the rush on a Zone Entry

**A complete answer will include:**

-your philosophy for offensive team play

-the technical skills required by your players for offensive team play

-the tactical skills required by your players for offensive team play

-**seven (7)** drills / diagrams and **include key teaching points** in preparing your answers

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Offensive Team Play**

In Person Modules – Defensive Team Play

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Defensive Team Play (To be completed after the HPI Seminar)**

Developing a team that executes outstanding defensive team play systems requires players that are proficient in defensive individual skills and tactics and defensive team tactics. Coaches recognize the importance of practicing these skills and tactics regularly and then integrating them into team play systems.

Outline your plans for defensive team play. Reflect on these 4 concepts: 1) Forechecking 2) Playing the Rush 3) Tracking 4) D Zone Coverage. Your answer should include:

* Outline of your plan for Defensive Team Play - Based on the level you are coaching
* two (2) drills for Forechecking - 1 Skill / 1 Team
* two (2) drills for Playing the Rush - 1 Skill / Team
* two (2) drills for Tracking - 1 Skill / 1 Team
* two (2) drills for D Zone Coverage - 1 Skill / 1 Team
* one (1) drill on angling involving stick on puck in the Neutral zone
* one (1) drill on angling involving stick on puck in the Defensive zone

**A complete answer will include:**

* your defensive team play philosophy
* the technical skills required by your players for defensive team play
* the tactical concepts required by your players for defensive team play
* **ten (10)** drills / diagrams and **include key teaching points** in preparing your answers

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Defensive Team Play**

In Person Modules – Power Play

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Power Play (To be completed after the HPI Seminar)**

Your power play can be a weapon or a wimp. Strong offensive teams, in both junior and professional hockey, have power plays that are producing percentages over 20%

Outline plans for your power plays for the upcoming season based on the following: Your answer should include:

* Describe the individual technical and tactical skills of the players you utilize on your power plays.
* Describe the roles and responsibilities (and the names for the positions) of the players on the power play.
* Diagram and explain two (2) drills for a Power Play Breakout
* Diagram and explain two (2) drills for Power Play Entries
* Diagram and explain two (2) power play setups in the off. zone and include responsibilities of each player.
* Diagram and explain two face off strategies, one for a win and one for a loss.
* Describe how you plan to evaluate your power play performance

**A complete answer will include:**

* **eight (8)** drills / diagrams including key teaching points in preparing your drills.

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Power Play**

In Person Modules – Penalty Kill

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Penalty Kill (To be completed after the HPI Seminar)**

The power play / penalty kill continues to be a win or lose situation in many hockey games. The team who wins special teams – usually wins.

Outline your plans for your Penalty Kill. Your answer should include:

* Describe the skills and abilities of the players you utilize on your PK and outline your utilization of players.
* Outline two (2) drills for face off strategies and setups in your defensive zone.
* Outline two (2) different 5 on 4 Power Play systems and two (2) 5 on 3 Power Play systems in the Offensive Zone. Now diagram and describe your PK systems against the four (4) different power play systems you outlined.
* Diagram and explain two (2) drills to outline your PK Forecheck.
* Identify how you would use statistical data to support how you evaluate PK performance.

**A complete answer will include:**

* **twelve (12)** drills / diagrams **including key teaching points** in preparing your answers.

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Penalty Kill**

Recorded Modules – Effective Use of Technology

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Effective Use of Technology**

* To be evaluated during the Field Evaluation - Game

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Effective Use of Technology**

Recorded Modules – Player Evaluation and Selection

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Player Evaluation and Selection (To be completed after the HPI Seminar)**

In terms of Player Evaluation and Selection provide the following details in your yearly training plan.

* Team selection / tryout plan or process
* Evaluation tools that you use to select players
* In season evaluation plan of players - Technical / Tactical / Physical / Mental
* In season tracking tools of player progress - Technical / Tactical / Physical / Mental

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Player Evaluation and Selection**

Recorded Modules – Skating

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Skating (Knowledge Checks to be distributed by your Group Leader or Provincial Lead)**

* Skating Strengths and Deficiencies
* Skill Specific Teaching – Practice Plans
* Hockey Canada Network App Training Plans

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Skating**

Recorded Modules – Skills

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Skills (Knowledge Checks to be distributed by your Group Leader or Provincial Lead)**

* Skating Strengths and Deficiencies
* Skill Specific Teaching – Practice Plans
* Hockey Canada Network App Training Plans

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Skills**

Recorded Modules – Shooting and Scoring

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Shooting and Scoring (Knowledge Checks to be distributed by your Group Leader or Provincial Lead)**

* Skating Strengths and Deficiencies
* Skill Specific Teaching – Practice Plans

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Shooting and Scoring**

Recorded Modules – Developing Defencemen

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Developing Defencemen (Knowledge Checks to be distributed by your Group Leader or Provincial Lead)**

* Skating Strengths and Deficiencies
* Skill Specific Teaching – Practice Plans
* Hockey Canada Network App Training Plans

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Developing Defencemen**

Recorded Modules – Goaltending

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Goaltending (Knowledge Checks to be distributed by your Group Leader or Provincial Lead)**

* Goaltending Strengths
* Goaltending Deficiencies
* Design your head coach & goalie coach meeting with your goaltenders (what do you want to cover,

how do you want your goaltender to “feel” at the end of a good & constructive meeting?)

* Design your communication plan for your coaches - Specifically your Defense and goalie coach
* Establish your teams pre-determined D Zone commands
* Decide how you will measure success off these commands
* Goaltending Drill Design - Warm Up Practice and Game / Communication with defence
* Goaltending Stats:

-Describe what goalie stats you want to keep track of

-Who will you assign to collect / track these stats?

-How will you use this information to guide your goaltenders and team for success?

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Goaltending**

Recorded Modules – Make Hockey Safe

**Notebook and Task**

* Utilize chart on following page to take notes on the video or from group discussion
* Review scenario and complete the Risk Management task

**HP1 – Virtual Modules – Post Task – Make Hockey Safe**

There is no evaluation / post task for this module. Emergency Action Plan to be completed for Field Evaluation

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Make Hockey Safe**

**Risk Management Task**

10 minutes

Read the selection below and then complete the task on the following page

|  |  |
| --- | --- |
| Scenario | You are coaching a U18 team and the team will be travelling by bus from your home facility to a tournament outside your province for three days. Most of the parents have decided not to attend the event because of the cost, but 4 sets of parents have agreed to attend as chaperones.  At the hotel, there will be two players per room. The chaperones’ hotel rooms (4 sets of parents) will be spread out among the players’ rooms to allow them to help supervise the team. Coaches’ hotel rooms will also be among players’ rooms. All meals will be eaten as a team, and there is a meeting room at the hotel for team meetings when required. |

Task #1: After reading the above scenario, use the table on the next page to:

* Identify 5 things that could go wrong
* For each of the 5,
* Indicate the chances it could go wrong
* Describe 2 or 3 actions you can take to stop it from going wrong or minimize the consequences if it does go wrong

| What could go wrong? | What are the chances? | | | What actions could stop it from going wrong or minimize the consequences if it does go wrong? | |
| --- | --- | --- | --- | --- | --- |
| Low | Medium | High | Before leaving… | At the hotel… |
| #1 |  | | |  |  |
| #2 |  | | |  |  |
| #3 |  | | |  |  |
| #4 |  | | |  |  |
| #5 |  | | |  |  |

Recorded Modules – Hockey Canada Network App

**Notebook**

* Utilize chart on following page to take notes on the video or from group discussion

**HP1 Post Task – Hockey Canada Network**

* These is no evaluation / post task for this module

**Starting Point**

Using the graphic below, make notes on the presentation or from group discussion

**Hockey Canada Network App**

