



# **HOCKEY CANADA**

**High Performance 1  
Post Tasks**

**Version 1.0, 2022**





National  
Coaching  
Certification  
Program

# PARTNERS IN COACH EDUCATION

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




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### **The Collection, Use, and Disclosure of Personal Information**

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

## HP1 EVALUATION PART A

### Seminar Post Tasks

Your High Performance 1 post tasks are to be completed by (M/D/YR): \_\_\_\_\_

Please submit your Post Tasks to: \_\_\_\_\_

Member (BRANCH): \_\_\_\_\_

Title: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

City: \_\_\_\_\_

Province: \_\_\_\_\_

Address: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Circumstances may arise, impacting on your ability to complete your post tasks by the date specified above. Extension requests must be submitted to the Member (Branch) or Member Partner in writing.

Group leaders are made available by the **Member (Branch) or Member Partner** as mentors for your Post Tasks. You may contact your group leader for clarification, direction, confirmation, information and support regarding the 25 components of the HP1 seminar. The e-mail address and phone number of your mentor is identified below.

Group Leader Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

## SECTION A: CORE COACHING COMPETENCIES

### 1. Performance Planning (25 Marks)

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

Value: \_\_\_\_\_ / 25

### 2. Teaching Techniques in Coaching (30 Marks)

Further to being seen as leaders in the community, coaches have an obligation to take proactive steps to strengthen their community and develop the game by serving others. You must dedicate **at least ten (10) hours** and "give back" to your community in **one (1)** of the three (3) following ways:

(A) Mentor... Select a coaching staff in minor hockey from your community and develop strategies to help them improve their weaknesses and highlight their strengths through a mentorship process. This requires your involvement in discussions with the staff; practice planning, execution and review; game planning, critique and review; and helping foster their understanding of the inter-relationship between practices and games (how to plan practices based on team performance and how to create game plans based on opponent tendencies.) Keep a diary (dates, times, notes) of your meetings / plans / and summarize what happened. The coach's association must provide an official letter detailing what occurred. The coaches who were mentored should also write a letter stating what happened and what impact your mentoring had on them.

(B) Teacher... Create a clinic for a local minor hockey association which includes: two (2) presentations: one (1) on-ice and one (1) off-ice. The focus is to assist in the development of the coaches as teachers and motivators. Choose your topic, create handout materials, deliver the clinic, and have the participants critique the clinic. Submit copies of all this material. Keep a diary (dates, times, notes) of your meetings / plans / and summarize what happened. The association must provide an official letter detailing what occurred, when, and who attended. Based on your feedback from those in attendance (provide the critiquing comments), what impact did your teaching have on them? What did you learn from the experience? If you were to do this again, identify any specific changes you would make.

(C) Leader... Volunteer to serve on a committee for your local minor hockey association for the hockey season. The committee could be in charge of a tournament; promoting minor hockey week; providing a professional development initiative for coaches (perhaps establishing a mentorship program), etc. Outline your commitment to the specific project - identifying your specific goals, objectives, (including how and when you will measure the success of the project), and strategic plan.

**Question Goal:** Demonstrate leadership, mentorship or teaching abilities through one of the three options.

Content: For the option selected:

- Provide the details requested in the task above.
- The project should provide professional development for the community.
- Support letters for presentation evaluations are important.

Value: \_\_\_\_\_ / 30

### 3. Leadership Techniques in Coaching (15 Marks)

Coaches are seen as leaders within their community. Select a book or webinar on coaching or leadership. Provide a **one-page (1)** review for either the book or webinar. Include what impacted you the most, what key thing(s) you learned, and why you would recommend it to your peers?

**Question Goal (1):** Read one book or watch one webinar on coaching or leadership.

**Question Goal (2):** Outline your plans for building a positive culture amongst your team and developing a leadership team amongst your players.

**Content:** The selected book or webinar should specifically be about coaching or leadership. The answer should provide a response for the following points:

- A review of the book or webinar including impacts and learnings.
- Team Culture
- Leadership group amongst players

**Value:** \_\_\_\_\_ / 15

## SECTION B: THE ART OF COACHING COMPETENCIES

### 4. Player Evaluation and Selection (10 Marks)

In terms of Player Evaluation and Selection please provide the following details.

- 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

Value: \_\_\_\_\_ / 10

### 5. Pillars of Performance / Physical Preparation (10 Marks)

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.

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

A complete answer will include:

- Physical preparation outline for the season
- Practice and Game warmups
- Practice and 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.

Value: \_\_\_\_\_ / 10

### 6. Mental Preparation (10 marks)

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



## 7. Team Building (10 marks)

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)

Value: \_\_\_\_\_ / 10

## SECTION C: TECHNICAL, TACTICAL AND SYSTEMS COMPETENCIES

These seven modules will be completed via watching a recording on your own time. A link will be provided for you by your Member Branch to watch the recording and complete the post tasks

### 8. Advanced Skill Analysis (10 Marks)

Select a game clip of a play from your team or an NHL game and breakdown the skills involved in that game clip and then develop a series of drills that you would use to teach the progressions of that play.

- Select a game clip from your team or an NHL game (maximum one minute in length)
- Break it down into the Individual Skills and Individual Tactics (Offensive and/or Defensive) that occur
- Develop a series of drills (maximum 6) to teach the individual components you identified above (Chain of Events)

Value: \_\_\_\_\_/ 10

### 9. Offensive Team Play (20 marks)

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.

Value: \_\_\_\_\_/20

## 10. Defensive Team Play (20 marks)

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

Value: \_\_\_\_\_/20

## 11. Power Play (20 marks)

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.

Value: \_\_\_\_\_/20

## 12. Penalty Kill (20 marks)

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.

Value: \_\_\_\_\_/20

**SECTION D: MODULES TO BE EVALUATED ONLINE**

The following modules require an online evaluation through the Coaching Association of Canada database, the “Locker”. Make Ethical Decisions and Managing Conflict will be delivered virtually by your Member Province or Hockey Canada. Leading Drug-free Sport is an e-learning training and evaluation module to be completed on your own time.

**1. Leading Drug-free Sport (eLearning and online evaluation)**

eLearning / on-demand module that introduces new and experienced coaches to the values of fairness, excellence, inclusion, and fun in the context of drug-free and clean sport practice. Drug-free sport is free of doping, both because participants choose not to dope and because they have the knowledge, tools, and motivation to protect themselves from unintentional doping.

**2. Make Ethical Decisions (online evaluation)**

By successfully completing the NCCP Make Ethical Decisions training and evaluation, coaches will be fully equipped to handle ethical situations with confidence and surety. The training helps coaches identify the legal, ethical, and moral implications of difficult situations that present themselves in the world of team and individual sport.

**3. Managing Conflict (online evaluation)**

Managing Conflict introduces new and experienced coaches to the impact of conflict on sport in their day-to-day coaching practice. This module teaches key skills for achieving positive outcomes using effective conflict management techniques.

**Coaching Association of Canada**

**Website:** [www.coach.ca](http://www.coach.ca)

**NCCP / LOCKER LOGIN:** <https://thelocker.coach.ca/account/login?ReturnUrl=%2f>

## **SECTION E: MODULES TO BE EVALUATED IN THE FIELD EVALUATION**

The coach will demonstrate skills, knowledge and attitudes through practices, games and interviews in the FIELD EVALUATION. In addition to all the competencies outlined in Sections A, B, C, D and E, the following competencies will be examined during the FIELD EVALUATION:

### **1. Effective Use of Technology**

Pre-game interview with Field Evaluator

### **2. Make Hockey Safe**

Emergency Action Plan to be submitted to Field Evaluator. Field Evaluator may also interview your teams athletic therapist

### **3. Game and Bench Management**

To be observed by your Field Evaluator during game



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Visit [coach.ca](https://coach.ca), the resource and information hub for coaches in Canada. Check your coaching transcript in the Locker, access valuable eLearning coaching modules, and get practical coaching tips that you can use today from the Coaching Association of Canada.

  
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