



# **HOCKEY CANADA**

**High Performance 1  
Group Work:  
Coach Workbook**

**Version 1.4, 2021**





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.



Coaching Association of Canada  
Association canadienne des entraîneurs



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



## CONTENTS

<b>Introduction .....</b>	<b>1</b>
Purpose of this Workbook .....	1
NCCP Core Competencies .....	1
Learning Outcomes .....	1
<b>Virtual Modules – Make Ethical Decisions .....</b>	<b>2</b>
<b>Virtual Modules – Managing Conflict .....</b>	<b>24</b>
<b>Virtual Modules – Mental Preparation .....</b>	<b>41</b>
<b>Virtual Modules – Game and Bench Management .....</b>	<b>48</b>
<b>Virtual Modules – Make Hockey Safe .....</b>	<b>50</b>
<b>Virtual Modules – Hockey Canada Network App .....</b>	<b>53</b>
<b>Virtual Modules – Advanced Skills Analysis .....</b>	<b>54</b>
<b>Virtual Modules – Team Building.....</b>	<b>56</b>
<b>In Person Modules – Performance Planning .....</b>	<b>61</b>
<b>In Person Modules – Teaching and Evaluating.....</b>	<b>63</b>
<b>In Person Modules – Offensive Team Play.....</b>	<b>66</b>
<b>In Person Modules – Defensive Team Play .....</b>	<b>68</b>
<b>In Person Modules – Penalty Kill .....</b>	<b>72</b>
<b>In Person Modules – Physical Preparation.....</b>	<b>74</b>
<b>In Person Modules – Leadership Techniques .....</b>	<b>79</b>
<b>Recorded Modules – Effective Use of Technology .....</b>	<b>81</b>
<b>Recorded Modules – Player Evaluation and Selection .....</b>	<b>83</b>
<b>Recorded Modules – Skating .....</b>	<b>85</b>
<b>Recorded Modules – Skills.....</b>	<b>87</b>
<b>Recorded Modules – Shooting and Scoring.....</b>	<b>89</b>
<b>Recorded Modules – Developing Defencemen .....</b>	<b>91</b>
<b>Recorded Modules – Goaltending .....</b>	<b>93</b>

## **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).

### **ACKNOWLEDGEMENTS**

#### **Main Writer**

**Doug Krochak**

#### **Editor**

**Louise Wood**

## 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 – MAKE ETHICAL DECISIONS

### 1 LEGAL IMPLICATIONS

The Learning Facilitator will read aloud, one at a time, two or three scenarios. Use the space below to describe the scenario and make notes on it.

**Scenario:**

**Notes:**

**Scenario:**

**Notes:**

**Scenario:**

**Notes:**

After each one, discuss whether you believe it's a legal decision, an ethical decision, or a day-to-day situation.

**Note:** To find out what you might be liable for in certain situations, see Appendix A: Negligence and Liability for that information.

**Note:** The laws governing coaching behavior are specific to the province or territory where the coaching occurs. To find out more about this, see Appendix B: Legislative Authorities.

## 2 THE 6-STEP ETHICAL DECISION-MAKING PROCESS

### TO PLAY OR NOT TO PLAY

Read the situation below, called To Play or Not to Play. Then complete the tasks on the following pages to work through the 6-step ethical decision-making process and resolve the situation.

Jamie has just been named the head coach of her sport organization. Recently, she has noticed that one of the athletes seems to suffer from a knee injury. She brings the situation up with the parents of this 13-year old athlete, whom she knows very well. They say that they are aware of the situation and that they have called their family doctor. The physician was away but, during a telephone conversation, told them not to worry since “this is normal for growing children” and “there should not be any risk”.

The coach speaks with the athlete who confirms that he hurts a bit, but that he will be ready for the championships that are scheduled in a few days. The athlete has a lot of talent and his name is on the provincial coach’s list of potential new recruits.

The athlete’s parents are both members of the organization’s Board of Directors and they are responsible for hiring and assessing coaches. Club policy dictates that it is the coach who ultimately decides whether or not an athlete will take part in a competition. Another policy dictates that an injured athlete cannot compete, and that a written confirmation declaring that the athlete is fit to return to competition must be obtained from a medical doctor.

Since her last discussion with the athlete and the parents, the coach has read a recent sport medicine article dealing with the possible long-term consequences of this type of injury if the first warning signs are ignored. She has also spoken to a sport physician who strongly suggests to not take any chances in this situation, and to consult a specialist as soon as possible. These verifications confirm the signs she had observed in the athlete.

One hour before the beginning of the competition, the parents talk to the coach. They repeat what their family doctor has said, and guarantee that, first thing tomorrow morning, she will have the required letter confirming that the child is fit to compete. The athlete mentions that the pain has increased since last time, but that he is ready to compete if the parents and the coach give the go ahead. The parents insist that their child competes because (1) he wants to and says he can, and (2) the provincial team coach has made a two-hour trip to come and see him compete in order to confirm his selection. The parents leave the coach, and walk towards the registration table with their child.

## Step 1 — Establish the facts.

Read the selection below, and then complete the table below it.

### Step 1 — Establish the Facts in a Situation

When faced with any situation or problem in coaching, you must establish exactly what has happened (or is happening) and who is involved in the situation before trying to figure out what to 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?
- 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)? Get the facts from all the parties involved, and look at the situation from both sides if there is disagreement or conflict.

### Facts



**Step 2 — Determine whether the situation involves legal or ethical issues.**

Read the selection below, and then complete the table on page 7.

**Step 2 —  
Determine  
Whether the  
Situation Involves  
Legal or Ethical  
Issues**

**3 A. Does the Situation Have Legal Implications?**

Once the facts have been clearly established, the next step consists of determining whether the situation has legal implications. Two useful questions to ask yourself at this stage are:

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

**4 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 offences, possession of narcotics, underage drinking, driving without a licence or insurance, forgery, fraud, vandalism, etc.
- **Actions that breach a contract** — These could include someone acting outside the scope of his or her delegated authority, violating agreed-on 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**.
- **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 or territorial 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 offence.
- **Actions**, even those that are not intentional, **that could constitute negligence**, as legally defined.

**5 Actions to Take in Situations that Have Legal Implications**

A coach occupies a position of authority; accordingly, he or she has important legal responsibilities. When a coach is confronted by a legal situation such as those described previously, he or 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.

**6 B. Does the Situation 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 raises moral questions, he or she must make decisions about how best to respond. Under these circumstances, ethical principles are often called upon.

## **7 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:

**In this situation and given the facts that have been identified, do you feel there is an issue with any of the following:**

- |  |   |
|--|---|
| ▪ Health and safety of athletes at stake now or in future?                         | ▪ Harassment  |
| ▪ Competition site safety  | ▪ Equity and equality                               |
| ▪ Emergency preparedness   | ▪ Level of respect and dignity afforded individuals |
| ▪ Unnecessary risk to athletes   | ▪ Breaking an organization rules or policies        |
| ▪ Authority being exercised or the best interests of the athletes being considered | ▪ Violation of the rules and regulations of sport   |
| ▪ Self-esteem of athletes  | ▪ Fair play   |
| ▪ Conflict of interest   | ▪ Dignity and self-control in personal behaviour    |
| ▪ Competency, qualification, certification, or scope of practice                   | ▪ Respect accorded to officials and their decisions |
| ▪ Loyalty, keeping of commitments, or keeping of one's word                        |   |
| ▪ Privacy or confidentiality   |   |

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. Moreover, the checked statements often indicate the ethical aspects that may be at play.

## Are there legal implications?

**Step 3 — Identify your options and possible consequences and Step 4 — Evaluate your options.**

Read the selections below, and then complete the table on page 13.

**Step 3 — Identify  
Your Options and  
Possible  
Consequences**

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 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 the possible consequences of 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 favourable to the situation, question, or issue at hand?
- ❑ What might happen if the coach’s position were not favourable to the situation, question, or issue at hand?

## **8 Factors That May Influence Decision-making in An Ethics Situation**

The decisions we make may be affected by various influences that we are not always fully aware of. When we must take a position or make a decision in a situation with moral or ethical implications, it is important to get some perspective to be as objective as possible.

To achieve such objectivity, it is useful to reflect on the various factors that may affect our decisions. This enables us:

- ❑ To become aware of any factor or factors that seem to affect our way of thinking or of seeing the facts of the situation
- ❑ To take into account any such factors in a conscious and rational way when analyzing or deciding
- ❑ To draw a more complete picture of the consequences that may arise from the potential decisions
- ❑ To better understand the importance we seem to attach to certain outcomes.

For the purposes of this reflection, we may consider two major types of influence:

- ❑ Factors arising from internal influences
- ❑ Factors arising from external influences

## **9 Factors Arising from Internal Influences**

Internal influences are intimately linked to the person making the ethical decision. Among their sources:

### **10 Previous Experience**

- ❑ Have you been in a similar situation before? If so, what did you do and was the situation resolved?
- ❑ How did you learn to react when faced with such situations?
- ❑ How might your level of experience affect your ability to make a fair and reasonable decision?

### **11 Personal Values**

- ❑ How would your family have perceived such a situation?
- ❑ What did you learn from your family, your immediate environment, or school about the type of situation you are confronted with?

- ❑ How might your cultural origins or your spiritual or religious values influence the way you assess information?

## **12 Personal Circumstances**

- ❑ Could this decision affect your employment? (Could your decision affect a person who has interests vis-a-vis the team or an athlete and who might also be in a position of control, authority, or supervision with respect to you?)
- ❑ How might your decision affect the development of your coaching career? (Will your decision have a negative impact on a person who is in a position to make decisions concerning you?)
- ❑ How might your decision affect your reputation within the club, the sport, or the situation at hand? (Is there a chance that your decision would change the perception others have of you personally, your methods, or your approaches?)

## **13 Factors Arising from External Influences**

External factors of influence arise from society or the environment in which the decision maker lives. Some factors:

## **14 Economic and Political Aspects**

- ❑ How might your decision influence the financial situation of your team or club (for example, tobacco or alcoholic beverage sponsorship)?
- ❑ What are the influences or political ramifications of your decision (for example, male vs female)?

## **15 Gravity of Situation and Urgency of Decision**

- ❑ To what extent is it important to decide immediately? (For example, is someone's safety at risk? Is there a tight schedule?)
- ❑ Would putting off the decision be prejudicial?
- ❑ How many people are affected, who are they, and to what extent are they really affected?

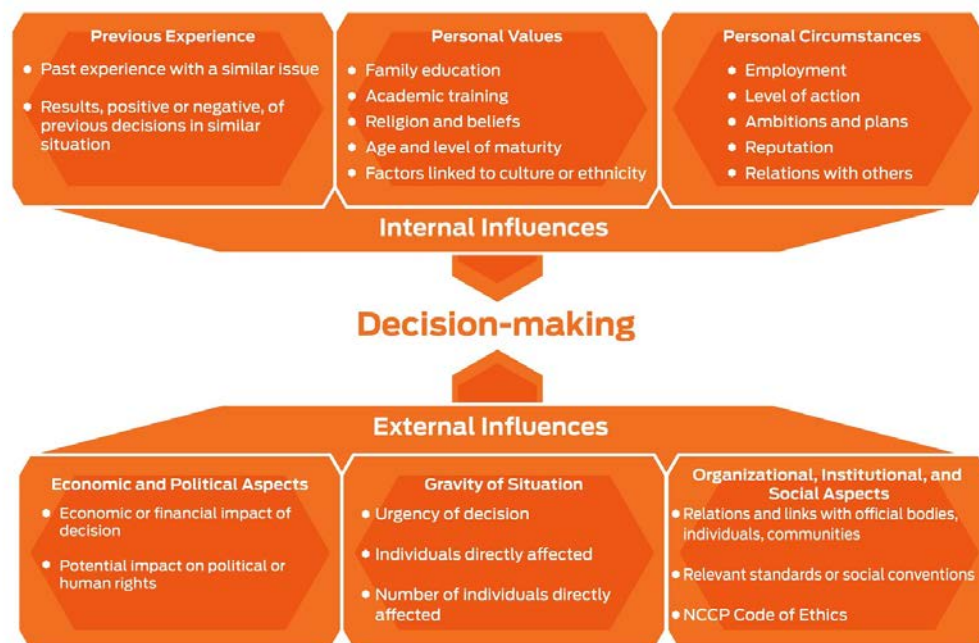
## **16 Organisational, Institutional, and Social Aspects**

- ❑ Are the values of the coach consistent with those of the administration or decision-making levels of the club or sports organization?
- ❑ Will the decisions affect members of other organizations? If so, how will relations with them be affected?
- ❑ Do the values of the coach reflect those of the community?

## **17 Factors That May Influence How You Perceive an Ethics Situation**

Chart adapted from Malloy, Ross & Zackus, 2000<sup>1</sup>

<sup>1</sup> Malloy, D. C., Ross, S., & Zakus, D. H. *Sport Ethics: Concepts and Cases in Sport and Recreation*. Thompson Educational Publishing. 2000. ISBN 155077107.



## 18 NCCP Code of Ethics

### 19 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. These values are usually organized into a series of core principles that contain standards of behaviour expected of members while they perform their duties. It can also be used as a benchmark to assess whether certain behaviours are acceptable.

### 20 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 behavioural expectations 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 both “the good and right thing to do”. For example, the code of ethics helps coaches make balanced decisions about achieving personal or team goals and the means by which these goals are attained.



# NCCP Code of Ethics

## Purpose of the NCCP Code of Ethics

The National Coaching Certification Program™ (NCCP) Code of Ethics provides ethical standards that reflect the core values of the coaching profession in Canada, and guides sport coaches to make balanced decisions to achieve personal, participant and team goals. The NCCP Code of Ethics applies to every coach in Canada—from the first-time coach to the head coach of a national team. The NCCP Code of Ethics is used to guide the conduct in sport that stipulate acceptable and non-acceptable behaviours and associated repercussions.

## Core principles and ethical standards of behaviour

Coaches value Leadership and Professionalism, Health and Safety, and Respect and Integrity. For each of these core principles, there are associated ethical standards of in-person and on-line behaviour expected of every NCCP coach and NCCP Coach Developer in Canada, whether on or off the field.



<sup>1</sup> "Participants" include but are not limited to athletes, opponents, parents, other coaches, volunteers, administrators, officials and medical/IST irrespective of race, ancestry, place of origin, colour, religion, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or physical or mental ability (Source of inclusivity statement: Canadian Centre for Ethics in Sport (CCES)).



# NCCP Code of Ethics



## Leadership and professionalism

*This principle considers the inherent power and authority that a coach holds.*

### Ethical standards of behaviour

- ▶ Understand the authority that comes with your position and make decisions that are in the best interest of all participants
- ▶ Share your knowledge and experience openly
- ▶ Maintain the athlete-centered approach to coaching so that every participant's well being is a priority
- ▶ Be a positive role model
- ▶ Maintain confidentiality and privacy of participants' personal information



## Health and safety

*This principle considers the mental, emotional, physical health and safety of all participants.*

### Ethical standards of behaviour

- ▶ Recognize and minimize vulnerable situations to ensure the safety of participants
- ▶ Prioritize a holistic approach when planning and delivering training and competition
- ▶ Advocate for, and ensure appropriate supervision of participants, including the Rule of Two
- ▶ Participate in education and training to stay current on practices to ensure the continued safety of your participants
- ▶ Understand the scope of your role and skills and call upon others with specialized skills when needed to support your participants



## Respect and integrity

*This principle considers respect and integrity, which are the rights of all participants.*

### Ethical standards of behaviour

- ▶ Provide equitable opportunity and access for all
- ▶ Establish a respectful and inclusive sport environment where all participants can raise questions or concerns
- ▶ Obey the rules and participate honestly and respectfully
- ▶ Be open, transparent and accountable for your actions
- ▶ Maintain objectivity when interacting with all participants



## Rule of two

The goal of the Rule of Two is to ensure all interactions and communications are open, observable and justifiable. The purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring more than one adult is present. There may be exceptions for emergency situations.



## Contact

Questions related to the NCCP Code of Ethics design may be directed to the Chief Operating Officer at the Coaching Association of Canada. Send an email to [coach@coach.ca](mailto:coach@coach.ca) or call 613-235-5000 ext. 1.

For complaints related to Registered Coaches or Chartered Professional Coaches, refer to the Coaching Association of Canada's Code of Conduct.

Version 6.1 • January 2020



Coaching Association of Canada  
Association canadienne des entraîneurs



## Step 4 — Evaluate Your Options

Once you've identified your options and their possible consequences, you need to evaluate them, i.e. assess the pros and cons of each. This is a critical step in reaching a decision.

At this stage, the *NCCP Code of Ethics* and the fundamental values on which it rests should be important criteria for you to apply when assessing the merits of the options open to you.

The core principles of the NCCP ethics and the associated expected behavioural standards take into account 1) the **outcome** sought in the decision or action or 2) the **means** used to reach a decision or guide actions. In some cases, both aspects are present.

The notions of **outcome sought** (i.e. striving to do what is good for individuals or the team) and **means used** (striving to do things right) are central to our ethical thinking. Those involved in sport must always keep the following in mind:

- Some of the outcomes we seek may be commendable, but the means to achieve them may not be. For example, a coach could want to preserve the dignity of an athlete who has been mocked (a desirable outcome) by publicly chastising those who made the affront (a dubious way of proceeding for a person in authority).
- Conversely, one could follow a process that appears equitable and consistent with the expectations of those involved but arrive at a problematic outcome in terms of values. For example, a coach could ask members of the team to vote (a means of reaching a decision that appears democratic) to choose between a long-term member whose performances are average or a highly talented newcomer for entry in a competition (a result that would penalize either the team or one of the athletes involved).

***1.1.1 Coaches' decisions should reflect a fair balance between outcomes sought and the means used to achieve them***

OPTION #	OPTION	CONSEQUENCES
1		
2		

OPTION #	OPTION	CONSEQUENCES
3		
4		
5		

### Step 5 — Choose the best option.

Read the selection below, and then complete the table on page 16.

#### Step 5 — Choose the Best Option

#### **21 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*. Steps 1 through 3 of the process provided us with objective information based on issues at play, options for decisions, and potential consequences. In Step 4, we introduced criteria for analyzing the various options using a common reference point: the values of the NCCP Code of Ethics.

Making an ethical decision requires a final reflection on what is the best decision under the circumstances — a just and reasonable decision that will apply where an ethical dilemma is involved. Such a decision:

- Is “the right thing to do” with regard to the duties and responsibilities of the person making the decision
- Is made “the right way”
- Is consistent with the values and behaviours 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 have trouble making a decision because there seems 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 now consider how to do the same for principles to which we adhere, but that appear contradictory in the situation at hand. In other words, what do you do when you are facing an *ethical dilemma*?

#### **22 Moral Dilemmas and Ethical Decision-making**

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.**

Here are some examples of ethical dilemmas:

- 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 sign off 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.
- 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 or her eagerness to play.

### **23 Ranking Principles and Values**

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

If you are faced with an ethical or moral dilemma as a coach, you can resolve the dilemma by asking yourself these questions:

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

### **24 Do No Harm Principle**

Even though it is a sensitive issue to suggest ranking your values, the NCCP considers that it is a coach's duty above all to ensure that the decisions he or she makes and the actions he or she takes do not result in harm, physical or other, to athletes.

It therefore follows that in a moral dilemma, physical safety or the health of athletes is the overriding concern.

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

### **25 Validating Your Decision**

Setting aside the priority given to athletes' physical safety and health, one last set of questions may help you validate your chosen option as just and reasonable:

- Would you make this decision in all similar cases?
- If you feel 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 makes you think that an exception might be justified in this case, but not in other situations?
- Is the decision consistent with decisions made in similar situations in the past that have had positive outcomes?

Going through this last series of questions should give you confidence that you've made the best possible decision under the circumstances. Answering these questions also gives you sound explanations of your decision.

### Best Options

## Step 6 — Implement your decision.

Read the selection below, and then complete the table on page 18.

### Step 6 — Implement Your Decision

In Steps 1 to 5, you went 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 final step in the ethical decision-making process is to implement your decision.

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 as you establish an action plan:

- **Choose your path.** Exactly what are you 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 the how any consequences will be managed.
- **Identify who needs to know.** Consider who needs to be informed of or involved in implementing the action plan or decision.
- **Determine if you can deal on your own with the person(s) 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 to 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 on the party involved and allows him or her to resolve the situation while maintaining a sense of dignity and self-respect. It also establishes a degree of trust between parties

involved. Approach the individual, and tell him or her what you have seen or what has been shared with you. Give him or her a chance to respond, 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 run. This is Plan B. Keep any Plan B in your back pocket.

- **Think about what you might do next if the chosen plan of action doesn't work.** If your original decision or plan of action is ineffective, think carefully about 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 Tips about Ethical Decision-making	
▪	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, core principles, and expected standards of behaviour.
▪	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 when establishing your ethical standards.

Who will be affected by your decision? In what order should these individuals/groups be notified? How will you deliver the message(s)?

## 26 APPENDIX A: NEGLIGENCE AND LIABILITY

More than ever before, coaches ought to be aware of the risks and responsibilities they assume when they coach, particularly any legal risks and responsibilities. Coaches have a **legal obligation to provide a safe environment for athletes** at all times, regardless of the coaches' certification, experience, employment or volunteer status, sport discipline, or location of residence.

To understand this obligation more fully, coaches must understand some key legal principles, including negligence and liability, and concepts and techniques related to risk management. With this knowledge, coaches can determine the applicable standard of care, assess their own coaching situation for risks, and establish appropriate measures to manage those risks.

### Negligence

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

In general terms, negligence refers to a behaviour or an 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 aren't exposed to an unreasonable risk of harm. The standard of behaviour coaches are expected to meet is termed an "objective" standard. As adults and as coaches, we're all credited with the same general intelligence and sensibility, and the law therefore expects each of us to behave in a reasonable fashion in similar situations.

The law doesn't expect coaches to be perfect in their behaviour; rather, the law expects coaches to be reasonable and act as other reasonable coaches would in the same circumstances. Negligence is therefore the failure to exercise the care that an ordinary, reasonably prudent coach would exercise in the circumstances.

It's widely accepted that there's 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's unacceptable in sport is behaviour that exposes athletes to an objectively unreasonable risk or in danger.

A coach's conduct is negligent when all 4 of the following occur:

- A duty of care exists (such as the 1 that exists between a coach and an athlete, where the coach is placed in a position of power and trust).
- That duty imposes a standard of care, which may be found under the common law or may be imposed under legislation, which the coach doesn't meet.
- An athlete or some other person experiences harm.
- The failure to meet the standard of care can be shown to have caused or substantially contributed to the harm.

A coach must go beyond duty of care when there are reasonable grounds to suspect that an athlete is, or may be, an abuse victim and in need of protection. In such cases, a coach has the additional duty to report and the duty to act. This requires that the coach take immediate steps, which include reporting the situation to the proper authorities.

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 each situation. It's difficult to precisely define standard of care, because the inherent risk of the surrounding circumstances influences the standard of care. Thus, the duty to act responsibly remains constant, but the specific behaviour required to fulfil that duty changes with the circumstances.

Determining what the standard of care is in any given circumstance involves looking to 4 sources:

- **Written standards** – These are government regulations, equipment standards, rules for a 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 that might not be written down. They're nonetheless known, accepted and followed in a sport, an organization or a facility.
- **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 coaches, is aware of unwritten norms and practices, knows something of the case law as it applies to coaches, and has learned to trust intuitive judgment and common sense.

## Liability

A coach's negligence may be established when all 4 conditions are met of negligence's legal definition. What follows next is the question of liability. While negligence refers to conduct, liability refers to **responsibility** for the consequences of negligent conduct. Responsibility may lie with the coach who was negligent or with another person or entity.

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 athlete may be partially responsible for their injuries and thus may share liability with the negligent coach. And a sport organization may be liable for the negligent actions of its coach who is either an employee or a volunteer. Vicarious liability is a doctrine that imposes liability on an employer for employee wrongdoings.

However, vicarious liability doesn't serve to entirely eliminate the coach's own personal liability, particularly when the wrongdoing isn't connected to the coach's duties or scope of employment. Accordingly, the organization and the coach may share liability for the coach's negligent actions. It's expected that the coach will at all times be proactive in helping to manage liability.

Negligence isn't the only action or behaviour that might trigger liability. Liability can also refer to responsibility for the consequences of conduct, which fail to meet a predetermined legal standard, other than the standard of care in a situation where negligence occurs. Liability can arise when a law is broken or a contract is breached. The prudent coach avoids these types of liability by obeying laws and complying with contractual agreements.

In sum, 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**.



## 27 APPENDIX B: LEGISLATIVE AUTHORITIES

Below is a list of the federal, provincial and territorial laws that apply to the scenarios with a legal implication presented below.

### Scenario #1: A coach tells his group of boys that they throw like “a bunch of girls.”

Harassment is any single incident or repeated incidents of objectionable or unwelcome conduct, comment, bullying or action by a person that would cause offence or humiliation to an individual, or that would adversely affect the individual’s health and safety.

Each Canadian province and territory has its own occupational health and safety legislation and regulations, which legislate that steps must be taken to ensure the safety of employees and other persons present in the workplace. Some of them have specific provisions addressing harassment.

In Quebec, psychological harassment is addressed under labour standards legislation that obliges employers to prevent psychological harassment and resolve problems brought to their attention.

- Alberta: [Occupational Health and Safety Act, SA 2017, c O2.1, s 5](#)
- British Columbia: [Workers Compensation Act, RSBC 1996, c 492, s 116](#) and [Policy Item D31152](#)
- Manitoba: [The Workplace Safety and Health Act, CCSM c W210, s 5](#) and [Workplace Safety and Health Regulation, Man Reg 217/2006, s 10](#)
- New Brunswick: [Occupational Health and Safety Act, SNB 1983, c O0.2, s 12](#) and [General Regulation, NB Reg 91191](#) (effective April 1, 2019)
- Newfoundland and Labrador: [Occupational Health and Safety Act, RSNL 1990, c O3, s 7](#)
- Northwest Territories: [Safety Act, RSNWT 1988, c S1, s 5](#)
- Nova Scotia: [Occupational Health and Safety Act, SNS 1996, c 7, s 7](#)
- Nunavut: [Safety Act, RSNWT \(Nu\) 1988, c S1, s 5](#)
- Ontario: [Occupational Health and Safety Act, RSO 1990, c O.1, s 28\(1\) and s. 32.0.7](#)
- Prince Edward Island: [Occupational Health and Safety Act, RSPEI 1988, c O1.01, s 16](#)
- Quebec: [Act respecting labour standards, CQLR c N1.1, s 81.19](#)
- Saskatchewan: [The Occupational Health and Safety Regulations, 1996, RRS c O1.1 Reg 1, s 13 and s 36](#)
- Yukon: [Occupational Health and Safety Act, RSY 2002, c 159, s 9](#)

### Scenario #2: You overhear your athletes on the bench making fun of another teammate’s accent.

All Canadian provinces and territories have human rights laws with specific agencies that allow them to enforce legislation. While not all offer the same human rights protections, discrimination based on ancestry, nationality, place of origin, or on national, ethnic or linguistic background or origin is generally prohibited across the entire country.

- Canada: [Canadian Human Rights Act, RSC 1985, c H6, s 3\(1\)](#)
- Alberta: [Alberta Human Rights Act, RSA 2000, c A25.5, s 4](#)
- British Columbia: [Human Rights Code, RSBC 1996, c 210, s 8](#)
- Manitoba: [The Human Rights Code, CCSM c H175, s 9\(2\)](#)
- New Brunswick: [Human Rights Act, RSNB 2011, c 171, s 2\(1\)](#)
- Newfoundland and Labrador: [Human Rights Act, 2010, SNL 2010, c H13.1, s 9\(1\)](#)
- Northwest Territories: [Human Rights Act, SNWT 2002, c 18, s 5\(1\)](#)
- Nova Scotia: [Human Rights Act, RSNS 1989, c 214, s 5\(1\)](#)

- Nunavut: [Human Rights Act, SNU 2003, c 12, s 7\(1\)](#)
- Ontario: [Human Rights Code, RSO 1990, c H.19, s 1](#)
- Prince Edward Island: [Human Rights Act, RSPEI 1988, c H12, s 1\(1\)](#)
- Quebec: [Charter of Human Rights and Freedoms, CQLR c C12, s 10](#)
- Saskatchewan: [Saskatchewan Human Rights Code, 2018, SS 2018, c S24.2, s 2\(1\)](#)
- Yukon: [Human Rights Act, RSY 2002, c 116, s 7](#)

**Scenario #3: As punishment for losing a game, a coach has her athletes perform laps until they're at the point of exhaustion.**

Under child protection legislation, coaches must look out for indications that there are reasonable grounds to believe that a child may be in need of protection due to risk of unusual treatment or punishment.

- Alberta: [Child, Youth and Family Enhancement Act, RSA 2000, c C12, s 1\(2\)](#)
- British Columbia: [Child, Family and Community Service Act, RSBC 1996, c 46, s 13\(c\)](#)
- Manitoba: [The Child and Family Services Act, CCSM c C80, s 17\(2\)](#)
- New Brunswick: [Family Services Act, SNB 1980, c F2.2, s 31\(1\)](#)
- Newfoundland and Labrador: [Children and Youth Care and Protection Act, SNL 2010, c C12.2, s 10\(1\)](#)
- Northwest Territories: [Child and Family Services Act, SNWT 1997, c 13, s 7\(1\)](#)
- Nova Scotia: [Children and Family Services Act, SNS 1990, c 5, s 22\(2\)](#)
- Nunavut: [Child and Family Services Act, SNWT 1997, c 13, s 7\(1\)](#)
- Ontario: [Child, Youth and Family Services Act, 2017, SO 2017, c 14, Sch 1, s 4](#)
- Prince Edward Island: [Child Protection Act, RSPEI 1988, c C5.1, s 9](#)
- Quebec: [Youth Protection Act, CQLR c P34.1, s 38](#)
- Saskatchewan: [The Child and Family Services Act, SS 1989-90, c C7.2, s 11](#)
- Yukon: [Child and Family Services Act, SY 2008, c 1, s 21](#)

**Scenario #4: When you ask about bruises on an athlete's body, she says her older cousin regularly beats her up.**

See scenario #3. In addition, most acts of violence are crimes in Canada under the *Criminal Code* including assault causing bodily harm.

- Canada: [Criminal Code, RSC 1985, c C-46, s 265](#)

**Scenario #5: The competitive team coach holds weekly weigh-ins for the athletes and emails everyone's results to the entire team.**

The *Personal Information Protection and Electronic Documents Act* (PIPEDA) governs how businesses collect, use, and disclose personal information in the course of their activities in all provinces and territories across Canada, with the sole exception of Alberta, British Columbia and Quebec, which have enacted provincial legislation deemed substantially similar to the PIPEDA.

Personal information includes a wide range of factual or subjective information about an individual including age, weight, employee files and medical records.

Although the PIPEDA most frequently applies to for-profit organizations engaged in commercial activities, non-profit status doesn't automatically exempt an organization from the legislation's application.

- Canada: [Personal Information Protection and Electronic Documents Act, SC 2000, c 5, s 7\(3\)](#)
- Alberta: [Personal Information Protection Act, SA 2003, c P6.5, s 7\(1\)](#)

- British Columbia: [Personal Information Protection Act, SBC 2003, c 63, s 6](#)
- Quebec: [Act respecting the protection of personal information in the private sector, CQLR c P39.1, s 10](#)

**Scenario #6: A 20-year-old assistant coach starts dating a 16-year-old athlete in your club.**

Although the age of consent is 16 years in Canada, it's higher when the sexual partner is in any position of trust or authority toward the minor. For instance, a position of trust or authority is the case with a relationship between a young athlete and their coach.

- Canada: [Criminal Code, RSC 1985, c C46, s 153\(1\)](#)

**Scenario #7: A coach shares another coach's personal medical information with several athletes on the team.**

See Scenario #5.

**Scenario #8: A coach insists that an athlete compete, even though the athlete is recovering from injury and is reluctant to do compete.**

See Scenario #3. Under child protection law, coaches must also look out for indications that there are reasonable grounds to believe that a child may be in need of protection due to a risk of physical injury, as is the case here.

**Scenario #9: A coach always arrives late, with coffee in hand, and spends most of the practice playing around on his phone.**

- No applicable legislative authority.

**Scenario #10: One of the other coaches has obvious "favourites," and gives them extra time and attention.**

- No applicable legislative authority, although treating some people differently than others can ultimately lead to a finding of harassment. See scenario #1.

**VIRTUAL MODULES – MANAGING CONFLICT****STARTING POINT – IDENTIFYING SOURCES OF CONFLICT IN SPORT****Potential Sources of Conflict in Sport**

Select a conflict you have had in sport that stands out in your mind. With that conflict in mind, read *Sources of Conflict in Sport*, below, and then complete the task on page 225.

**Sources of Conflict in Sport**

Balancing education/career and sport  
 Coaching team (head coach and assistants)  
 Discipline  
 Family responsibilities  
 Game or competition strategy  
 Injury and recovery  
 Interpretation of rules  
 Limited resources: facilities, funding, practice time  
 Officials: assignment, application of rules or penalties  
 Parents  
 Peer pressure  
 Performance review  
 Personal relationships within teams  
 Playing time  
 Programs that address equity issues  
 Religion  
 Rewards and recognition  
 Roles of team members  
 Safety  
 Selection  
 Social life  
 Sponsors  
 Support teams (medical, paramedical, and sport science professionals)  
 Team philosophy  
 Training methods  
 Volunteer boards of directors/league officials  
 Work obligations, including part-time jobs

Record in the space below the most important sources of this conflict, and briefly explain why each was a source of conflict.

Source of Conflict	This was a source of conflict because...
E.g., Roles of team members	<p>E.g., Team members were not clear about the roles they were expected to play. This led to confusion and conflict when expectations weren't met.</p> <p>Coaches, athletes, parents, administrators, etc., had different perceptions about the roles that team members should play.</p> <p>Individual athletes or their family had personal reasons for playing/not playing a particular role.</p>

## LEVELS OF CONFLICT

Read *Levels of Conflict* and *NCCP Code of Ethics*, below, and then complete the task on page 29.

### Levels of Conflict

Not all conflicts are created equal. Some conflicts you face as a coach will be more difficult to resolve than others. One reason is that the roots of conflict vary. People have differences about many things. Consider some of these coaching scenarios. All of these situations contain the seeds of conflict, but they have different root causes.

#### Facts

Conflicts occur about the facts in a situation because people misunderstand, are misinformed, or lack information. Your athletes misunderstood what time you wanted them to arrive, and so the whole team had to wait.

Two of the team's best athletes didn't understand what you said at the end of practice about travel for the weekend and arrive half an hour late.

#### Goals — WHAT

People disagree about what is to be achieved or done. What goals should the club set for the upcoming year? There might be two or more competing schools of thought.

You and the club board disagree about what constitutes a successful season.

#### Methods — HOW

Conflicts occur because there is disagreement about how to do something. What is the best way to taper? How much rest and when?

An athlete disagrees with the amount of rest he's getting in your approach to taper before a championship.

#### Values — WHY

There can be disagreement about why things are done or what it's *right* to do in a situation. At the root of such conflict are the values you hold. If you believe athletes should be held accountable for behaviour that is outside the expected code of conduct and your assistant believes that athletes should not be forced to lose their season because of immature behaviour, conflict will likely emerge.

Despite the fact three athletes broke curfew, a project coach decided to allow them to compete.

**Conflict is**



**increasingly**



**complicated**



**and therefore hard  
to resolve**

## NCCP Code of Ethics



# NCCP Code of Ethics

## Purpose of the NCCP Code of Ethics

The National Coaching Certification Program™ (NCCP) Code of Ethics provides ethical standards that reflect the core values of the coaching profession in Canada, and guides sport coaches to make balanced decisions to achieve personal, participant and team goals. The NCCP Code of Ethics applies to every coach in Canada—from the first-time coach to the head coach of a national team. The NCCP Code of Ethics is used to guide the conduct in sport that stipulate acceptable and non-acceptable behaviours and associated repercussions.

## Core principles and ethical standards of behaviour

Coaches value Leadership and Professionalism, Health and Safety, and Respect and Integrity. For each of these core principles, there are associated ethical standards of in-person and on-line behaviour expected of every NCCP coach and NCCP Coach Developer in Canada, whether on or off the field.



<sup>1</sup> "Participants" include but are not limited to athletes, opponents, parents, other coaches, volunteers, administrators, officials and medical/IST irrespective of race, ancestry, place of origin, colour, religion, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or physical or mental ability (Source of inclusivity statement: Canadian Centre for Ethics in Sport (CCES)).



National  
Coaching  
Certification  
Program

# NCCP Code of Ethics



## Leadership and professionalism

*This principle considers the inherent power and authority that a coach holds.*

### Ethical standards of behaviour

- ▶ Understand the authority that comes with your position and make decisions that are in the best interest of all participants
- ▶ Share your knowledge and experience openly
- ▶ Maintain the athlete-centered approach to coaching so that every participant's well being is a priority
- ▶ Be a positive role model
- ▶ Maintain confidentiality and privacy of participants' personal information



## Health and safety

*This principle considers the mental, emotional, physical health and safety of all participants.*

### Ethical standards of behaviour

- ▶ Recognize and minimize vulnerable situations to ensure the safety of participants
- ▶ Prioritize a holistic approach when planning and delivering training and competition
- ▶ Advocate for, and ensure appropriate supervision of participants, including the Rule of Two
- ▶ Participate in education and training to stay current on practices to ensure the continued safety of your participants
- ▶ Understand the scope of your role and skills and call upon others with specialized skills when needed to support your participants



## Respect and integrity

*This principle considers respect and integrity, which are the rights of all participants.*

### Ethical standards of behaviour

- ▶ Provide equitable opportunity and access for all
- ▶ Establish a respectful and inclusive sport environment where all participants can raise questions or concerns
- ▶ Obey the rules and participate honestly and respectfully
- ▶ Be open, transparent and accountable for your actions
- ▶ Maintain objectivity when interacting with all participants



## Rule of two

The goal of the Rule of Two is to ensure all interactions and communications are open, observable and justifiable. The purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring more than one adult is present. There may be exceptions for emergency situations.



## Contact

Questions related to the NCCP Code of Ethics design may be directed to the Chief Operating Officer at the Coaching Association of Canada. Send an email to [coach@coach.ca](mailto:coach@coach.ca) or call 613-235-5000 ext. 1.

For complaints related to Registered Coaches or Chartered Professional Coaches, refer to the Coaching Association of Canada's Code of Conduct.

Version 6.1 • January 2020



Coaching Association of Canada  
Association canadienne des entraîneurs



Recall your conflict from the previous exercise, and complete the table below.

Was the conflict about...	Agree	Disagree
<b>Facts?</b> Identify facts about which the parties agreed.  Identify facts about which they disagreed.		
<b>Goals (<i>what is to be achieved</i>)?</b> Identify goals about which the parties agreed.  Identify goals in the situation about which the parties disagreed.		
<b>Methods (<i>how things should be done</i>)?</b> Are there areas where the parties agreed?  Identify where the parties disagreed about how things should be done.		
<b>Values (<i>why things are done</i>)?</b> Identify the values the parties agreed about.  Identify the values the parties disagreed about.  Circle the values in this conflict that are related to the five coaching values in the <i>NCCP Code of Ethics</i> .		
<b>Multipliers of Conflict</b> E.g., personality conflict, competing interests		

## MULTIPLIERS OF CONFLICT

Read *Multipliers of Conflict* below. What multipliers did you experience in the conflict whose levels you identified above? **Record them in the bottom row of the table on page 229.**

Multipliers of Conflict	Emotional Multipliers that Increase the Difficulty of Resolving Conflicts	
	Incompatible personal styles (personality conflicts) Struggles for power or control Threats to self-esteem Jealousy Resentment Stress, burnout, and anger	
	Organizational Multipliers that Increase the Difficulty of Resolving Conflict	
	Multiplier	How It May Complicate Conflict
	<b>Ambiguous roles and responsibilities</b>	Roles, responsibilities, authority, and relationships are unclear  Decision-making processes change with the situation or people involved  Boundaries of acceptable behaviour are weak or missing  Everyone can make decisions, or no one can make decisions
	<b>Concentration of power</b>	Leaders are directive  There is little delegation of authority  One group or person makes all decisions  Some individuals or groups have a veto  There is no due process  Arbitrary decision-making is widespread  There is heavy reliance on one person for information, assistance, and resources
	<b>Competing interests</b>	Real and perceived competition for scarce resources (money, time, human) or rewards is ongoing  There is a real and perceived incompatibility between different organization goals, e.g., representative teams and league teams

<b>Communication barriers</b>	<p>There are few opportunities for face-to-face communication</p> <p>Communication skills are poor</p> <p>Different groups produce different communication materials</p>
<b>Organization is complex</b>	<p>Tasks are divided into several steps</p> <p>Finishing tasks involves many individuals and groups</p> <p>There are several levels and types of authority</p>
<b>Consensus is necessary</b>	<p>All parties must agree on the outcomes to be achieved before action can be taken</p> <p>A sense of urgency interferes with developing real consensus</p>
<b>Regulations governing behaviour</b>	<p>There are many rules, regulations, and formal policies</p>
<b>Prior conflicts are unresolved</b>	<p>Disagreements are not addressed</p> <p>Unresolved prior conflicts influence the day-to-day environment</p> <p>Stereotyping and attribution are prevalent</p> <p>Conflicting values are unresolved</p>
<b>Organizational politics</b>	<p>Individuals make a habit of blaming others when mistakes are made or expectations are not met</p> <p>Information is selectively shared</p> <p>Meeting agendas reflect personal interests</p> <p>Informal coalitions form to increase the visibility of an issue</p>
<b>Individual personalities influence outcomes</b>	<p>Hidden agendas are common</p> <p>People feel threatened at some level</p> <p>People think only of their own opinions and belief systems</p> <p>People believe that deceit is a natural and acceptable way to influence others</p>

## APPROACHES TO MANAGING CONFLICT

### My Preferred Approach to Managing Conflict

Presented below is a short survey that will help you determine your preferred approach to managing conflict. Follow the instructions presented, and then use the scoring sheet on page 35 to find out what approach you prefer. You will learn more about your preferred approach if your choices reflect how you actually behave, not how you would like to behave.

INSTRUCTIONS: In each of the thirty paired statements, you have a choice of two statements. Circle the letter of the statement that best describes your behaviour as a coach in most situations.			
1.	A	There are times when I let others take responsibility for solving problems.	B Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
2.	A	I try to find a compromise solution.	B I attempt to deal with all of others' and my concerns.
3.	A	I am usually firm in pursuing my goals.	B I might try to soothe the other's feelings and preserve our relationship.
4.	A	I try to find a compromise solution.	B I sometimes sacrifice my own wishes for the wishes of the other person.
5.	A	I consistently seek the other person's help in working out a solution.	B I try to do what is necessary to avoid useless tensions.
6.	A	I try to avoid creating unpleasantness for myself.	B I try to win my position.
7.	A	I try to postpone the issue until I have had some time to think it over.	B I give up some points in exchange for others.
8.	A	I am usually firm in pursuing my goals.	B I attempt to get all concerns and issues immediately out in the open.
9.	A	I feel that differences are not always worth worrying about.	B I make some effort to get my way.
10.	A	I am firm in pursuing my goals.	B I try to find a compromise solution.
11.	A	I attempt to get all concerns and issues immediately.	B I might try to soothe the other person's feelings and preserve our relationship.
12.	A	I sometimes avoid taking positions which could create controversy.	B I will let the other person have some of their positions if he or she lets me have some of mine.

**INSTRUCTIONS:** In each of the thirty paired statements, you have a choice of two statements. Circle the letter of the statement that best describes your behaviour as a coach in most situations.

13.	A	I propose a middle ground.	B	I press to get my points made.
14.	A	I tell the other person my ideas and ask for theirs.	B	I try to show the other person the logic and benefits of my position.
15.	A	I might try to soothe the other person's feelings and preserve our relationship.	B	I try to do what is necessary to avoid tension.
16.	A	I try not to hurt the other person's feelings.	B	I try to convince the other person of the merits of my position.
17.	A	I am usually firm in pursuing my goals.	B	I try to do what is necessary to avoid useless tensions.
18.	A	If it makes the other person happy, I might let them maintain their views.	B	I will let the other person have some of their positions if they let me have some of mine.
19.	A	I attempt to get all concerns and issues immediately out in the open.	B	I try to postpone the issue until I have had some time to think it over.
20.	A	I attempt to immediately work through our differences.	B	I try to find a fair combination of gains and losses for both of us.
21.	A	In approaching negotiations, I try to be considerate of the other person's wishes.	B	I try to find a fair combination of gains and losses for both of us.
22.	A	I try to find a position that is intermediate between theirs and mine.	B	I assert my wishes.
23.	A	I am very often concerned with satisfying all our wishes.	B	There are times when I let others take responsibility for solving the problem.
24.	A	If the other person's position seems very important to them, I would try to meet their wishes.	B	I try to get them to settle for a compromise.
25.	A	I try to show the other person the logic and benefits of my position.	B	In approaching negotiations, I try to be considerate of the other person's wishes.
26.	A	I propose middle ground.	B	I am nearly always concerned with satisfying all parties' wishes.
27.	A	I sometimes avoid taking positions that would create controversy.	B	If it makes the other person happy, I might let them maintain their views.

**INSTRUCTIONS:** In each of the thirty paired statements, you have a choice of two statements. Circle the letter of the statement that best describes your behaviour as a coach in most situations.

28.	A	I am usually firm in pursuing my goals.	B	I usually seek the other person's help in working out a solution.
29.	A	I propose a middle ground.	B	I feel that differences are not always worth worrying about.
30.	A	I try not to hurt the other person's feelings.	B	I always share the problem with the other person so that we can work it out.

## Scoring and Interpretation

When you have completed the survey, transfer your choices to this scoring sheet by circling, for each statement, the letter you chose for that statement in the survey. For example, if you circled the letter B in statement 1 of the survey, circle B in the first row below.

Count the number of circled responses in each column. Record the total in the box under the column.

1.				A	B
2.		B	A		
3.	A				B
4.			A		B
5.		A		B	
6.	B			A	
7.			B	A	
8.	A	B			
9.	B			A	
10.	A		B		
11.		A			B
12.			B	A	
13.	B		A		
14.	B	A			
15.				B	A
16.	B				A
17.	A			B	
18.			B		A
19.		A		B	
20.		A	B		
21.		B			A
22.	B		A		
23.		A		B	
24.			B		A
25.	A				B
26.		B	A		
27.				A	B
28.	A	B			
29.			A	B	
30.		B			A
<b>TOTAL</b>					
	<b>Competing</b>	<b>Collaborating</b>	<b>Compromising</b>	<b>Avoiding</b>	<b>Accommodating</b>

Consult *Interpreting Your Score on the Survey on Approaches to Managing Conflict* below for information on how to interpret your score.

## **Interpreting Your Score on the Survey on Approaches to Managing Conflict**

Your scores will help you understand the strength of your preference for particular approaches to conflict when you are coaching. Ideally, you would score 6 in all five approaches, meaning you're very balanced at using each approach to dealing with conflict. Your scores will change from one context to another; your preferred approaches to conflict as a coach may be different than in another professional role or as a family member. What's most important to remember is that the most effective manager of conflict is the coach who can use every approach at the appropriate time and place.

### ***If you score 0 – 3 in an approach***

This is not an approach you use frequently. Even if you score 0, it doesn't mean you never use that approach; it's just that it's very low on your priority list of the approaches you can choose. A score in the 0 - 3 range likely means this is an approach you are not very comfortable using, don't practise very much, or don't have the skills to use. This represents an area for growth.

### ***If you score 4 – 8 in an approach***

This is an approach you're good at using. This score means you can easily move in and out of using this approach: you neither underuse nor overuse this approach to conflict. There are times when we need to focus more on ourselves and times when we need to focus on the other person. This score means you can discern when and how often to use this approach in a coaching context.

### ***If you score 9 – 12 in an approach***

This indicates a tendency to overuse a particular approach. You use this approach automatically. When all else fails, this is the approach you choose. You may not even consider other options. It's good to have an approach you're comfortable with, but you may be so comfortable you overuse it. It's important to take the time to explore alternatives and develop underused skills.

## ***The Big Picture***

The individual scores tell you about your preferred approaches. They provide insight into areas of overuse and underuse and areas where you are more in balance. There is also a bigger picture.

Look at your three highest scores. If they all reflect the assertive range (Competing, Avoiding, and Compromising), it's a pretty good indication you are focused on taking care of your needs and interests. This would be a very different profile than if you score 12 in Accommodating, 12 in Compromising, 6 in Collaborating, and 0 in the other two approaches.

Are your scores more concentrated on one side than the other? More top or bottom? Where are the areas of balance, and do they compensate for your high or low scores?

Remember this is a survey and there is no right or wrong approach — there's only your approach. It's important to reflect on your scores and learn how you might become a more effective manager of conflict.



## DEALING WITH DIFFICULT PEOPLE

Read *Dealing with Difficult People*, below, and then complete the tasks on page 38.

### Dealing with Difficult People

Even skilled communicators are challenged by particularly aggressive behaviour like bullying, intimidation, temper tantrums, or sabotage. Following are some suggestions that may help you communicate more effectively in situations where this occurs.<sup>2</sup> All the suggestions follow from the skills you have learned in this module.

Bullying relies on the use of fear, cruelty, and threats to control others, particularly those who appear weak or vulnerable. Bullying is often used as a cover for low self-esteem, although the hope is to fool others into believing the opposite is true.

Someone who resorts to tantrums causes others to walk on eggshells because he or she argues about anything and everything. Temper tantrums are often used in tandem with abusive and abrasive behaviour in an attempt to show power. Other aggressive behaviours that may be used to gain power over you in conflict are interruptions and the use of personal attacks rather than dealing with issues.

Intimidation involves trying to threaten, coerce, hurt, or embarrass others to get what one wants. Sabotage is another aggressive behaviour that can be difficult to deal with.

Here are some tips for communicating in difficult situations:

- Prepare yourself psychologically for your next encounter.
- Rehearse how you will respond the next time you encounter the difficult behaviours.
- Let aggressive people vent their anger before speaking.
- Let them know you understand their point of view by restating what they say.
- If a person interrupts, say “I wasn’t finished speaking.”
- Press for specific details, examples, and solutions.
- Let others know when their behaviour is unacceptable.
- Explain your expectations early and frequently.
- If someone bullies you or attacks you in public, deal with him or her immediately. Don’t wait for a private moment as you would with less aggressive behaviour. Use facts to defend your point of view.
- Obtain proof of sabotage, and confront it directly.
- Put things in writing for your mutual reference.
- If appropriate, encourage the other person to find ways to manage his or her anger differently.
- Walk away and explain that the tactics won’t work on you anymore.

<sup>2</sup> Roberta Cava, in *Dealing with Difficult People*. Key Porter Books. 1999.

Think of a conflict in your coaching situation where you had to deal with a difficult person. Briefly describe what made their behaviour difficult for you.

Use the worksheet below to prepare a plan for the next time you deal with that person.

What conflict-management approach is it appropriate to use?

What listening techniques would you emphasize?

What will you say, and when will you say it?

What else might you do?

Read *Inventing Options for Managing Conflict* and then answer the two questions on page 40.

## **Inventing Options for Managing Conflict**

In conflict, we often think we have to choose between the various positions that are being taken by the different parties involved. However the most powerful solutions are most often something entirely different than any of the interested parties is advocating. Inventing options for consideration does not come naturally, but creative problem-solving is necessary if we hope to resolve our most difficult conflicts.

The following interfere with creative problem-solving:

Jumping to conclusions about any new idea that is suggested.

Looking for the one perfect answer.

Zero-sum thinking: if you have more, I have less. Sometimes the best solutions come from expanding the pie to include more possibilities.

Focusing only on immediate needs.

Sticking with the status quo or tried-and-true strategies.

If you want to invent creative options:

Think of as many options as possible — the more ideas you generate, the more likely it is you'll find something that truly satisfies everyone's needs. Two or three options are not enough.

Think of the ideas first — then evaluate them; don't evaluate as you go.

Gather as much information as possible about the conflict situation — the more you know, the easier it is to find solutions.

Look at the problem from different perspectives. How would someone else solve this conflict?

Search for mutual gain.

Look for ways to make decisions easy to accept. If you want the horse to jump the fence, don't raise the fence.

Test each idea against reality. What are its strengths and weaknesses? Who wins and who loses?

Find ways to expand the pie or look at a longer time period.

Look for package deals — can you include several related issues in the solution?

Can you deal with a smaller part of the issue in a different context?

Are there low-priority issues that you can give up?

Creative options are possible when you stop focusing on the position that others have taken and focus instead on the interests and needs that lie behind their position.

There are usually multiple interests behind a position. Here are two simple techniques for understanding what others' interests are:

Ask other people directly why they prefer their position, or ask yourself why they prefer their position. Make sure the other person understands you are not asking

them to justify their position.

Ask yourself what interests prevent others from accepting a position or solution you are proposing.

- How could this information have helped in the past?
- How will you implement these options in the future?

## VIRTUAL MODULES – MENTAL PREPARATION

**The learning outcomes for this workshop are as follows:**

- Understand the importance of goal setting
- Understand the concept of mental training
- Understand how the player's emotions affect performance
- Understand how the player's focus affects performance
- Deal with distractions in competitive situations

### Group Leader to debrief presentation with delegates

- Group Leader to facilitate discussion regarding the Mental Preparation Presentation
- Group Leader to have delegates discuss their Mental Preparation plans in comparison to the presentation
- Group Leader to discuss the post tasks for this module

### HP1 – Virtual Modules – Post Task – Mental Preparation

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

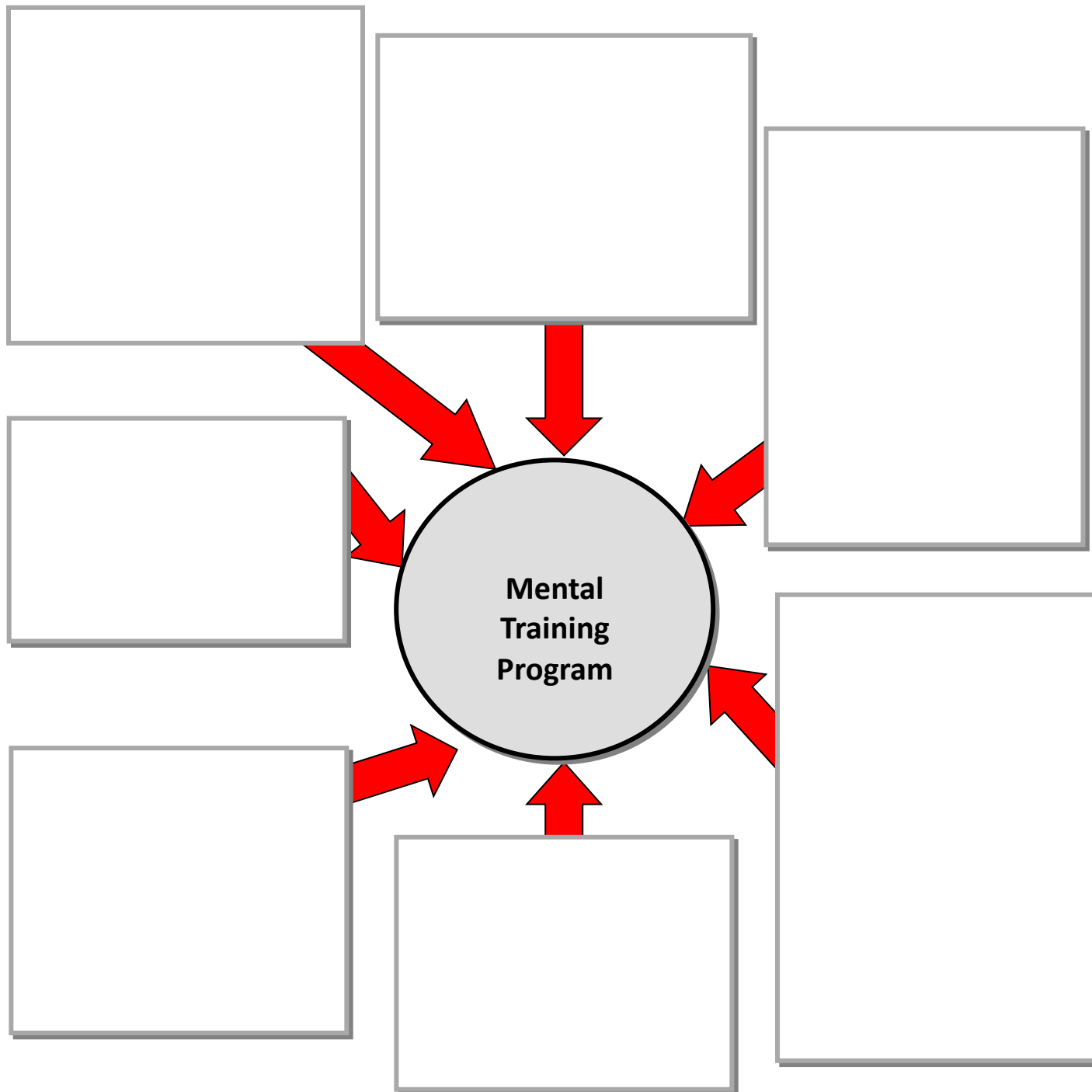
### Workbook Task

Utilize chart on following page to take notes on the presentation / discussion topics and complete the workbook tasks on the below topics:

- Identifying Mental Skills
- Training Emotional Control
- Training Focus Control
- Visualization
- Dealing with Distractions

## Starting Point

Identify components of a mental preparation program on the graphic below:



## Identifying Mental Skills

### Scenario

You are the coach of a team and you are preparing for a series of games that will qualify the team to attend Nationals. You have a number of players who play well in practice. Their skills are smooth, strong, and effective. They are also able to regularly perform your team's tactics for the defensive, neutral, and offensive zone. But when it comes to game time, these same players often don't play well. They seem to forget what they're supposed to do in the game. During games, they often look at the area in the stands where the scouts usually sit. And the more important the game, the worse these players play. Lately, these players tend to be extremely quiet before and during the game.

Analyze the scenario above and complete the chart below.

Column 1	Column 2	Column 3
Based upon what you read in the scenario, what might be the reasons for the poor performance of these players?	As a coach, what can you do to help these players perform to their potential during competitions?	What psychological skills do these players need to work on to improve their performance during competition?

## Training Emotional Control

Answer the following questions about each of the three states of arousal.

- What are the indicators of a **suboptimal** level of arousal?
  - What can coaches do to help players move from a suboptimal to an optimal state?
  - What can players do to move from a suboptimal to an optimal state?
- What are the indicators of an **optimal** level of arousal?
  - What can a coach do to help players maintain this state?
  - What can players do to maintain this state?
- What are the indicators of **overarousal**?
  - What can coaches do to help players move from overarousal to the optimal state?
  - What can players do to move from overarousal to the optimal state?



## Training Focus Control

Identify what a player should be thinking and feeling in each situation provided. Next describe how you could practise these situations (the appropriate thoughts and feelings) during practice.

Situation	Focus Plan		Practice
	Player Should Be Thinking...	Player Should Be Feeling...	Ways to Work on Focus Plan During Practice
Centre taking a draw in the defensive zone			
Goalie facing a penalty shot			
Player waiting for the next shift on the bench			
Defenceman playing a 2 on 1			
Forward going in on a breakaway			

## Visualization

Discuss how you would integrate visualization into your players' training. Record your responses on the chart below.

To integrate visualization...	I would do this...
Before practice	
During practice	
After practice	
Before competition	
During competition	
After competition	

## Dealing With Distractions

For each situation, identify the appropriate thoughts and feelings a player needs to perform their best in this situation. Then outline what the player could visualize to gain control of his or her emotions and to focus his or her thoughts.

Situation	Emotional/Focus Control		Response to Control Emotion and Focus Thoughts
	Appropriate Feelings	Appropriate Thoughts	
Trash-talking opponent has angered you to the point where you want to slash them with your stick			Visualize a more appropriate response than slashing the other player:
All you can think about is the Team Canada scouts in the stands			Visualize a more appropriate response than obsessing on the scouts in the stands:
The game is late starting because of problems with the Zamboni, the ice is horrible, and you feel frustrated and just want the game to be over			Visualize a more appropriate response to the poor ice:

## **VIRTUAL MODULES – GAME AND BENCH MANAGEMENT**

### **The learning outcomes for this workshop are as follows:**

- Understand the importance of planning for games
- State the factors in successful bench/game management
- Establish clear roles and responsibilities for bench staff
- During games, communicate clearly with players about bench issues
- Understand the skills and strategies for changing lines, handling special teams, and handling special situations
- Implement strategies to handle team discipline during games

### **Group Leader to debrief presentation with delegates**

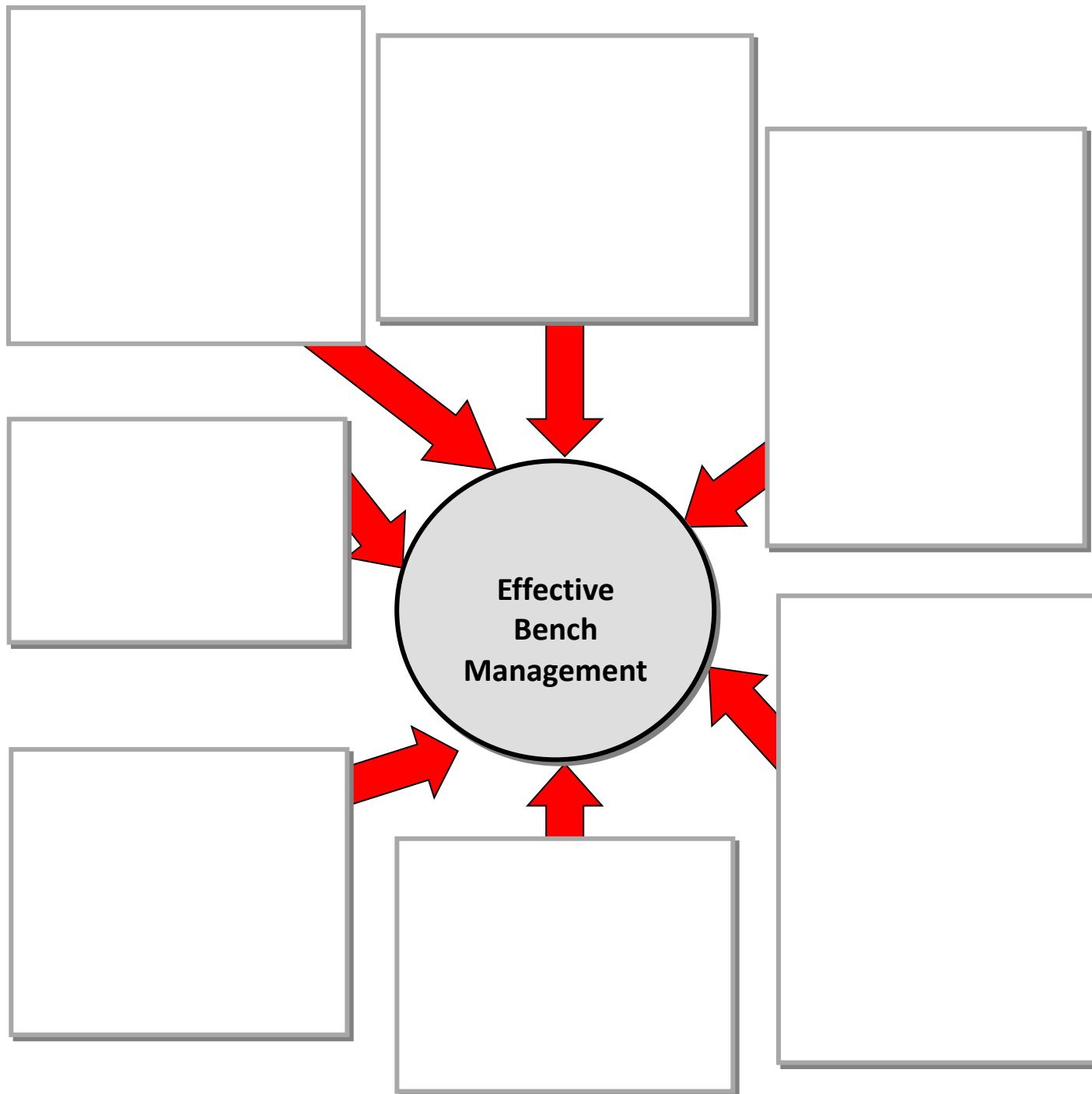
- Group Leader to facilitate discussion regarding the Game and Bench Management Presentation
- Group Leader to have delegates discuss their Game and Bench Management style in comparison to the presentation

### **HP1 – Virtual Modules – Post Task – Mental Preparation**

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

## Starting Point

In the graphic below, note the various factors that lead to effective bench management.



## **VIRTUAL MODULES – MAKE HOCKEY SAFE**

### **The learning outcomes for this workshop are as follows:**

- Understand the importance of planning for games
- State the factors in successful bench/game management
- Establish clear roles and responsibilities for bench staff
- During games, communicate clearly with players about bench issues
- Understand the skills and strategies for changing lines, handling special teams, and handling special situations
- Implement strategies to handle team discipline during games

### **Group Leader to debrief presentation with delegates (Optional)**

- Group Leader to facilitate discussion regarding the Mental Preparation Presentation
- Group Leader to have delegates discuss their Mental Preparation plans in comparison to the presentation
- Group Leader to discuss the post tasks for this module

### **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

### **WorkBook Task**

Review scenario on next page and utilize chart on following page to take notes on the presentation / discussion topics

- Complete the Risk Management task

**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					



## **VIRTUAL MODULES – HOCKEY CANADA NETWORK APP**

### **The learning outcomes for this workshop are as follows:**

- Downloading the Hockey Canada Network App
- Understanding the content contained in the App
- Understanding how to create a team and training plans
- Understanding how to favorite, download and share training plans and content

### **Group Leader to debrief presentation with delegates (Optional)**

- Group Leader to facilitate discussion regarding the Hockey Canada Network App
- Group Leader to have delegates discuss their understanding and use of the Hockey Canada Network App

### **HP1 – Virtual Modules – Post Task – Hockey Canada Network**

There is no evaluation / post task for this module.

## **VIRTUAL MODULES – ADVANCED SKILLS ANALYSIS**

### **The learning outcomes for this workshop are as follows:**

- State the individual skills needed to perform well in the HP1 program
- Use the three steps in skill analysis to analyze the performance of a skill and choose progressions for developing the skill
- Describe game like drills to improve individual skills and team tactics

### **Group Leader to debrief presentation with delegates**

- Group Leader to facilitate discussion regarding Advanced Skills Analysis Presentation
- Group Leader to have delegates discuss their Advanced Skills Analysis process in comparison to the presentation
- Group Leader to discuss the post tasks for this module

### **HP1 – Virtual Modules – Post Task – Advanced Skills Analysis**

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.

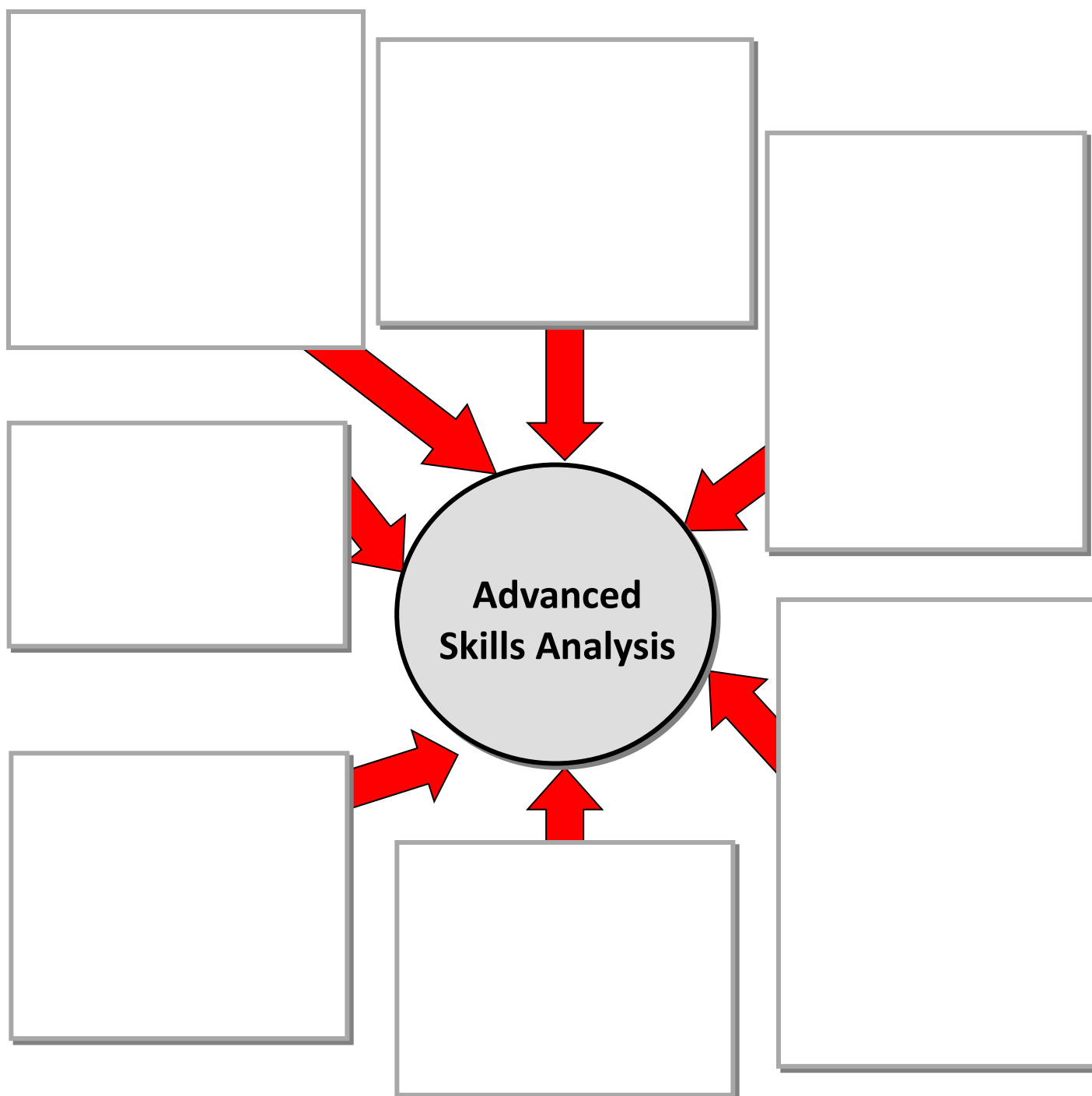
- Select a game clip from your team or an NHL game (maximum one minute in length)
- Break it down into the Individual Skills and Individual Tactics (Offensive and/or Defensive) that occur
- Develop a series of drills (maximum 6) to teach the individual components you identified above (Chain of Events)

### **Workbook Task**

- Utilize chart on following page to take notes on the presentation / discussion topics

## Starting Point

Use the graphic below to take note on the presentation or group discussion



## VIRTUAL MODULES – TEAM BUILDING

### The learning outcomes for this workshop are as follows:

- Understand the stages of group development
- Understand how the stages of group development affect the team's reaction to the coach and what the coach is trying to teach
- Intervene in situations appropriately, given the team's stage of development
- Develop team-building methods and strategies

### Group Leader to debrief presentation with delegates

- Group Leader to facilitate discussion regarding Team Building Presentation
- Group Leader to have delegates discuss their Team Building strategy in comparison to the presentation
- Group Leader to discuss the post tasks for this module

### HP1 – Virtual Modules – Post Task – Team Building

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

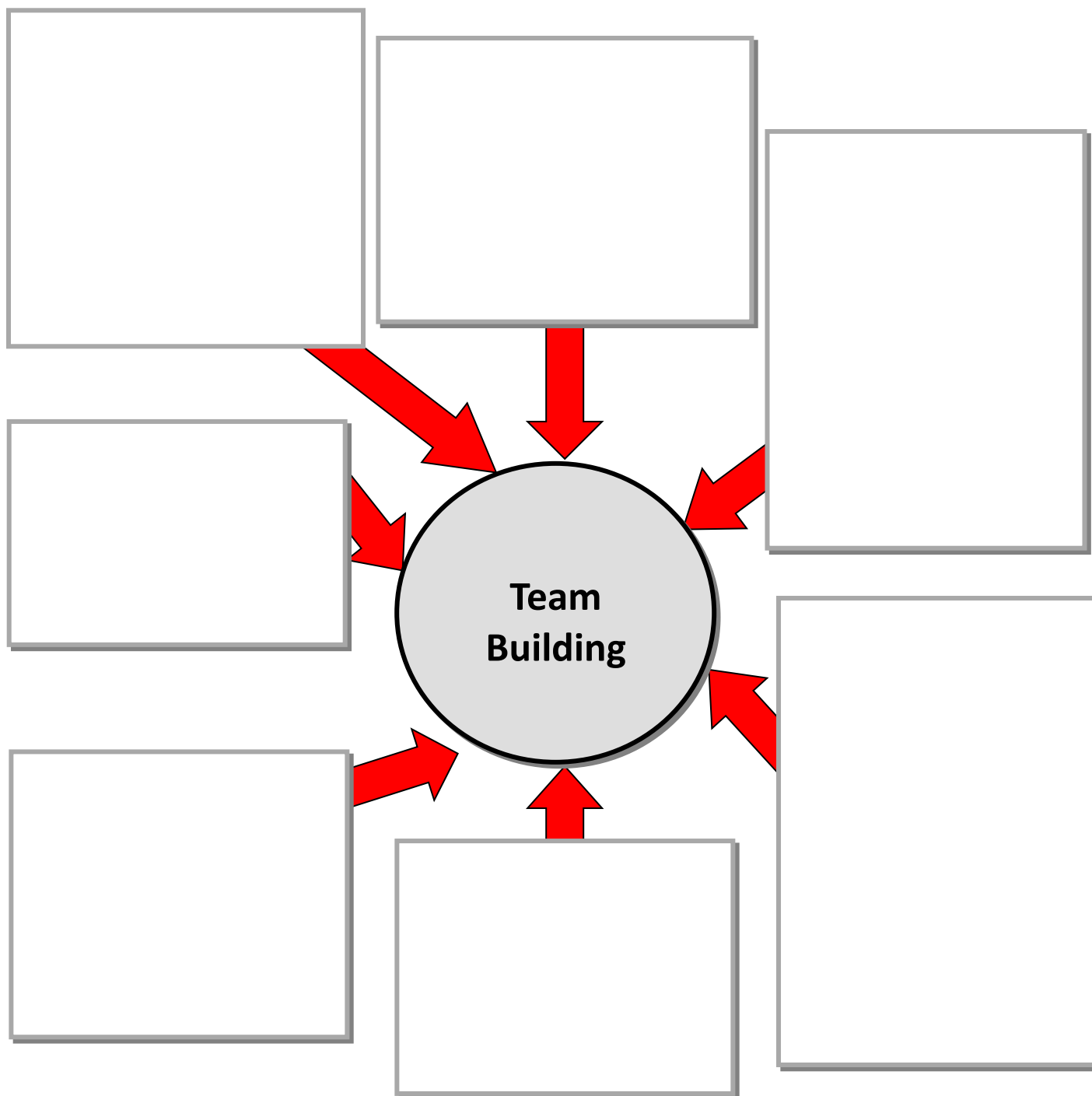
- Your team values and vision;
- Your keys to successful achievement of your vision and goals;
- A team building '**Calendar of Events**' showing all team building activities for the season along with the purpose of each activity.
- Community Project-Charity-Fundraiser

### Workbook Task

- Utilize chart on following page to take notes on the presentation / discussion topics

**Starting Point**

Use the graphic below to itemize factors that contribute to positive team building.



## Stages of Group Development

The way players behave indicates the team's stage of group development. In Column 3, describe typical player behaviour that indicates the team's stage of development. In Column 4, describe how you would intervene when teams are at that stage.

Column 1	Column 2	Column 3	Column 4
This stage of group development...	Has these features...	And players typically behave this way...	And this is how I would intervene at this stage...
<b>Forming</b>	<ul style="list-style-type: none"> <li>In the beginning, new team, new season</li> <li>Players need structure and direction</li> <li>Want your team to develop <b>trust</b> in your abilities as a coach</li> <li>Want to develop <b>honesty and trust</b> among players</li> </ul>		<b>Example:</b> Intervene with the entire team
<b>Storming</b>	<ul style="list-style-type: none"> <li>Tug of war begins- sometimes obvious; sometimes subtle</li> <li>Team struggles with the coach for control of the team</li> <li>This challenge is a normal part of the team's development</li> <li>Want the group to develop <b>mutual respect</b>- need to share responsibility for team's success</li> </ul>		<b>Example:</b> Share decision-making
<b>Norming</b>	<ul style="list-style-type: none"> <li>Getting comfortable with team norms</li> <li>Developing additional norms of behaviour</li> <li>Want players to be willing to <b>take a risk</b>, without being restricted by too much structure and coach control</li> <li>Want players to have <b>pride in being part of the team</b></li> </ul>		<b>Example:</b> Quick response when norms being ignored

Column 1	Column 2	Column 3	Column 4
This stage of group development...	Has these features...	And players typically behave this way...	And this is how I would intervene at this stage...
<b>Performing</b>	<ul style="list-style-type: none"> <li>• Coach and athletes working together</li> <li>• Players act out norms of the team</li> <li>• Ideally, there should be a strong sense of <b>commitment and loyalty</b></li> </ul>		<b>Example:</b> Reinforce behaviours that support team norms
<b>Ajourning</b>	<ul style="list-style-type: none"> <li>• Process for ending season on a positive note</li> <li>• Want honest feedback from players</li> </ul>		<b>Example:</b> Emphasize successes

## Team Building

In the table below, describe for each value some strategies you have used to develop the value in your team. Next, describe strategies you might want to try in the future with your team.

Values	Strategies
<b>Mutual Respect</b>	
<b>Honesty and Trust</b>	
<b>Pride in Belonging to the Team</b>	
<b>Commitment and Loyalty</b>	
<b>Positive Attitude Toward Risk-taking</b>	



## **IN PERSON MODULES – PERFORMANCE PLANNING**

**The learning outcomes for this workshop are as follows:**

- Develop a process for developing a Yearly Training Plan
- Develop an understanding of micro and meso cycles and how they pertain to performance planning
- Develop an understanding of evaluating your Yearly Training Plan

### **Group Leader to debrief presentation with delegates**

- Group Leader to facilitate discussion regarding the Performance Planning Presentation
- Group Leader to have delegates discuss their Yearly Training Plan in comparison to the presentation
- Group Leader to discuss the post tasks for this module

### **HP1 – In Person Modules – Post Task – Performance Planning**

Utilizing the Yearly Training Plan template (or one of your own), fill in the template with all of 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
- Evaluation and Assessment

### **Workbook Task**

- Utilize the sample Yearly Training Plan Template to understand the elements that must be filled in for a completed Yearly Training Plan

# U18 – Yearly Training Plan

## October 2021

(0 Practices | 0 Games)

GOALS

1. TBD
2. TBD
3. TBD
4. TBD

SKILLS / CONCEPTSPREPARATION PERIOD (Weeks 1 - 8)Development 1 Phase (Weeks 7 - 8)

- 
- 
- 
- 
- 
- 

Development 2 Phase (Weeks 8)

- 

COMPETITION PERIOD (Weeks 8 - 37)Regular Season 1 Phase (Weeks 9 – 11)

- 
- 
- 
- 
- 
- 

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
27	28	29	30	01	02	03
04	05	06	07	08	09	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Physical Prep

- 

Mental Prep

- 

Team Development

- 

Evaluation & Assessment

- 

September				October				November				
06 (Week 4)	13 (Week 5)	20 (Week 6)	27 (Week 7)	04 (Week 8)	11 (Week 9)	18 (Week 10)	25 (Week 11)	01 (Week 12)	08 (Week 13)	15 (Week 14)	22 (Week 15)	29 (Week 16)
Prep	Tryout			Dev 1	Dev 2	Regular Season 1					Reg Season 2	Reg Season 3

TECHNICAL SKILLS	Skating Skills	Puck Control	Passing / Receiving	Shooting	Checking	Goaltenders
	-	-	-	-	-	-
	-	-	-	-	-	-
	-	-	-	-	-	-
	-	-	-	-	-	-
	-	-	-	-	-	-
TACTICS	Individual Offensive Tactics		Individual Defensive Tactics		Team Tactics	
	-		-		-	
OTHER	Physical Prep		Mental Prep		Team Development	
	-		-		-	

Period	Phase	Timing
Preparation	Prep/Tryout Phase	▪ Refers to the period of time prior to the season starting, typically when pre camps and/or tryouts are held.
	Development Phase	▪ Refers to the period of time following tryouts or evaluation prior to the regular season starting.
Competition	Regular Season Phase	▪ Refers to the period of time from the first regular season game to the start of playoffs or provincial/branch championships.
	Playoff Phase	▪ Refers to the period of time from the end of the regular season through to the end of playoffs.
Transition	Off Season Phase	▪ Refers to the period of time from the end of the playoff season to the start of the next prep or tryout season. No tryouts are allowed during the off season.

## IN PERSON MODULES – TEACHING AND EVALUATING

The learning outcomes for this workshop are as follows:

- Develop a plan for Teaching and Evaluating
- Develop strategies for Teaching and Evaluating the success of your efforts

### Group Leader to debrief presentation with delegates

- Group Leader to facilitate discussion regarding Teaching and Evaluating Presentation
- Group Leader to have delegates discuss their Teaching and Leading strategy in comparison to the presentation
- Group Leader to discuss the post tasks for this module

### HP1 – In Person Modules – Post Task – Teaching and Evaluating

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.

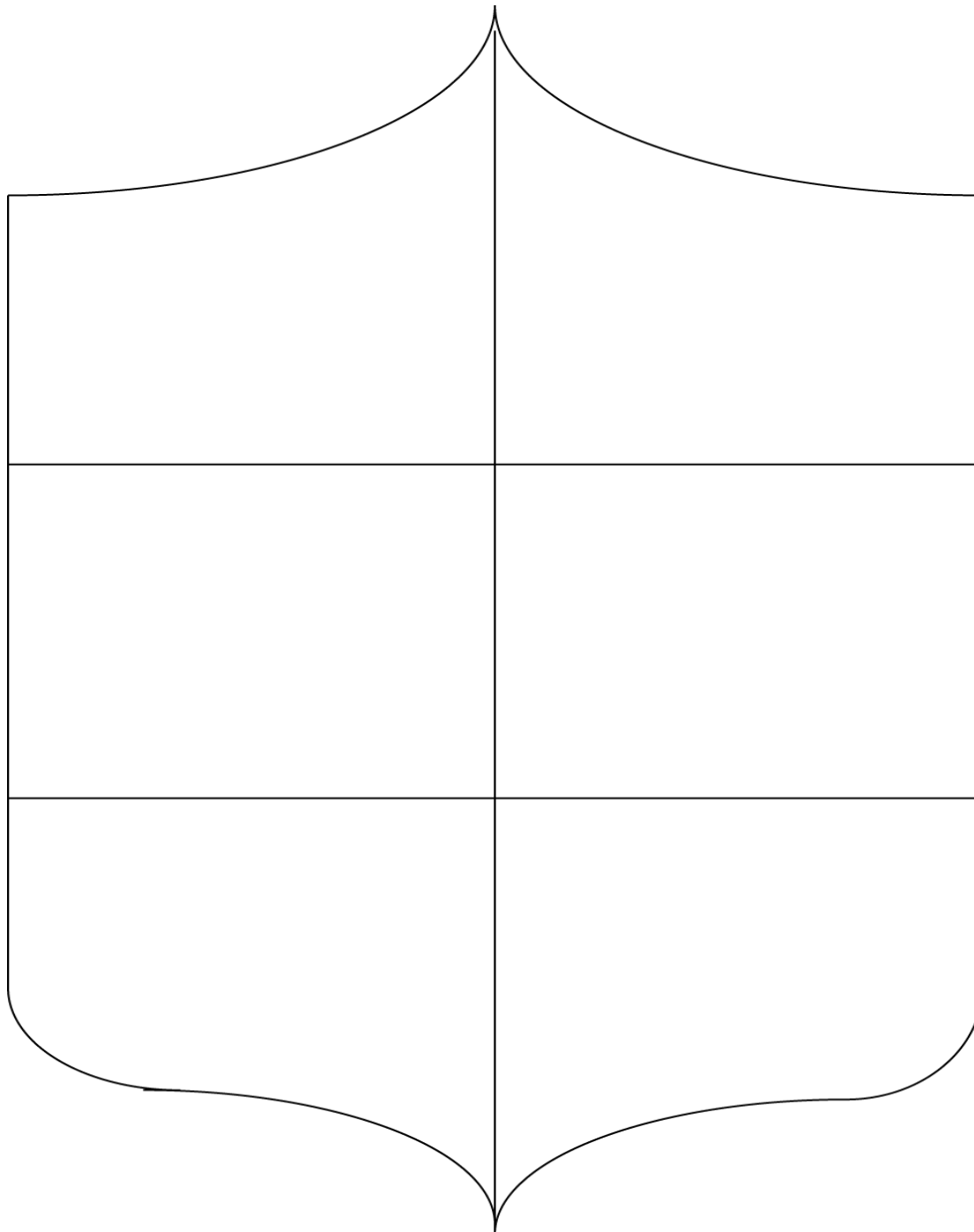
Content: For the option selected:

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

### Workbook Task

- Utilize chart on following page to create your personal shield and answer the questions on outstanding Teacher and Coach

Complete your personal shield: Identify your Teaching Characteristics in terms: 1) Communicator 2) Leader  
3) Motivator 4) Teacher 5) Technical Knowledge 6) Evaluator



**My Most Outstanding Teacher**

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

My Age: \_\_\_\_\_

Three Reasons Why Outstanding:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**My Most Outstanding Coach**

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

My Age: \_\_\_\_\_

Three Reasons Why Outstanding:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## IN PERSON MODULES – OFFENSIVE TEAM PLAY

The learning outcomes for this workshop are as follows:

- Develop a plan for Offensive Team Play
- Develop strategies for Breakouts, Regroups, Offensive Zone Play and Activating your defence

### Group Leader to debrief presentation with delegates

- Group Leader to facilitate discussion regarding Offensive Team Play Presentation
- Group Leader to have delegates discuss their Offensive Team Play strategy in comparison to the presentation
- Group Leader to discuss the post tasks for this module

### HP1 – In Person Modules – Post Task – Offensive Team Play

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.

### Workbook Task

- Utilize chart on following page to answer the questions

## Understanding Offensive Team Play

In your group, answer the questions listed below:

How is the scheme(s) presented **similar** to the one you are using now?

How is this scheme(s) **different** from the one you are using now?

What parts of the scheme(s) are **not appropriate** for the age and skill level of your team?

What parts of the scheme(s) are **appropriate** for the age and skill level of your team?

How could you **adapt** the material presented to make it useful in your coaching situation?

## IN PERSON MODULES – DEFENSIVE TEAM PLAY

The learning outcomes for this workshop are as follows:

- Develop plan for Defensive Team Play
- Develop strategies for Forechecking, Playing the Rush, Tracking and D Zone Coverage
- Understand importance of “Stick on Puck” in defending

### Group Leader to debrief presentation with delegates

- Group Leader to facilitate discussion regarding Defensive Team Play Presentation
- Group Leader to have delegates discuss their Defensive Team Play strategy in comparison to the presentation
- Group Leader to discuss the post tasks for this module

### HP1 – In Person Modules – Post Task – Defensive Team Play

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

### Workbook Task

- Utilize chart on following page to answer the questions



## Understanding Defensive Team Play

In your group, answer the questions below.

How is the scheme(s) presented **similar** to the one you are using now?

How is this scheme(s) **different** from the one you are using now?

What parts of the scheme(s) are **not appropriate** for the age and skill level of your team?

What parts of the scheme(s) are **appropriate** for the age and skill level of your team?

How could you **adapt** the material presented to make it useful in your coaching situation?

## IN PERSON MODULES – POWER PLAY

The learning outcomes for this workshop are as follows:

- Appreciate the skills and abilities required for players on the Power Play
- Understand roles and responsibilities
- Develop strategies for Power Play breakouts and entries
- Develop strategies for Power Play faceoffs and set ups
- Develop an effective strategy to evaluate the Power Play

### Group Leader to debrief presentation with delegates

- Group Leader to facilitate discussion regarding PP Presentation
- Group Leader to have delegates discuss their PP strategy in comparison to the presentation
- Group Leader to discuss the post tasks for this module

### HP1 – In Person Modules – Post Task – Power Play

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.

### Workbook Task

- Utilize chart on following page to answer the questions

## Power Play

In your group, answer the questions listed below.

How is the scheme(s) presented **similar** to the one you are using now?

How is this scheme(s) **different** from the one you are using now?

What parts of the scheme(s) are **not appropriate** for the age and skill level of your team?

What parts of the scheme(s) are **appropriate** for the age and skill level of your team?

How could you **adapt** the material presented to make it useful in your coaching situation?

## IN PERSON MODULES – PENALTY KILL

The learning outcomes for this workshop are as follows:

- Appreciate the skills and abilities required for players on the Penalty Kill
- Understand PK faceoff and forecheck strategies
- Develop PK strategies to counteract Power Plays
- Develop an effective strategy using statistical data to evaluate the Penalty Kill

### Group Leader to debrief presentation with delegates

- Group Leader to facilitate discussion regarding PK Presentation
- Group Leader to have delegates discuss their PK strategy in comparison to the presentation
- Group Leader to discuss the post tasks for this module

### HP1 – In Person Modules – Post Task – Penalty Kill

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.

### Workbook Task

- Utilize chart on following page to answer the questions

## Penalty Kill

In your group, answer the questions listed below.

How is the scheme(s) presented **similar** to the one you are using now?

How is this scheme(s) **different** from the one you are using now?

What parts of the scheme(s) are **not appropriate** for the age and skill level of your team?

What parts of the scheme(s) are **appropriate** for the age and skill level of your team?

How could you **adapt** the material presented to make it useful in your coaching situation?

## IN PERSON MODULES – PHYSICAL PREPARATION

The learning outcomes for this workshop are as follows:

- Identify obstacles to optimal physical preparation
- Identify methods of optimizing physical preparation
- Identify critical performance factors in hockey
- Describe training methods for critical performance factors in hockey
- Design an effective dynamic warm-up
- State the variables that affect recovery

### Group Leader to debrief presentation with delegates

- Group Leader to facilitate discussion regarding the Physical Performance Presentation
- Group Leader to have delegates discuss their plans for Physical Preparation in comparison to the presentation
- Group Leader to ensure Physical Preparation is included in the Yearly Training Plan
- Group Leader to discuss the post tasks for this module

## HP1 – In Person Modules – Post Task – Physical Preparation

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.

**Content:** The question contains an overview of the physical preparation program, a detailed explanation of how each of the points will be developed and practical examples from training, practices or game situations to illustrate. Any relevant templates should be included.

- 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

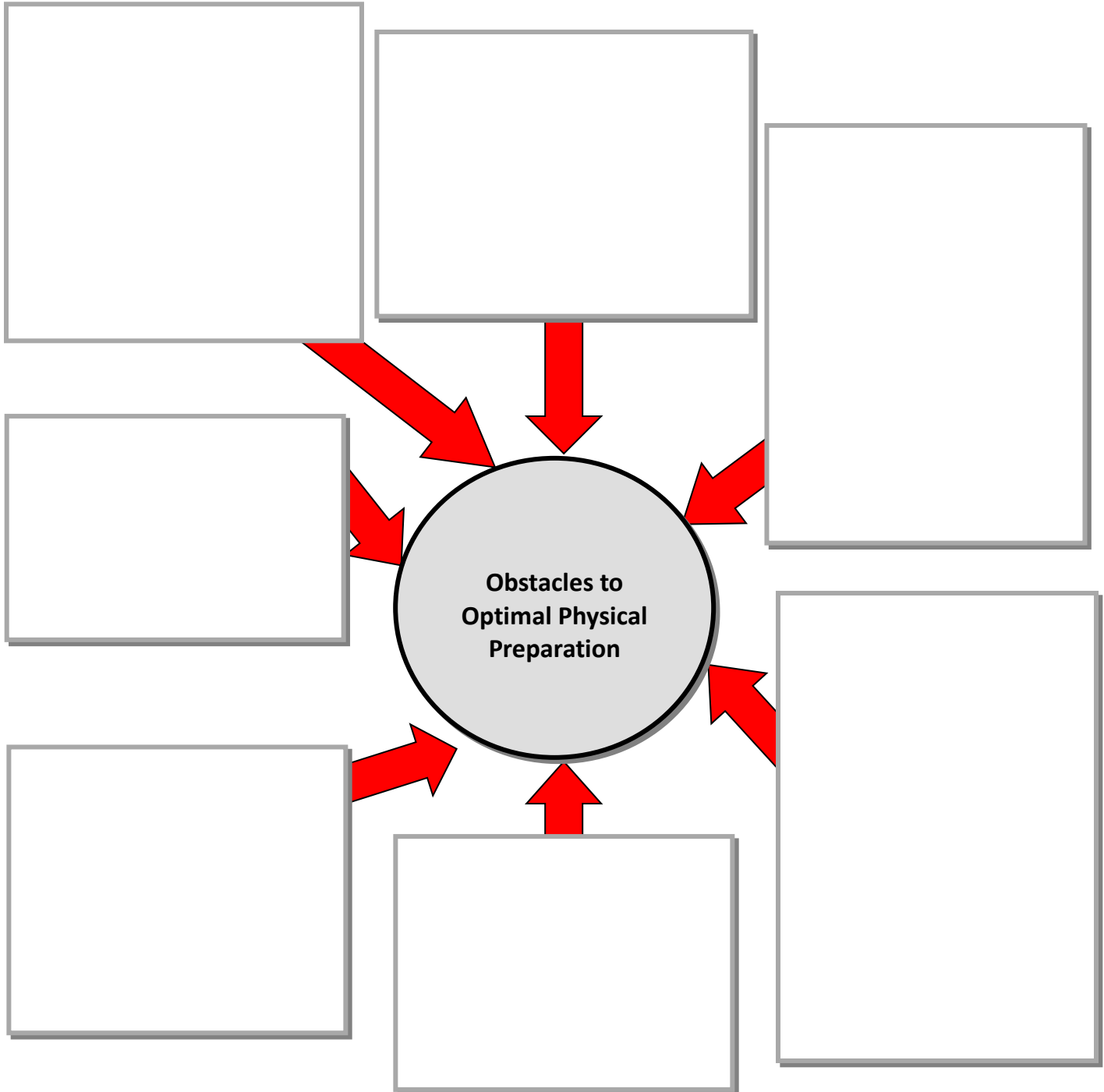
### Workbook Task

There are 3 topics on physical preparation in this workbook:

- Obstacles to Optimal Physical Preparation
- Critical Performance Factors
- Dynamic Warm-up

## **Obstacles to Optimal Physical Preparation**

List seven factors that can interfere with your team's optimal physical preparation.



**Critical Performance Factors**

- Read Columns 1 and 2 in the table below.
- In your groups, develop examples for each critical performance factor (CPF) listed in Column 1. Examples should be from sports *other than hockey*.
- In your group, discuss how each CPF is or is not used in hockey, and record your answers in Column 3.
- In your group, decide on the importance of each CPF in hockey, and circle your answer in Column 4.
- In your group, decide on the overall training priority for each CPF, and circle your answer in Column 5.

**Critical Performance Factors (CPFs) in Hockey**

Column 1	Column 2	Column 3	Column 4	Column 5
Factor	Definition	Use of Factor in Hockey	Importance in the Game of Hockey	Overall Training Priority
<b>Aerobic Endurance</b>	Sustained dynamic effort at or near maximum for several minutes or hours		<input type="checkbox"/> Very high <input type="checkbox"/> High <input type="checkbox"/> Moderate	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/> Avoid
<b>Anaerobic Alactic</b>	Maximum effort up to 10 seconds		<input type="checkbox"/> Very high <input type="checkbox"/> High <input type="checkbox"/> Moderate	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/> Avoid
<b>Anaerobic Lactic</b>	Maximum effort for up to 2 minutes		<input type="checkbox"/> Very high <input type="checkbox"/> High <input type="checkbox"/> Moderate	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/> Avoid
<b>Strength</b>	Maximum effort regardless of duration		<input type="checkbox"/> Very high <input type="checkbox"/> High <input type="checkbox"/> Moderate	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/> Avoid
<b>Power</b>	Maximum effort over a short period of time		<input type="checkbox"/> Very high <input type="checkbox"/> High <input type="checkbox"/> Moderate	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/> Avoid
<b>Flexibility</b>	Perform a broad range of movement at a joint without sustaining injury		<input type="checkbox"/> Very high <input type="checkbox"/> High <input type="checkbox"/> Moderate	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/> Avoid
<b>Speed</b>	Fast cadence of movement, short efforts		<input type="checkbox"/> Very high <input type="checkbox"/> High <input type="checkbox"/> Moderate	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/> Avoid
<b>Agility</b>	To move rapidly with precision and ease		<input type="checkbox"/> Very high <input type="checkbox"/> High <input type="checkbox"/> Moderate	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/> Avoid



Column 1	Column 2	Column 3	Column 4	Column 5
Factor	Definition	Use of Factor in Hockey	Importance in the Game of Hockey	Overall Training Priority
<b>Balance</b>	Maintain stability during execution of movements		<input type="checkbox"/> Very high <input type="checkbox"/> High <input type="checkbox"/> Moderate	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/> Avoid
<b>Coordination</b>	Perform movements in correct order and at right time		<input type="checkbox"/> Very high <input type="checkbox"/> High <input type="checkbox"/> Moderate	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/> Avoid

## Dynamic Warm-up

Use the two charts below to design a dynamic warm-up for a practice and for a game.

Pre-practice Dynamic Warm-up	
<b>Overall Description of Warm-up</b> <input type="checkbox"/> Total duration of warm-up _____ <input type="checkbox"/> Time between warm-up and start of on-ice practice _____	
<b>Specifics of Warm-up</b>	
<b>Active Warm-up</b>	<input type="checkbox"/> Duration <input type="checkbox"/> Intensity <input type="checkbox"/> Specific activities
<b>Dynamic Stretch</b>	<input type="checkbox"/> Duration <input type="checkbox"/> Intensity <input type="checkbox"/> Specific activities
<b>Sport-specific Skills</b>	<input type="checkbox"/> Duration <input type="checkbox"/> Intensity <input type="checkbox"/> Specific activities

**Pre-game Dynamic Warm-up****Overall Description of Warm-up**

- Total duration of warm-up \_\_\_\_\_
- Time between warm-up and start of on-ice game \_\_\_\_\_

**Specifics of Warm-up**

<b>Active Warm-up</b>	<ul style="list-style-type: none"> <li>■ Duration</li> <li>■ Intensity</li> <li>■ Specific activities</li> </ul>
<b>Dynamic Stretch</b>	<ul style="list-style-type: none"> <li>■ Duration</li> <li>■ Intensity</li> <li>■ Specific activities</li> </ul>
<b>Sport-specific Skills</b>	<ul style="list-style-type: none"> <li>■ Duration</li> <li>■ Intensity</li> <li>■ Specific activities</li> </ul>

## **IN PERSON MODULES – LEADERSHIP TECHNIQUES**

**The learning outcomes for this workshop are as follows:**

- Understanding effective Leadership
- Identify key aspects of developing Leadership
- Identifying key aspects of Team Culture
- Importance of having a leadership group amongst the players

### **Group Leader to debrief recording with delegates**

- Group Leader to facilitate discussion regarding Leadership Techniques from the presentation
- Group Leader to have delegates share how they define and implement Leadership
- Group leader to discuss the post tasks for this module

### **HP1 – In Person Modules – Post Task – Leadership Techniques**

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:

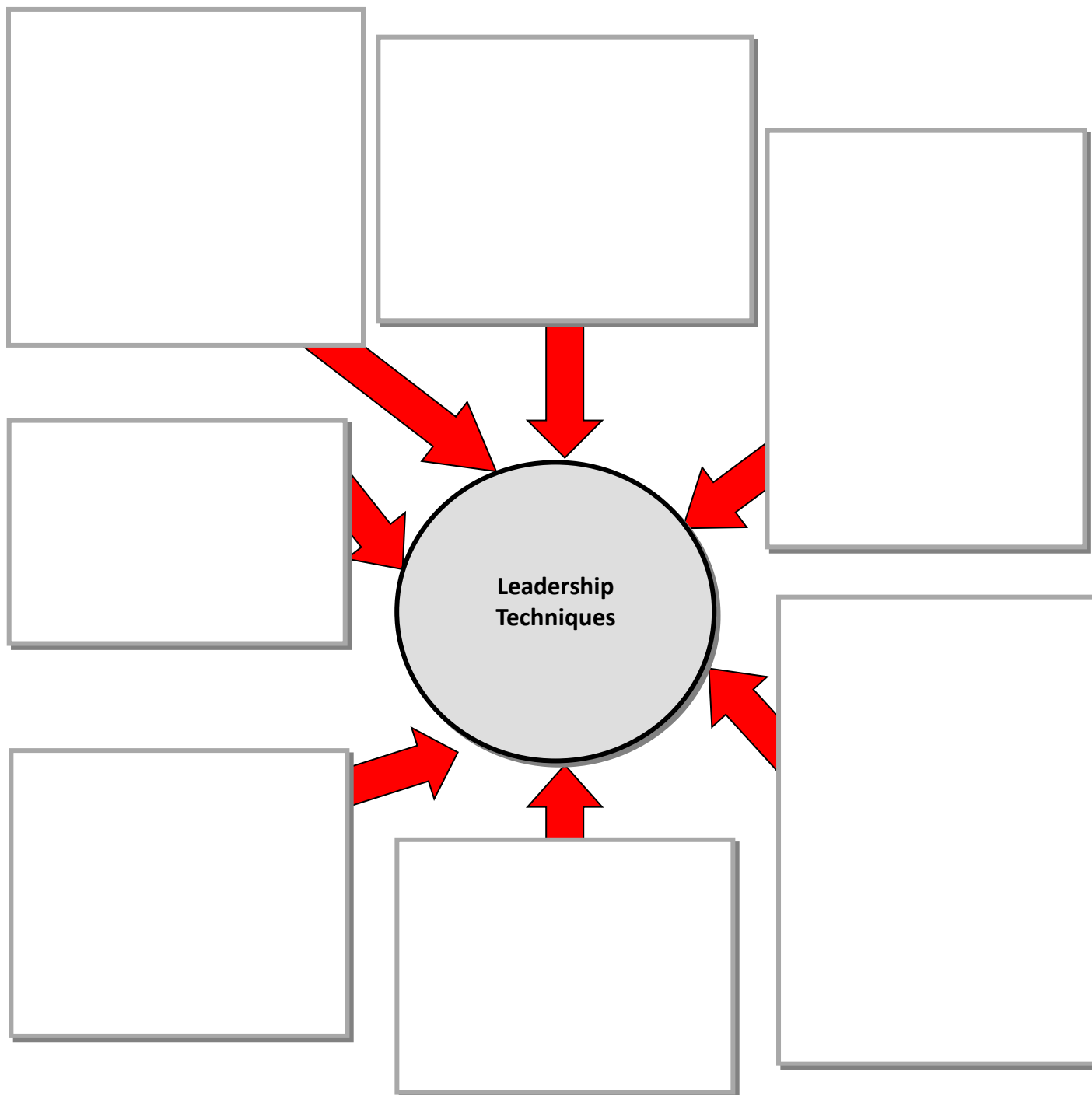
- A review of the book or webinar including impacts and learnings.
- Team Culture
- Leadership group amongst players

### **Workbook Task**

- Utilize chart on following page to take notes on discussion

## Starting Point – Leadership

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



## **RECORDED MODULES – EFFECTIVE USE OF TECHNOLOGY**

**The learning outcomes for this workshop are as follows:**

- Review the Effective use of Technology recorded video
- Identify key aspects of using Technology at High Performance / emerging High Performance levels of hockey

### **Group Leader to debrief recording with delegates**

- Group Leader to facilitate discussion regarding recorded video
- Group Leader to have delegates share how they use technology with their group members

### **HP1 – Recorded Modules – Post Task – Effective Use of Technology**

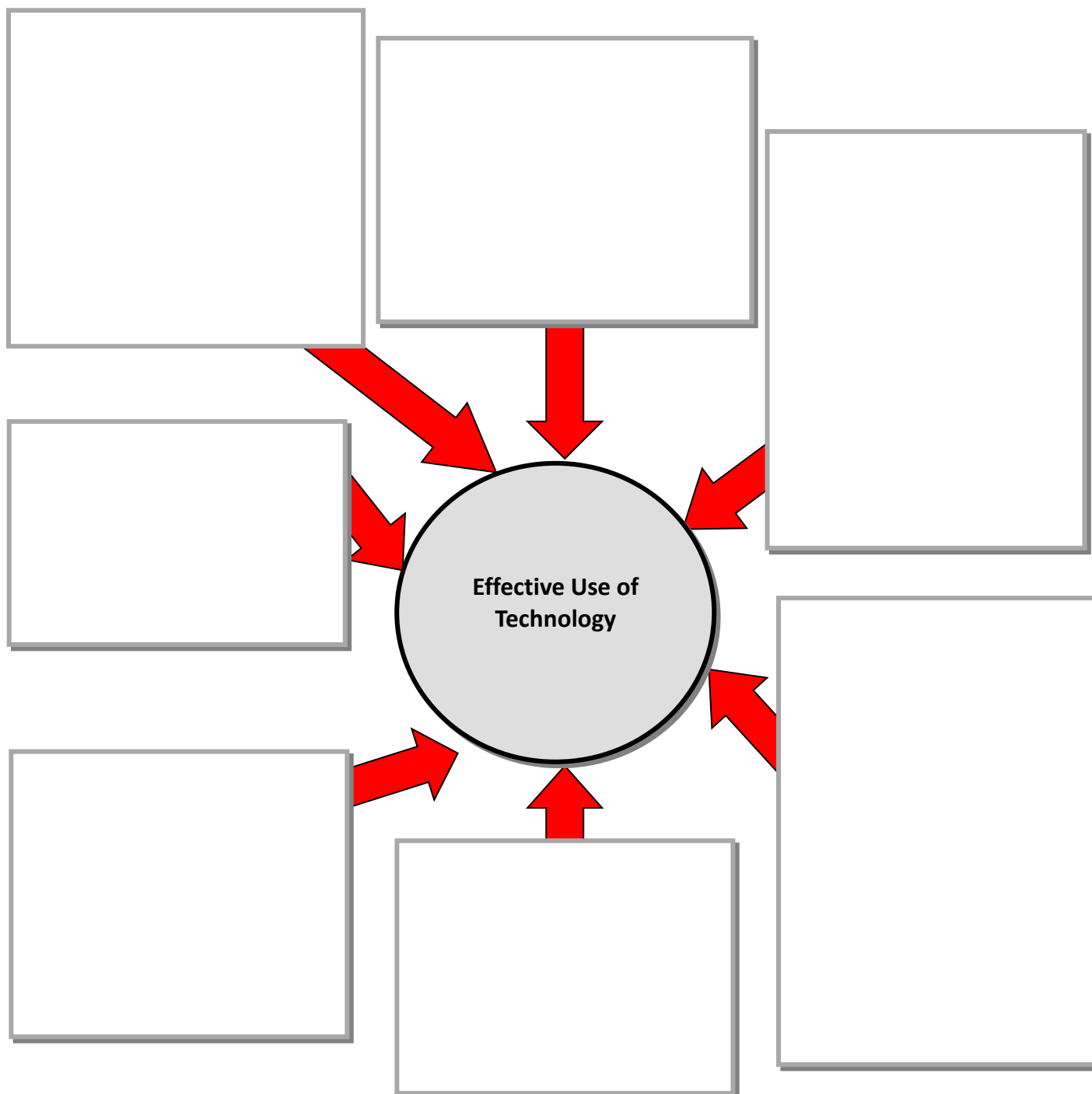
- There is no post task with this module

### **Workbook Task**

- Utilize chart on following page to take notes on discussion

## Starting Point – Effective Use of Technology

On the graphic below, make notes on the video or from group discussion



## RECORDED MODULES – PLAYER EVALUATION AND SELECTION

The learning outcomes for this workshop are as follows:

- Appreciate the benefits of creating a formal evaluation/selection plan
- Understand the needs and processes involved in different kinds of evaluation situations
- Develop effective evaluation criteria
- Develop administrative processes and tools for compiling the data required for effective evaluation and selection
- Develop an effective strategy for communicating player selection including exit interviewx

### Group Leader to debrief recording with delegates

- Group Leader to facilitate discussion regarding recorded video
- Group Leader to have delegates share their successful Player Selection / Evaluation practices
- Group Leader to discuss the post tasks for this module

### HP1 – Recorded Modules – Post Task – Player Evaluation and Selection

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

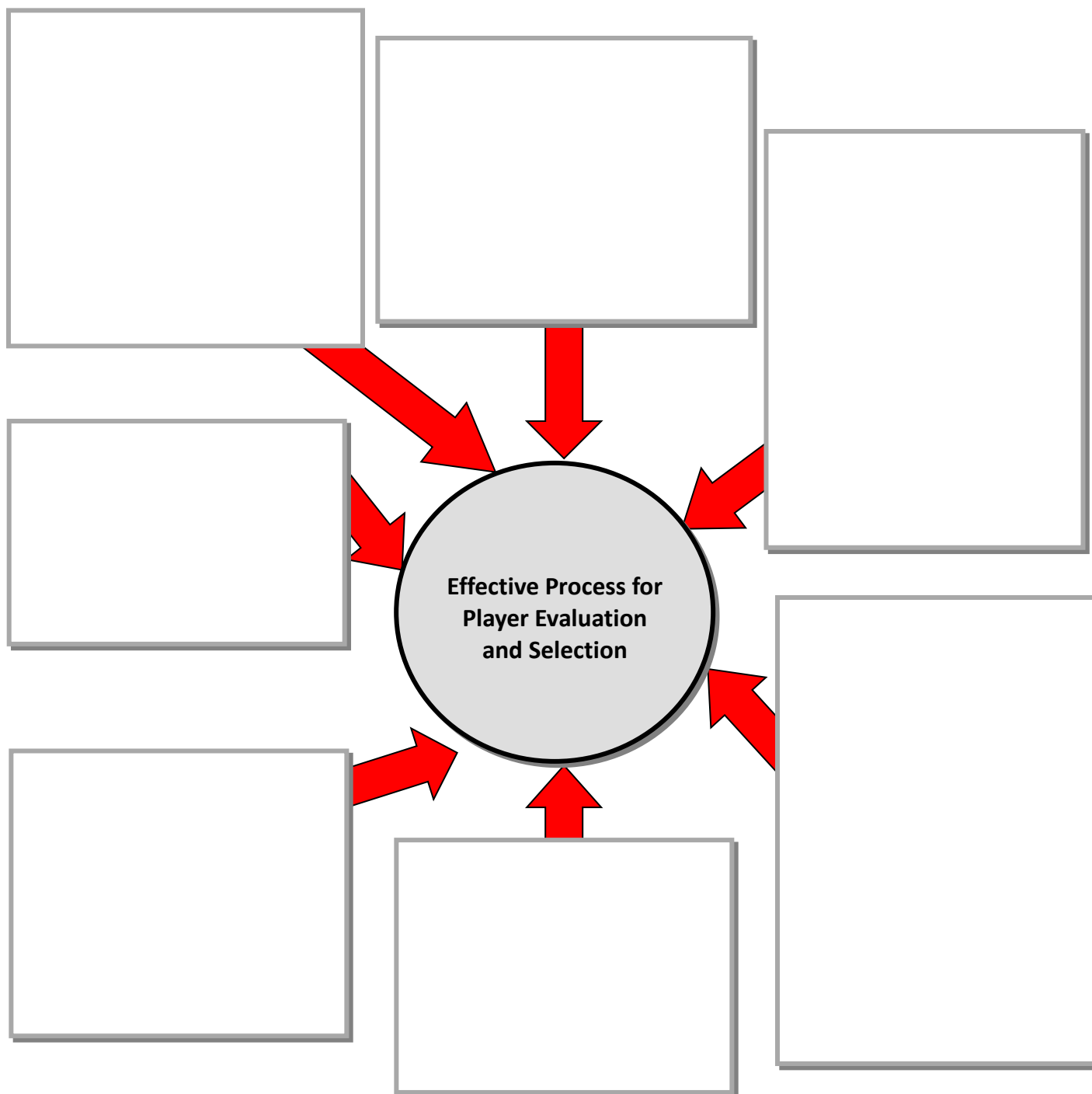
- Team selection / tryout plan or process
- Evaluation tools that you use to select players
- In season evaluation plan of players - Technical / Tactical / Physical / Mental
- In season tracking tools of player progress - Technical / Tactical / Physical / Mental

### Workbook Task

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

## Starting Point – Player Evaluation and Selection

On the graphic below, make notes on the video or from group discussion





## RECORDED MODULES – SKATING

The learning outcomes for this workshop are as follows:

- Review the Skating recorded video
- Identify key aspects for Skating at High performance / emerging High Performance levels of hockey

### Group Leader to debrief recording with delegates

- Group Leader to facilitate discussion regarding video
- Group Leader to review post tasks for this module
- Group Leader to ensure Skating development is included in Yearly Training Plan

### HP1 – Recorded Modules - Post Task – Skating

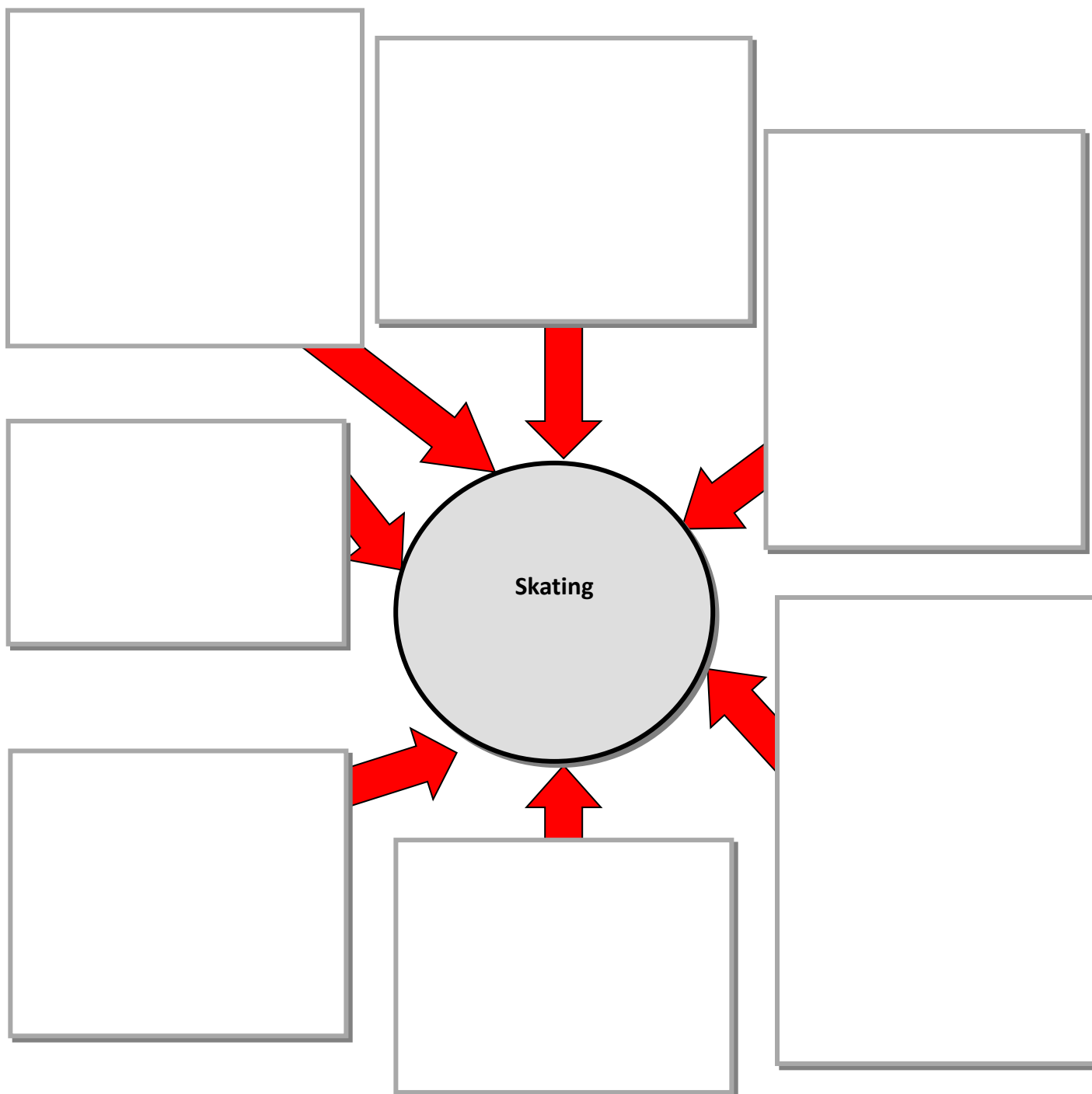
- Skating Strengths and Deficiencies
- Skill Specific Teaching – Practice Plans
- Hockey Canada Network App Training Plans

### Workbook Task

- Utilize chart on following page to take notes on discussion

## Starting Point – Skating

On the graphic below, make notes on the video or from group discussion



## RECORDED MODULES – SKILLS

The learning outcomes for this workshop are as follows:

- Review the Skills recorded video
- Identify key aspects for Skills at High performance / emerging High Performance levels of hockey

### Group Leader to debrief recording with delegates

- Group Leader to facilitate discussion regarding video
- Group Leader to review post tasks for this module
- Group Leader to ensure Skills development is included in Yearly Training Plan

### HP1 – Recorded Modules - Post Task – Skills

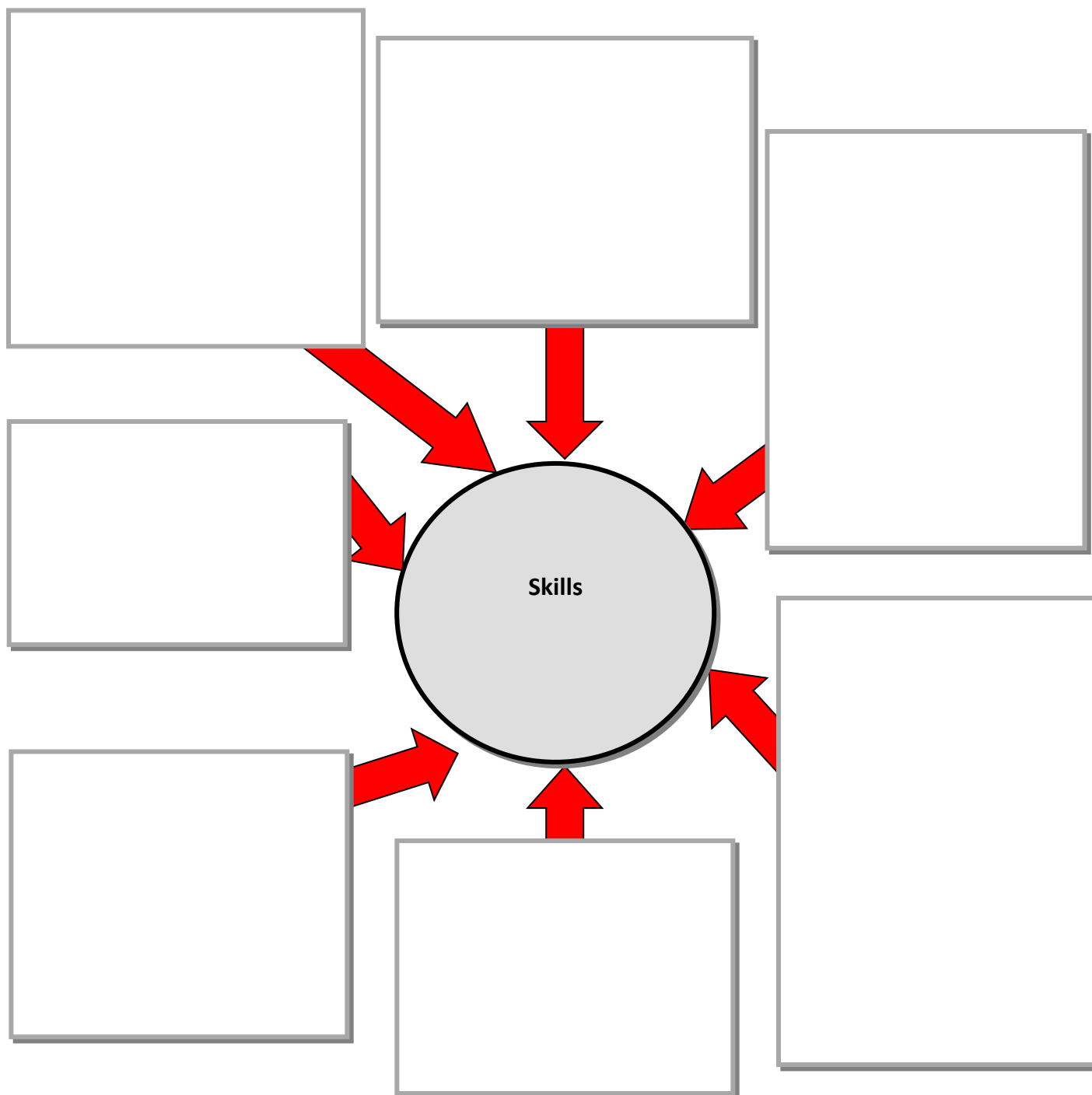
- Skill Strengths and Deficiencies
- Skill Specific Teaching – Practice Plans
- Hockey Canada Network App Training Plans

### Workbook Task

- Utilize chart on following page to take notes on discussion

## Starting Point – Skills

On the graphic below, make notes on the video or from group discussion.



## **RECORDED MODULES – SHOOTING AND SCORING**

The learning outcomes for this workshop are as follows:

- Review the Shooting and Scoring recorded video
- Identify key aspects for Shooting and Scoring at High performance / emerging High Performance levels of hockey

### **Group Leader to debrief recording with delegates**

- Group Leader to facilitate discussion regarding video
- Group Leader to review post tasks for this module
- Group Leader to ensure Shooting and Scoring development is included in Yearly Training Plan

### **HP1 – Recorded Modules - Post Task – Shooting and Scoring**

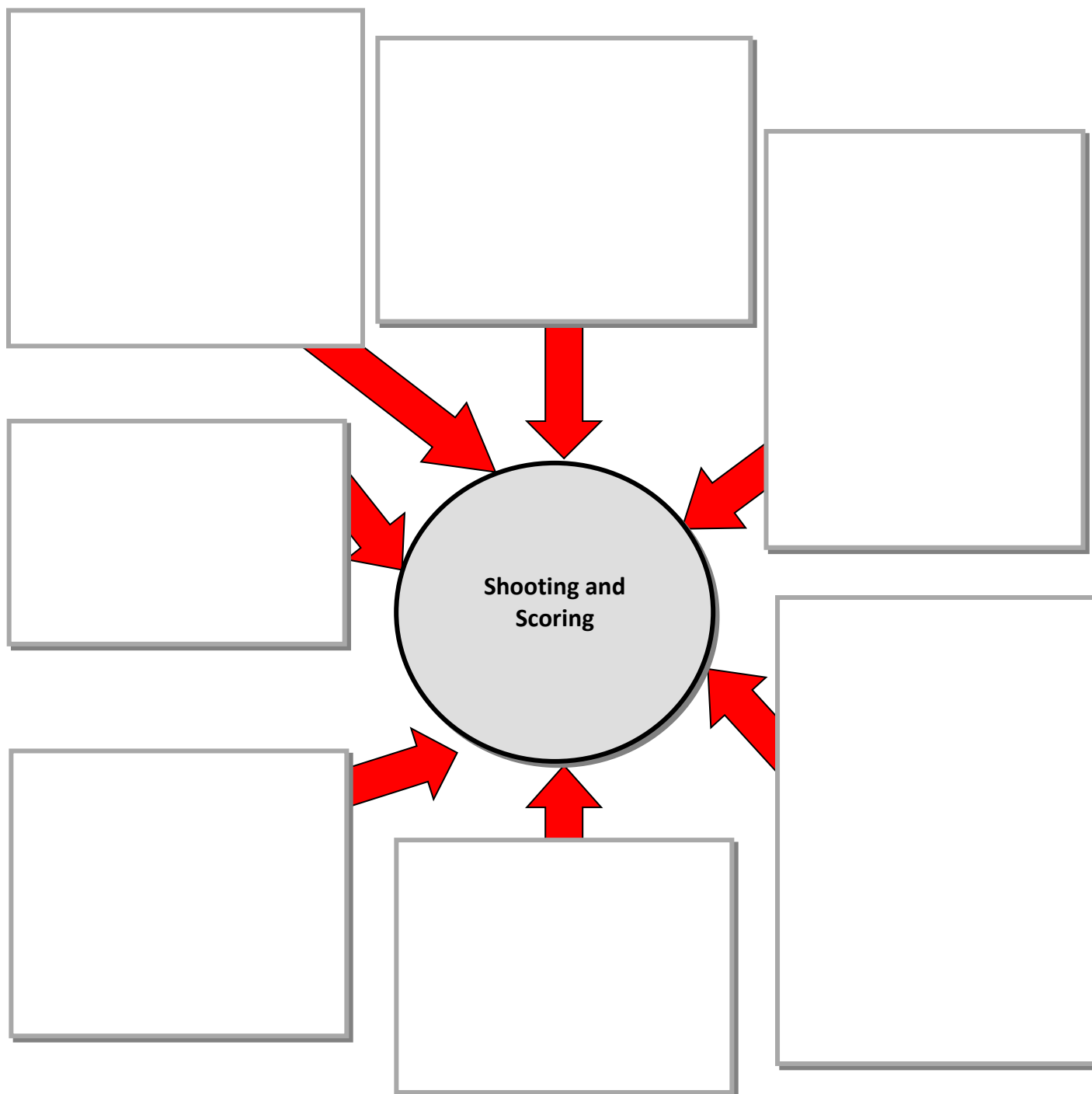
- Shooting and Scoring Strengths and Deficiencies
- Skill Specific Teaching – Practice Plans
- Hockey Canada Network App Training Plans

### **Workbook Task**

- Utilize chart on following page to take notes on discussion

## Starting Point – Shooting and Scoring

On the graphic below, make notes on the video or from group discussion.



**RECORDED MODULES – DEVELOPING DEFENCEMEN**

The learning outcomes for this workshop are as follows:

- Review the Developing Defencemen recorded video
- Identify key aspects for Developing Defencemen at High performance / emerging High Performance levels of hockey

**Group Leader to debrief recording with delegates**

- Group Leader to facilitate discussion regarding video
- Group Leader to review post tasks for this module
- Group Leader to ensure Defencemen development is included in Yearly Training Plan

**HP1 – Recorded Modules - Post Task – Developing Defencemen**

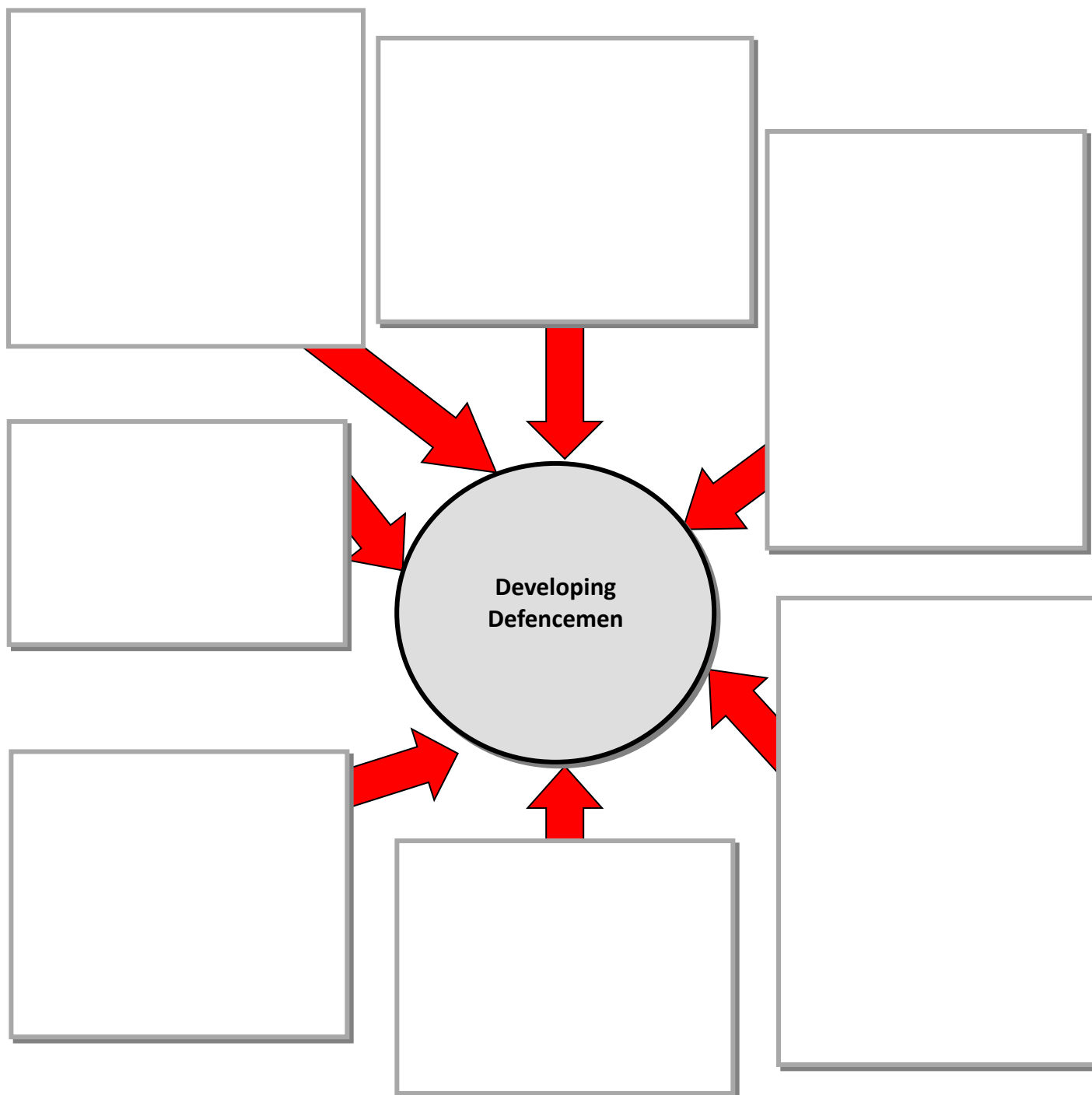
- Defencemen Strengths and Deficiencies
- Skill Specific Teaching – Practice Plans
- Hockey Canada Network App Training Plans

**Workbook Task**

- Utilize chart on following page to take notes on discussion

## Starting Point – Developing Defencemen

On the graphic below, make notes on the video or from group discussion





## RECORDED MODULES – GOALTENDING

The learning outcomes for this workshop are as follows:

- Review the Goaltending recorded video
- Identify key aspects for Goaltending at High performance / emerging High Performance levels of hockey

### Group Leader to debrief recording with delegates

- Group Leader to facilitate discussion regarding video
- Group Leader to review post tasks for this module
- Group Leader to ensure Goaltending development is included in Yearly Training Plan

### HP1 – Recorded Modules - Post Task – Goaltending

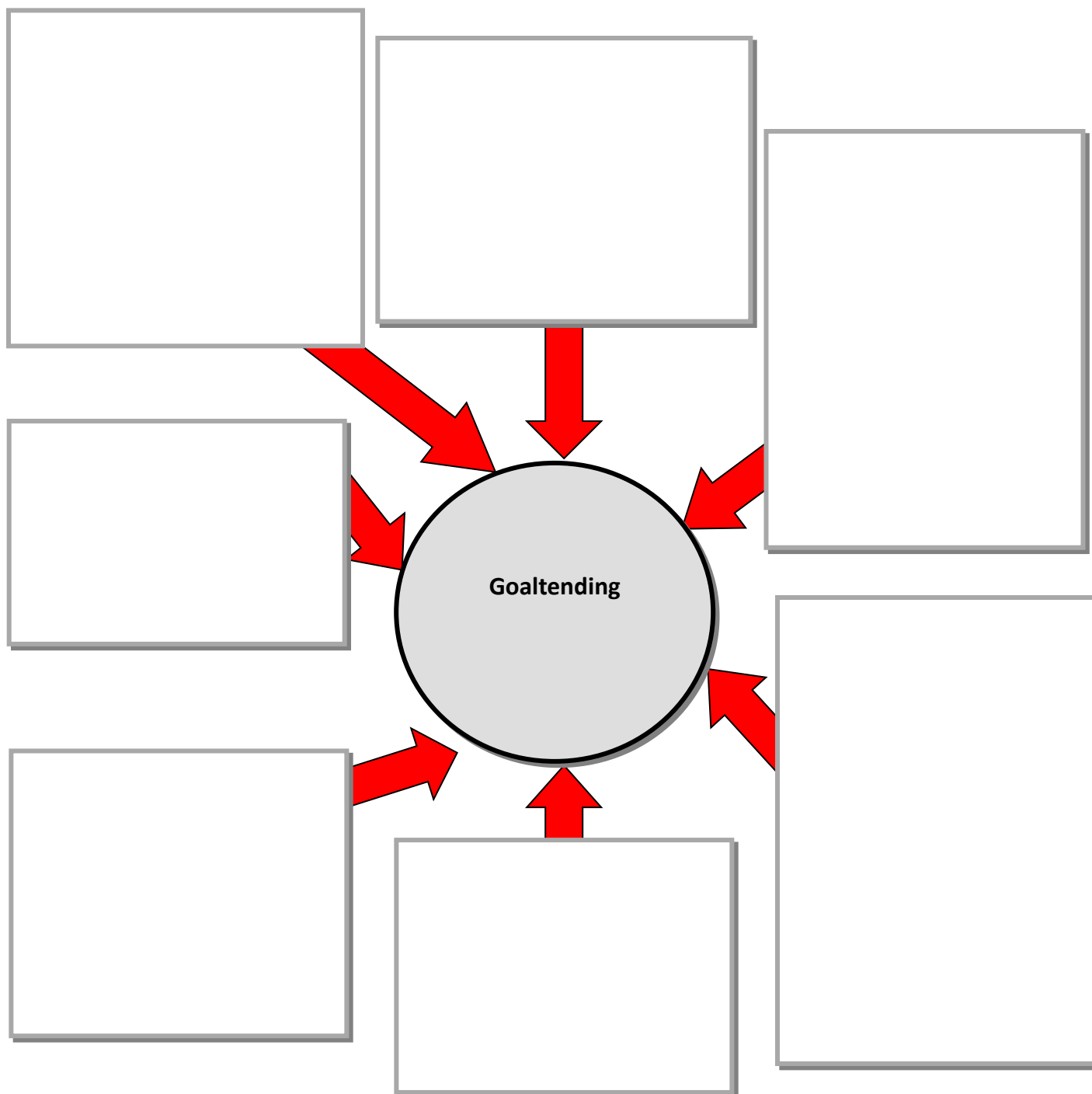
- Goaltending Strengths
- Goaltending Deficiencies
- Design your head coach & goalie coach meeting with your goaltenders (what do you want to cover, how do you want your goaltender to “feel” at the end of a good & constructive meeting?)
- Design your communication plan for your coaches - Specifically 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?

### Workbook Task

- Utilize chart on following page to take notes on discussion

## Starting Point – Goaltending

On the graphic below, make notes on the video or from group discussion





 National  
Coaching  
Certification  
Program

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.

  
**coach.ca**  
Coaching Association of Canada  
Association canadienne des entraîneurs