

NDL

Novice Development League

Coaches Manual

2010-2011 Hockey Season

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Hockey Calgary

The Minor Hockey Association of Calgary (Hockey Calgary) is an organization committed to develop the sport of amateur hockey within Zone 9 which boundaries have been defined by Hockey Alberta (the City of Calgary and the area of Springbank). Hockey Calgary has the mandate to provide a hockey environment suitable for the enjoyment of the players aged 5-21, coaches, managers, officials, parents and administrators. Our goal is to encourage good sportsmanship and to help players form good character. The player and his/her welfare must be held paramount.

Our Vision

"The Benchmark of Sports Associations... Providing Leadership, Life Skills and Development of our members for the enjoyment and success of all."

Our Mission

"To provide a safe, fun, fair environment for all by building strong partnerships through shared leadership and support with our member organizations."

Our Core Values

The core values that we apply daily are:

- RESPECT – We expect our players, parents, coaches, officials, spectators, league organizers and facility operators to be respectful of each other at all times.
- ACCOUNTABLE – We are responsible for our own decisions and actions.
- APPROACHABLE – We listen to the concerns of our member organizations in response to their needs.
- COLLABORATIVE PARTNERSHIPS – We build mutually beneficial relationships with others.
- COMMUNICATIONS – We get the right message to the right people at the right time in the right way.
- CONSISTENCY – We will be open and consistent in our interpretation and application of the rules and policies.
- FAIR PLAY CODES – We support the principles of fair play and The Fair Play Codes.

We live these values through the daily application of the principles of the “Fair Play Code”

Hockey Calgary Communication Process



Starting out as a Hockey Coach

"A good beginning makes for a good ending." - an English Proverb

"You are about to become a part of the most important and worthwhile service group in the nation. By volunteering your time to coach hockey, you are continuing a tradition of service that has impacted countless boys and girls throughout the generations. As you begin, it is important to remember some simple ideas that might help you along the way.

Firstly, realize that you do not need to be an expert to make a significant contribution. Even the greatest hockey coaches of all time started with little more than enthusiasm and a desire to learn. Your content knowledge will grow over time and resources, such as the one you are currently reading, will help fill in the gaps along the way. While it has been said that "experience is the great teacher," remember that in reality it is YOU who is the great teacher based upon what you LEARN from your experiences. So be patient, Rome wasn't built in a day and neither will your coaching expertise. Be observant and learn your coaching lessons well.

Secondly, start off on the right foot by organizing and preparing as much as possible. One section of this manual is given specifically to these concepts, and it will undoubtedly be of great practical use to you. If you follow the principles provided, you will be on solid coaching ground as you begin your coaching career. Never underestimate the vital importance of proper organizing and preparation as critical coaching tools and skills.

Thirdly, coach accordingly to the players level of play. Many times a coach will return from a coaching symposium or workshop and proceed to inflict drilling patterns upon players who are simply not capable of fulfilling the coach's expectations. It is essential to consider such factors as age, developmental stage and skill abilities within your specific team before putting into practice your game plan. Always recognize that even at the highest professional levels of our sport, the BASIC SKILLS are reinforced in simple ways on a day-to-day basis.

FINALLY, REMEMBER TO HAVE SOME FUN! They are just kids, after all, and the odds of any one of them ever getting to "the show" for even one game are astronomically stacked against them. Why are they there? To enjoy, of course! As their coach, you are the single most important person responsible for seeing that the game always remains enjoyable".

Good luck, and "GOOD COACHING!"

Chevy Safe and Fun- Website

Coaches Never Lose

"A team can lose. Any team can lose. But in a sense, a coach never loses. For the job of coach is over and finished once the puck is dropped. A coach knows if they have won or lost long before play begins.

A coach has two tasks. The minor one is to teach skills - to teach a player how to skate faster, shoot harder, check smarter and execute more efficiently.

The second task, the major task, is to make adults out of children!

It is to teach an attitude of mind. It is to implant character and not simply to impart skills. It's to teach fair play...and that goes without saying. It's also to teach how to be humble in victory and proud in defeat...this too goes without saying. However, more importantly, it is to teach young people how to live up to their potential no matter what that potential might be.

It's to teach them to do their best, yet never to become too satisfied with what they have achieved. After all, we must also teach them to strive to be as good as they can be if they would only try a little harder.

A coach can never make a great player out of someone who isn't potentially great. But you can help to make a great citizen out of any youngster, and miraculously, you can help to make an adult out of a child.

For a coach, the final score doesn't read "so many goals for our team, so many goals for theirs." It doesn't say "this many wins and that many losses." Instead, it simply reads: "So many lives affected, so much potential realized."

This is the score that will never be published, yet this is the score that will be read in the silence of a coach's own thoughts. And, inevitably, this is where a true coach will find their real joy long after the final game has been played."

"I don't do great things. I do little things with great passion." - Mother Teresa

Chevy Safe and Fun Website.

Code For Coaches

- I will be reasonable when scheduling games and practices, remembering that players have other interests and obligations.
- I will teach my players to play fairly and to respect the rules, officials and opponents.
- I will ensure that all players get equal instruction, support and playing time.
- I will not ridicule or yell at my players for making mistakes or for performing poorly. I will remember that players play to have fun and must be encouraged to have confidence in themselves.
- I will make sure that equipment and facilities are safe and match the players' ages and abilities.
- I will remember that participants need a coach they can respect. I will be generous with praise and set a good example.
- I will obtain proper training and continue to upgrade my coaching skills.
- I will work in cooperation with officials for the benefit of the game.

The First Rule of Coaching is be Yourself

“For the player/coach relationship to unfold in a proper way, it is important that your players see you for what you are and see you in a consistent light. No sense being the taskmaster if it isn't in your nature because sooner or later you will be figured out. Develop your own style of coaching based upon your own unique personality and your relationship with players will be on a solid foundation. This is the golden rule of coaching. Remember it and your foundation will be a substantive one within the coaching fraternity. Disregard it and even the youngest of players will pick up on your deception quickly.”

Chevy Safe and Fun Website.

The Player/Coach Relationship

“Establishing a meaningful player/coach relationship truly is about "doing little things." Regardless of the level of hockey you choose to coach, realize that you are going to play a very important role in the development of your players, both as athletes and adults. In discussing this topic with people who have had successful careers as hockey coaches, many agree that the relationships they have cultivated with their players is a central part of their success on both an individual and team level. In this section, we will explore some basic considerations that you must address before you begin your coaching assignment.”

Model Expected Behaviour

“How many times have you gone to a sporting event and seen coaches going berserk at the call of an official? It happens far too often and yet these same coaches will assail a player if he or she steps out of line and says something offensive. Remember, they are looking at you all the time. It has been said that a team assumes the personality of its coach and this seems to be a fair and accurate assessment. No one can expect you to be perfect but just as you have high standards for your players, so too must your standards be set at a high level. Again, the consistency of your behaviour will match your expectations of players and this will lead to increased trust and understanding between you and your players. In doing this, you again move the player/coach relationship onto solid ground. To go one step further, remember the power of modelling appropriate behaviour not only with players but also with fellow coaches, administrators and other people you come into contact with through the course of your time as "coach."

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The Power of the Player Coach Relationship

“ Many top athletes point to a "significant other" from their past who helped them achieve greatness in their sport and often the person they identify is a former coach. In addition to performance parameters, one of the great joys of coaching is in watching former players move onward and upward, whether in the sporting world or in other areas, realizing that you have played a small part in their success. Meeting players years after you were their coach and being able to see their progress as men and women is one of the great payoffs for coaches. Never underestimate the power of the words you speak, the way in which you speak them and the context in which they might be taken. You ARE having an effect!”

Chevy Safe and Fun Website

Use Positive Reinforcement

“Do you like being screamed at? Does it motivate you when someone embarrasses you in front of your peers? Well, you are not alone in your response to these two questions. The results are all in, the data has been studied and the writing is on the wall...POSITIVE REINFORCEMENT WORKS. There is no quicker way to undermine your relationship with players than to turn into a negatively-based coach who never has anything good to say to players. Just as many young people are crying for someone to help with the discipline in their lives, so too are they asking for praise and positive reinforcement. TRY IT! You will be amazed at what your players will attempt if you simply praise them in their efforts. Remember too that praise should not be saved for "great events." (What if they never happen!!) Look for small things to praise and don't be afraid to praise often, as long as the praise is genuine and earned.

This kind of day-to-day nurturing through positive reinforcement can do wonders for the player/coach relationship and will translate into a more enjoyable environment for everyone to be a part of. Make no mistake, it is YOU who will establish the atmosphere that surrounds your team. Will it be an atmosphere based on positive reinforcement or negative accusations?”

Chevy Safe and Fun Website.

Checklist for Coaching Tools:

1. Comfortable skates- you will be spending an enormous amount of time on your skates throughout the year, so ensure that you wear comfortable skates.
2. Track Suit- Get yourself a comfortable track suit.
3. Whistle- Get yourself a loud whistle.
4. Proper undergarments- Get yourself some warm clothing to keep you warm while your on the ice.
5. Pucks- Ensure that you have a good carrying bag, bucket and a supply of 50 pucks.
6. Pylons- Ensure that you have a supply of pylons and teaching tools for practices.
7. Dry erase and white board- Get yourself a supply of dry erase markers and a white board to use when drawing up drills in practice.
8. Stick and Gloves- Ensure that you have a set of hockey gloves and a stick to use during practices. It's also a good idea to invest in some elbow and shin pads if you plan on demonstrating drills in practice.
9. Helmet- It is mandatory for every coach in Calgary to wear a helmet each and every time they are on the ice.
10. Practice plan pads- Get yourself a practice plan pad so that you can plan practices out prior to practice.
11. Hockey Canada Novice Skills Manual- The Hockey Canada Skills manual are a great tool in preparing practices. The manual will outline practices throughout various stages for the course of the season.

Setting the Stage Through Team Rules

"In the course of your coaching career, you will undoubtedly come to realize one absolute axiom about making rules. You guessed it... rules that are made become rules that are broken! That is why it is very important for you as coach to decide what is truly meaningful for you in regard to rule-making. One could use the analogy of a person "drawing their own line in the sand." This means that you must determine what is SO VITALLY IMPORTANT to you as a coach that you are prepared to make a rule in order to support or defend your belief. Where is your line in the sand? What are you prepared to accept and what will you absolutely not tolerate? Until you truly know where your boundaries as a coach lie, making rules will remain a fruitless exercise.

Understand this... players will watch to see that the rules you insist upon are truly enforced. KNOW WHAT REALLY COUNTS before you begin the process of establishing rules, for the failure to properly follow through will most certainly affect the player/coach relationship. You cannot afford to begin considering these kinds of issues once the ship starts to sink! Rather, decide your course of action early so that potential problems can be avoided. This kind of communication is essential if a truly effective relationship is ever to evolve.

This area of rule-making has been addressed by one coach through a simple yet profound philosophy. Ron Mason, the winningest coach in NCAA Division 1 Hockey, has coached with a simple principle with

regard to his treatment of players. He says that in his program: "We don't treat everyone equally, we treat everyone fairly." Think about that for a moment because it is profound in its simplicity. Remember that hard and fast rules WILL BE CHALLENGED and some rules which might seem sound on the surface could well discriminate against some of your players. For example, one common rule used by many coaches states: "If you don't practice, you don't play." Certainly, this is a rule that seems reasonable enough. But what about the player who has to baby-sit a younger sibling on short notice? Or, what about a player who must attend the funeral of a loved one? What if these players are both "salt of the earth" types who would never miss a practice unless an extreme situation occurred? Is the rule still fair? In establishing team rules and protocols, give careful consideration to Coach Mason's edict first and foremost. In being fair, you help to nurture the player/coach relationship in ways that mere rules could never achieve because fairness in a coach represents a character trait that all players can and should aspire to.

THE 24-HOUR RULE

Have you ever heard the expression "Just sleep on it"? Many times when we are faced with difficult situations, the best tact we can take is to give a little more time to consider the problem. In establishing relationships with individual players, this idea can be an invaluable ally to any coach. Sometimes a player (or yes, a parent) might have concerns or a complaint which can result in explosive conversations where words are spoken that neither side really intended or meant. Emotions are laundered, and unfortunately, this can be damaging. This type of scenario is particularly applicable if the discussions occur immediately after a practice or game when someone is still upset. This is when the 24-hour rule could be used. The player is told that both of you should give it a day's thought and address the issue tomorrow. In using this approach in appropriate situations, you will be able to defuse potentially difficult situations, many times resulting in a player coming back to the next practice or game the following day and apologizing rather than attacking. Building a player/coach relationship is rarely well served through confrontation, especially in the heat of the moment. By using the 24-hour rule when possible, we can often help the relationship move forward.

Of course, 24 hours might not be possible as some situations demand immediate action. In this case, revert back to Coach Mason's edict of "treat them all fairly" whenever decisions must be made on short notice. In doing so, you have established a mechanism for both short- and long-term resolution of problems that you as coach can orchestrate. "

Chevy Safe and Fun Website.

Coaches Expectations- Sample

Below is a sample of a coach's expectation of players. It is the coach's responsibility to go over these rules and expectations with the parents and coaches at the start of the season at the first parents meeting. Any issues or concerns need to be addressed at this meeting.

Team Values

- A. Respect
- B. Responsibility
- C. 100% Work Ethic
- D. Team first attitude- All for one, One for all
- E. Friendship
- F. Excellence
- G. Team and organization pride
- H. Work hard

Successful Home Study

- A. Academics
- B. Exercise
- C. Smart Hockey Principles
- D. Team Concepts- For PW and Higher Divisions
- E. Nutrition

Adhere to the Teams Dress Code Policy (If there is one)

- A. Wear proper attire to games- ie- no jeans, no hats etc
- B. All jerseys are to be clean and hung on a hanger
- C. All players will wear matching socks

Full commitment to the team for the entire season

- A. Practices
- B. Games
- C. Tournaments

Coaching Philosophy

Assuming that you are a coach you presumably carry out your role based on your experience, knowledge, values, opinions and beliefs. This in itself is a philosophy and you likely do this unconsciously. The question is - do you actually know yourself well enough to understand what your core values and coaching methods are? Do you know the game of hockey well enough to develop a concrete coaching philosophy?

A coaching philosophy that is well thought through clarifies many aspects of the coach's delivery and presents a consistent and positive message to the athletes being coached. One of the strongest benefits arising from a consistent and sincere approach to coaching is trust. It is crucial that a strong bond between coaches, parents and athletes is developed. As a result this leads to higher levels of commitment and athletic performance. A hockey coach that takes the time to think through and formalize his or her personal coaching philosophy will have better results as a coach and resulting in fewer conflicts throughout the season.

As a coach, once you have formulated a strong coaching philosophy you must then sit down with the other coaches within your team and works towards formulating a plan for the current season. As a coaching staff it is your responsibility to develop a framework in developing the teams culture, core values, vision, mission, and goals and objectives.

Culture

The culture of a team can have a great deal of impact on the teams successes and failures. It can also depict how the team will operate and handle its business. The culture of a team refers to norms, customs, values, and behaviors that are exhibited by the coaches, players and parents.

What is the culture of your team?

What is the culture of your hockey association

A culture statement will attempt to establish the teams culture. They represent the norms, customs, values and behaviors of everyone involved within the team. The teams values can be dictated by its core value statements.

Core values

Core values will help a team identify its culture. By developing a core values sheet and handing it out to the parents, and players, it will uphold everyone involved to the highest and upmost standards.

Below is an example of a team's core statement:

Integrity- We demand ourselves and others to the highest ethical standards. Our conduct as parents, coaches, and players will reflect the highest standards of integrity. We will demonstrate open, honest and ethical behavior in dealing with any each other, opposition, officials and administrators.

Respect- We will respect each other, parents, officials, and administrators with the up most respect. We recognize that communications must be frequent and all channels of communication must be open.

Teamwork- We know that our success as a team will be based on how well we work together. We want everyone to contribute to the best of their abilities. Teamwork sustains a spirit of excitement, fulfillment, pride and passion for our team. This pride and passion enables us to succeed both on and off the ice.

Leadership- Strong leadership advances teamwork by importing a clarity of purpose and a shared sense of goals and objectives that are clearly stated and outlined within the team. Leaders empower those individuals around them by sharing knowledge and authority, and by recognizing and rewarding outstanding individual efforts. Strong leaders build relationships with the entire team and that everyone shares ideas, and provide support and help to one another to ensure that the best interests of the team are of foremost concern.

Performance- We strive for continuous improvement in our performance. When we commitment to doing something, we will do it to our best, in the most efficient and effective way. We will measure our performance on a regular basis ensuring that integrity and respect for people are never compromised.

Vision

Vision statements attempt to create a mental image of the future desired state of the team. The teams vision statement should inspire, motivate, excite, and stimulate the team. The vision statement should project an image of the team.

Mission Statements

“Mission statements are often thought of as synomous with vision statements. Like vision statements, they provide overall direction to an organization's effort (Edington 160).” The mission statement needs to be direct, pragmatic, and focused in terms of broad features related to potential benefits. Mission statements tend to be much shorter and more direct then vision statements.

Seasonal Plan

Once you have developed your personal philosophy, vision, mission and goals and objectives it is now time to set a seasonal progressive plan for yourself, coaching staff, and players.

A seasonal plan will be focused around your goals and objectives set forth. As a coach it is critical that your seasonal plan is tailored to reaching your players personal goals and objectives as well as the teams. Before setting up a seasonal plan you must take in to account where you are as a team at the current moment. We suggest that you conduct the Hockey Canada Skills Testing Program. This innovative testing program puts players through a variety of times skilled drills that will provide coaches with a detailed statement of what skill sets need to be worked on within your team.

The majority of minor Hockey Seasons last for approximately 7 months.

Below is an example seasonal plan:

August- Registrations are administered by the Hockey Association

September- Tryouts begin and coach selection process begins

October- Tryouts and coach selection finalized

October- Coaches are given their teams, start the process- vision, mission, goals and objectives

October- Parents meeting to outline the rules of the team, coaches coaching philosophies, and the teams vision, mission and goals and objectives.

October- Conduct the skills testing program- take a look at where the players skills are strong and where their skills are lacking

October- Develop practice plans tailored towards skill development

October- Coach player meetings, personal goal setting must begin

November- Continue with skill development

November- Coach and player meeting to discuss team's goals and objectives- where are you at, what is working well and what needs to be worked on?

December- Conduct the skills testing to track players progress- take a look at where the players skills are strong and where their skills are lacking

December- Continue with skill development

December- Coach-player meetings, discuss progress of players personal goals and objectives

December- Coach and players meeting to discuss team's goals and objectives- where are you at, what is working well and what needs to be worked on?

January- Conduct a parents meeting at the end of the month to discuss any issues or concerns the parents may have

January- Coach and players meeting to discuss team's goals and objectives- where are you at, what is working well and what needs to be worked on?

February- Conduct the skills testing challenge for the last time to track the players overall progress of the season.

February- Coach and player meeting to discuss teams goals and objectives- where did you get to?, what worked well and what needs to be worked on for next season?

March- Conduct one last parents session and hand out surveys to find out what worked well, what needs to be improved on for next season. Hand out evaluation forms to the parents and players. If you feel comfortable publish the results for everyone to look over. Coaching is a continuous learning process, do not take any of the answers to heart.

Goal Setting:

Setting goals is essential in improving as a hockey player. Goals create more focus for players by providing them with a specific target to work towards. This causes the player to put their energy towards a focal point instead of spreading it too thinly over too many areas. Setting goals is also an imperative aspect at becoming a successful hockey team. Coaches must work with the team and each player individually to set up goals and objectives to work towards. Goals and objectives not only provide players with a direction to work towards, but they also allow players to feel a sense of accomplishment upon achieving a goal.

The terms, goals and objectives are often thought to be synonymous. Most definitions of goals suggest that they are broad statements, whereas objectives are more specific and measurable. Goals are broad statements that define the personal or team outcomes to be produced. They are the aim to which the player or team directs his or hers activities. Objectives are specific statements that are measurable and have some dimension of time. When setting goals, both personally and team wise, you must consider what is to be done, how it is going to be done, when it is going to be done, and how it will be measured.

Please see Appendix A- Goals and Objectives for an example.

Parents Expectations and Roles and Responsibilities

Every parent who has a child involved in hockey has the right to expect a lot out of his or her coach. Hockey is the primary focus of many Canadians lives; therefore, it is imperative that you outline your seasonal plan and coaching philosophy to the parents at the beginning of the season. It is equally important that you take coaching courses and clinics to increase your knowledge in the game of hockey. Any time spent increasing your knowledge in the game of hockey, shows dedication and a willingness to learn. If you do not show a proactive approach to increasing your knowledge, parents have the right to question what you are offering as a coach. Again, you are the trusted guide in developing the players skills in one of the most important parts of their lives, both the players and parents.

With this said, there are expectations of the parents that must be met. As a coach you can expect that the parents will support you in your philosophy, coaching processes and in your seasonal plan that focuses on developing their son or daughters skills in the game of hockey. Parents should be expected to hold an active role within their team. Teams who form a “team bond” will experience a more memorable year than teams who throw the onus on the coaches and manager. The parents also have the responsibility to act professional and respectful while at the rink.

Hockey Parents Rights

To be a successful hockey coach and to make a positive hockey experience for all parties involved, each coach must accept the fact that hockey parents are the good guys and not the “enemy”. It is a perceived notion that the majority of hockey parents are “crazy”. Keep in mind that parents have rights and sometimes their questions of you, your philosophies, and coaching methods are reasonable and important. Every member of a team needs to keep a professional stance when challenging one another.

What the parents can expect from “you” the coach

1. **Your training, background and coaching experience-** Parents have a right to know your technical expertise and experience in the game of hockey. They have the right to know where you have been, your profession and other teams and age groups you have coached in the past.
2. **Their child will be safe-** Parents have a right and an obligation to insure that their child will be safe physically, sexually, and emotionally. They have the right to be reassured that their child will not suffer any sexual, physical or emotional abuse. The coaches and manager must sensitively answer any questions asked along these lines. When discussing these concerns please ensure that there are always 3 parties present.
3. **Coaching philosophy, view of competition, structure of program-** Parents have the right and obligation to know your coaching curriculum. Your curriculum should include- program details, how it will run, your beliefs about teaching, winning, competing, what it takes to be successful

etc. The more clearly outlined your views, the more efficient and effective your parent to coach relations will be.

4. **Their child will be treated fairly-** Parents have the right to expect you will be just as interested in their child as any other child on the team. Coaches who treat players differently depending on their ability always causes problems and this contributes to early dropout rates in minor hockey. It is equally important that as a coach, you are not harder on your son or daughter than others. Coaches who are hard on their own kids will also increase the chance of their son or daughter wanting to drop out of hockey.
5. **You will deal with them in an open and honest way-** It is reasonable for parents to assume that in your dealings with the players, parents, fellow coaches, administrators and officials that you will be honest and trustworthy.
6. **You will listen to appropriate concerns and be responsive-** A parent has the right to expect that you will maintain a professional stance when dealing with children and themselves. That you will enforce appropriate boundaries with the athlete, and that you will act professionally at games and at all team and organization functions.
7. **You will make an effort to know your athletes individually and treat them as people with respect-** Good coaches do just this. Parents will enjoy their hockey experience if they see the coach getting to know their child as individuals. They expect that your interactions will be respectful and sensitive in relation to their child. Parents can expect that the coach will have a sense of humor and that they understand that it's just a game.
8. **Their child will learn and development their hockey skills-** Hockey parents spend hundreds of dollars on hockey each season, therefore they expect to see their child's skills to increase throughout the season. If a child is not having fun and smiling while they are at the rink, you can expect a parent to approach you.
9. **You will not tolerate bullying or destructive behavior-** Parents and hockey administrators expect that you will not condone nor participate in, nor turn your back on negative social interactions. Scape goating, bullying, or other demeaning behaviors will not be tolerated. If these actions do occur, the matter will be dealt with professionally and in a timely manner.

Getting Parents on the Team

A successful sport experience depends on parents being proactively trained to play the right role on the parent-player-coach team. Coaches should take the time in the beginning of the season to educate parents on their important support roles. The coach should appeal to the parent's proper involvement for the team's and child's success. In parents meetings and in written handouts the coach should present and discuss the correct parent, coach and athlete roles, and the do's and don'ts for success.

Parents' Roles

1. **Don't Coach.** Leave the coaching to the coaches. This includes pre game psyching, motivation, post game critiquing, setting goals, and enforcing additional training sessions.
2. **Support the coach.** Your coaches are the experts and volunteers. They need your support to make the season enjoyable and a successful.
3. **Support the program.** Get involved. Volunteer, help out at games, practices, tournaments and fundraisers.
4. **Be your child's best fan.** Support your child unconditionally. Do not withdraw love when your son or daughter performs poorly. Your child should not have to perform well to win your love.
5. **Support and root for all athletes on the team.** Foster teamwork. Your child's teammates are not the enemy. When your child teammates perform better than yours, it provides the opportunity for your child to improve his or hers skill levels.
6. **Do not bribe or offer incentives.** It is not your job to motivate. Leave this to the coaching staff. Bribes will distract your son or daughter from performing well in games and at practices.
7. **Take your concerns and problems directly to the coach.** If you have a problem with the coach, do not go to other parents to discuss. Go straight to the coach involved to discuss the issue at hand.
8. **Understand and display appropriate behaviour at the rink.** Remember that your child's self esteem and performance is at stake. Be supportive and cheer but always be appropriate.
9. **Monitor your child's stress level at home.** Keep an eye on your child to make sure they are handling stress effectively from various activities in their life.
10. **Monitor eating and sleeping habits.** Be sure your child is eating the proper foods and getting adequate rest.

11. **Help your child keep their priorities straight.** Help your child maintain a focus on schoolwork, relationships and other important things in life besides hockey.
12. **“Reality Test” for your child.** If a player comes out of a game with a personal best for points, but the team lost the game, help him/her understand that this is a win. Help your child keep things in their perspective including losses, disappointments and failures.
13. **Keep your Hockey in perspective.** Hockey should not be larger than life. If your child`s performance elicit strong emotions, keep these away from him or her. Keep your goals and needs out of your child`s sport.
14. **Be an appropriate liaison to the coach.** Keep the coach informed as to how your child is responding to the experience. If your child is having trouble with something that happened in practice or with something with the coach said, help the child deal with it and if necessary, speak directly with the coach.

Chevy Safe and Fun Website

Interesting Facts To Consider

- One practice will give more skill development than 11 games collectively.
- Players will have the puck on their stick for an average of 8 seconds per a game. (stats from Pee Wee level games in Calgary)
- Each player should have the puck on their stick for 8-12 minutes in a one hour practice.
- Players will take an average of 1-2 shots per game. (stats from Pee Wee level games in Calgary)
- Each player should have a minimum of 30 shots on goal in a 1 hour practice.
- 99% of the feedback coaches give players is when they have the puck.
- Ironically, players only have the puck on their stick 0.2% of the game.
- Canada`s Joe Sakic, who dominated play in the 2002 Olympic Gold medal game, touched the puck for only 1 minute, 19 seconds. In that time he did tally two goals and two assists along with four shots in Canada`s 5-2 victory.
- It takes 10 years or 10,000 hours of deliberate training for a talented athlete to reach elite levels.

Sources Sited: Hockey Canada, Hockey Alberta, Hockey Calgary

Coaching Resources

Hockey Canada website- www.hockeycanada.com

Hockey Calgary website- www.hockeycalgary.com

Hockey Canada Skills of Gold DVD Series

Hockey Calgary Coach Resource Centre- Hockey Calgary Office- Max Bell Centre

Hockey Canada Skills Manual- Initiation through Midget

Hockey Calgary Coach Specialty Clinics

Appendix A- Goals and Objectives

Characteristics of goals and objectives- SMART

1. *Specific*- Goals and objectives are specific, clear and concrete.
2. *Measurable*- Goals and objectives must be measurable. There must be some way to determine whether the desired results have been achieved.
3. *Attainable*- Goals and objectives must be pragmatic; they must be attainable and reality based.
4. *Realistic*- Goals and objectives must be realistic.
5. *Time*- Goals and objectives must have some sense of time attached to them.

Self Assessment

This section helps you to identify who you are and what you have to offer a potential hockey team. We will help you to examine your self-confidence, personal philosophy, personality traits, professional skills, limitation and attitude towards work. By doing so, we hope to assist you in looking at your past hockey experiences and identify those things that have helped you become a well rounded hockey player. Knowledge is power, an in depth evaluation of yourself will provide, you and your coaches with the knowledge needed to assume power over your future hockey endeavors.

Self- Confidence

It is imperative that you look at yourself and your abilities. If you believe in yourself, you are likely to have positive feelings about yourself and project a positive image to others. Remember- that a positive attitude is contagious. It is vital for the success of a team and your personal success that you evaluate your self –confidence. You must identify positive and negative statements that you make to yourself. You must highlight the negative statements that you and your team make, and find a way to change them into positive ones.

Ask yourself the following questions. Each “yes” ensures that you are embracing it with a positive attitude.

Regularly give yourself positive strokes for accomplishments?

Does your team positively give yourselves positive strokes for accomplishments?

Use positive self talk when you approach a game or practice situation?

Use positive body language when approaching a coach or team mate?

Use positive body language while on the ice?

Use your voice effectively while communicating with others?

Educational Assessment

What relevant skills and knowledge have I gained from my academic studies?

Hockey Skills Assessment

Listed below are a variety of hockey skills that may be important for you to demonstrate during your hockey career. This form can be used to (1) identify specific hockey skills you possess, plus those you need to refine or require; or (2) assesses whether your skills match the skill sets needed to play at the next level.

Skills	Do not have- Need to Acquire	Already Possess But Need to Refine	Strong But Need to Continue to Work On	Mastered
Agility				
Backward Stride				
Back Hand				
Balance and Posture				
Body Checking				
Checking				
Communicating				
Conditioning				
Cross Over's				
Decision Making				
Deaking				
Defensive Abilities				
Evaluating				
Face Offs				
Forward Skating				
Forward Stride				
Goal Setting				
Inside Edges				
Lateral Movement				
Leadership Skills				
Off Ice Conditioning				
Outside Edges				
Passing				
Pivoting				
Positional Play				
Slap Shot				
Snap Shot				
Stick Handling				
Stopping				
Special Teams Play				
Team Building				
Wrist Shot				

Personality Traits Assessment

Listed below are personality traits that may be important for you to demonstrate during your hockey and professional career. This list does not include all possible personality traits. Feel free to add any additional traits/skills that you want to assess.

Personality Traits	Already Am	Already Am, But Need to Refine	Need to Become	Not Needed
Able to laugh freely				
Able to say no				
Accepting of Criticism				
Communicative				
Considerate of others				
Cooperative				
Creative				
Determined				
Dynamic				
Empathic				
Enthusiastic				
Flexible				
Friendly				
Good Listener				
Hard Worker				
Honest				
Intelligent				
Loyal				
Motivated				
Open-Minded				
Patient				
Poised				
Punctual				
Proud				
Reflective				
Reliable				
Resourceful				
Responsible				
Risk Taker				
Self-Reliant				
Spontaneous				
Stable (Emotionally)				
Tactful				

Adapted from Internships in Recreation and Leisure Services.

Hockey and Career Direction

1. What hockey experiences do I have to build upon?

Answer: _____

Direction: _____

2. At this point, what hockey experiences do I lack?

Answer: _____

Direction: _____

3. What do I enjoy most about Hockey?

Answer: _____

Direction: _____

4. What kind of hockey aspirations do I have?

Answer: _____

Direction: _____

5. What hockey opportunities are available for me?

Answer: _____

Direction: _____

6. If you hockey doesn't work out what are my career aspirations?

Answer: _____

Direction: _____

7. Can hockey help me reach my career aspirations? I.E. Scholarship, CIS, ACAC

Answer: _____

Direction: _____

8. What educational opportunities are available for me upon graduation?

Answer: _____

Direction: _____

Individual Short Term Goals and Objectives- Example

Goal: To increase my skating skills by December 1st.

Objectives:

1. To work on my skating technique each practice.
2. To go to the outdoor rink once a week to play shinny.
3. Promote the importance of skill development to the coach.

Goal: To score 5 goals in the first 10 games of the season.

Objectives:

1. To work hard each time I am on the ice.
2. Take 3 shots on net each game.
3. To work on driving wide with the puck each practice.

Goal: To increase my endurance skills.

Objectives:

1. To work 110% during each practice, game and off ice session.
2. To go for a 20 minute jog once a week.
3. To monitor my endurance threshold by documenting my heart rate during the first jog I complete and compare it to my heart rate after my 10th jog.

Long Term Goal- Example

Goal: To make Bantam AA Hockey Next Season.

Objectives:

1. Increase my skating skills by working hard each practice.
2. Score 50 points in 60 games this season.
3. To train hard during the summer by taking ideas out of the Hockey Calgary Off Ice Manual.

Goal: To play Junior A Hockey and work towards obtaining a Scholarship.

Objectives:

1. To play 3 seasons of Midget AAA in Calgary.
2. To score 50 points each season.
3. To get listed by a Junior A team by my second year of Midget AAA.
4. To have a strong showing at the Mac's Tournament each season.
5. To attend a Junior A Fall Camp during my third season of Midget AAA.

Team Goal- Short Term- It is best to break it down per some many games.

Goal: To have a winning percentage of 75% within our first 8 games. (Win 6 out of 8)

Objective:

1. To outscore opponents each game.
2. To only take 6 minutes in penalties each game.
3. For our goalies to have a save percentage in the 900's.
4. For each player to have a plus rating.
5. To work 110% each game and practice.
6. To work on skill development each practice to increase skills.

Team Goal- Long Term- For the entirety of the season.

Goal: To Win the City Championships.

Objective:

1. To win 75 % of our games during the regular season.
2. To incorporate skill development into each practice.
3. To work 110% each game and practice.
4. To finish the season with a penalty kill and power play in the top 5 of the entire league.
5. To finish the season with a plus goals for/goals against ratio of 200-100.

Preparing for making decisions and taking action is an important aspect of your hockey and career aspirations. A well conceived action plan is the catalyst for a successful hockey experience.

The final step in creating goals and objectives is to set up some format in which you, your team mates, and coaches are going to evaluate the success of achieving goals and objectives.

There are two types of evaluations that can be used.

Formative Evaluation- this type of evaluation is a systematic assessment of each step in the development and implementation of goals and objectives. The focus is on going using a step by step process relating to numerous aspects of individual and team goals and objectives rather than a single evaluation at the end of a season.

Summative Evaluation- this type is the terminal and overall assessment of the team and personal goals and objectives. It is intended to evaluate the effectiveness of the goals and objectives. This evaluation will provide all stakeholders with the information needed to evaluate what did and didn't work, and what goals and objectives need to be worked on in the future.

For specific evaluation tools visit the Hockey Calgary website. The Coach Mentorship Manual Provides several evaluation tools that can be used to evaluate coaches. The Hockey Calgary Evaluation Package can be used to evaluate players on ice abilities. Coaches can also conduct skills testing periodically to document players improvements in regards to skill development.

The most effective type of evaluation for individual goals will take place through a coach and player meeting. Goal setting is an important aspect in developing hockey players, both on and off ice. It is imperative that coaches set up a time line in which they conduct individual and team meetings to track the progress of the players and teams goals. It is the coaches responsibility to motivate the players and team to work towards achieving these goals. Follow the examples below for a resource on how to evaluate individual and team goals.

Goals and Objectives Timeline

Goal	Objectives	Starting Date	Target Date for Completion	Completion Date	Evaluation Completed?

In the space below write out the contributing factors that helped or limited your ability to achieve the goal and objectives listed above.

In this section coaches should provide feedback (positive criticism) as to why the individual or team did or did not reach the goal and objectives stated above.

This is another form that can be used by individuals or teams underlying factors that contributed to the success or failure of achieving goals.

Goal: _____

Factors that contributed to the success or failure of achieving goal:

Objective: _____

Factors that contributed to the success or failure of achieving objective:

Objective: _____

Factors that contributed to the success or failure of achieving objective:

Objective: _____

Factors that contributed to the success or failure of achieving objective:

Objective: _____

Factors that contributed to the success or failure of achieving objective:

Objective: _____

Factors that contributed to the success or failure of achieving objective:

Great coaches are comprised of many attributes that contribute to their success of developing players both on and off the ice. Coaches need to ensure that goal setting is an important aspect in their coaching curriculum. Remember, 1 in every 84,000 kids in Calgary make the National Hockey League. By developing goal setting skill sets for your team and players, you will be teaching them important skills that they will use for the entirety of their life. Not only that, but the skills learnt from achieving and failing at accomplishing goals is significant in each players individual development. Goal setting can teach us the feeling of accomplishment, feeling of failure, teaches us how to take positive criticism and it also teaches us work ethics and desire to achieve success. Remember, be a SMART coach, and develop SMART goals and objectives for your team and players. This is one of the many attributes that makes a coach a great coach.

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