



# Coach Stream & Development 1

## Pre-Task Workbook

**This document must be completed prior to attending the clinic**

**Coaches Name:** \_\_\_\_\_

**Team:** \_\_\_\_\_

Dear Coach;

Welcome to the National Coaching Certification Program.

To complete this program you will be required to complete 3 core components to be fully certified:

- Seminar Pre-task
- In-class course work
- Post-class course work

Before attending the in-class portion of this course you will be required to **complete this pre-clinic task**. These tasks are designed to kick-start your learning experience by making you think about some of the key issues facing the hockey coach. There is no right or wrong answers, this task will be reviewed in the classroom session.

Your growth as a coach depends solely on your willingness to learn more about coaching and pursue the opportunities that are made available to you. This learning log should be used not only to prepare for this seminar but can also be used to guide your coaching in the future.

We sincerely hope that you enjoy the learning experience and that the tools provided to you make you a more proficient and knowledgeable coach.

Sincerely,



Dean McIntosh,  
Sr. Manager of Coaching  
Hockey Canada

## Coaches Log Book

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

Team Name: \_\_\_\_\_

Age Category: \_\_\_\_\_

Skill Category: \_\_\_\_\_

Team Members:

No:	Name:	Preferred Position	Parents Names:	Phone Number

Other Team Personnel

Name:	Role

\*If you do not have a team please add a page and briefly describe your expected team culture (where players are from, skill level expected etc).



## **Communication Style**

**When I am leading a group I tend to:**

(eg. - be vocal, give group ownership, delegate vs. control)

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**When I am a member of a group (follower) I tend to:**

(eg. Sit back and watch)

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**When communicating with children I do the following things to be a more effective communicator:**

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**In a crisis situation I deal with it by:**

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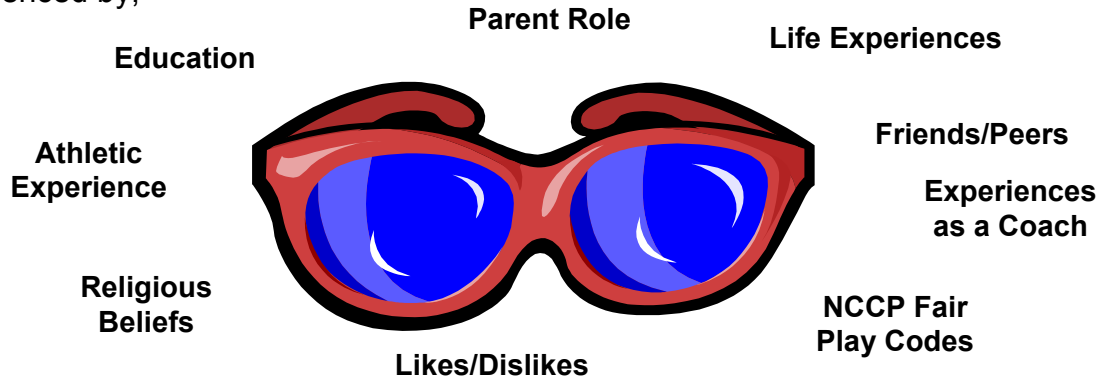
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## Creating a Coaching Philosophy

Our beliefs and values anchor our philosophy of life. Our values and beliefs are influenced by;



Through our experiences with these groups we gradually build our own internal values and beliefs.

### What are your values?

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Based on these values you, as a coach should be able to create a set of goals for yourself and your team;

### What are your goals?

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To create your coaching philosophy use your personal beliefs and values and add what you feel are key traits of successful coaches

Examples of beliefs and values statements may include;

- Always stress the importance of hard work and perseverance
- Be honest, fair and open with all involved with your team.

### What is your coaching philosophy?

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**As a coach winning means to me:**

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**What Values other than winning are important to me in hockey?**

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**Barriers and Benefits to Preventing Bullying, Harassment and Abuse**

<i>What are possible barriers that you or your colleagues might feel about addressing the topic of bullying, harassment and abuse?</i>	<i>What are possible benefits that you or your colleagues might experience in addressing the topic of bullying, harassment and abuse?</i>
<b>Example:</b>  <input type="checkbox"/> <b>Denial on the part of the organization</b>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<b>Example:</b>  <input type="checkbox"/> <b>Creates a safe environment</b>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>

**Identify reasons you feel the knowledge of these different definitions are important (Bullying, Harassment and Abuse). Does your Association have a policy on Bullying, Harassment and Abuse?**

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**Complete the following (6) six true/false questions regarding power.**

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|----|---------------------------------------------------------------------------------------------|---|---|
| 1. | Coaches mainly get their power from their position and their personality.                   | T | F |
| 2. | Communities put a lot of pressure on coaches which can contribute to their misuse of power. | T | F |
| 3. | Power is an integral part of leadership.                                                    | T | F |
| 4. | The relationship between a coach and a player is characterized by an imbalance of power.    | T | F |
| 5. | Coaches should avoid using power due to the risk of acting badly or doing harm to athletes. | T | F |
| 6. | The effective use of power is equated with winning and being a successful coach.            | T | F |

1. Where do coaches get their power from?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What kind of pressure do communities put on coaches?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. If power is used effectively what would be the benefits to your team and individual players?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. If power is misused what is the effect on the team and individuals?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Responsibilities and Delegation

In the minor hockey setting, one of the largest challenges to coaches doing a good job of coaching is responsibility overload and the retention of coaches is often affected by burn out from taking on too many responsibilities over the course of a season. Below, list the types of jobs, roles and responsibilities that are identifiable at the start of each season. Who can these tasks be delegated to and what type of person may you search for to fill these roles?

#	Task	Possible Person	Carded Person
1			Yes / No
2			Yes / No
3			Yes / No
4			Yes / No
5			Yes / No
6			Yes / No
7			Yes / No
8			Yes / No
9			Yes / No
10			Yes / No
11			Yes / No
12			Yes / No
13			Yes / No
14			Yes / No
15			Yes / No
16			Yes / No
17			Yes / No
18			Yes / No
19			Yes / No
20			Yes / No



## Skill Development

As a coach, one of your most important tasks is teaching players skills and providing your players with feedback. With practice, you should be able to tell them specific correction techniques that will in turn improve their skills.

Below is a list of the core technical hockey skill groups. Identify which skills you will teach and then rank these in order of importance for the age group you are coaching.

Skill	Type of Teaching			Ranking
	Introduce	Develop	Apply	
Balance and Agility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Puck Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Passing/Receiving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shooting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Checking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Now take the skill of skating and write down any of the components that you feel are keys to players becoming high quality skaters. - (eg. edge control, t-pushes)

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Minor hockey teams are encouraged to increase the number of practices they have so they are having at least one practice for every game. However, the playing of games is still a vital component of a young player's growth and enjoyment of hockey. As the coach you must be as prepared for a game as you are a practice. There are many items that coaches must consider when preparing himself/herself and his/her team for a game.

Take the time before the in class part of this program to contact a coach who has been coaching at least 2 years. Discuss with the coach the various things that they do before, during and after the game. Write down 2 main preparation considerations that this coach undertakes that you may not have thought of or known before you talked to them.

**1.**

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**2.**

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