

USA HOCKEY

Association Coaching and Education (ACE) Coordinator Handbook



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TABLE OF CONTENTS

Chapter One	Association Coaching & Education (ACE) Coordinator	1
Chapter Two	USA Hockey	7
Chapter Three	USA Hockey Insurance	19
Chapter Four	Coaching Education Program	29
Chapter Five	Initiation Program	37
Chapter Six	Conducting a Parent Meeting	41
Chapter Seven	Recruiting Volunteer Coaches	45
Chapter Eight	Tips for Teaching	61
Chapter Nine	Principles of Learning and Instruction	67
Chapter Ten	Organizational Material for Coaches	71
Chapter Eleven	First Aid	83
Chapter Twelve	Risk Management	93
Chapter Thirteen	Practice and On-Ice Organization	107
Chapter Fourteen	Communication	113
Chapter Fifteen	Self Evaluations	123
Chapter Sixteen	Player Selection and Tryouts	127
Chapter Seventeen	Heads Up Hockey	139
Chapter Eighteen	Coach and Official Workshop	143



CHAPTER ONE

Association Coaching and
Education (ACE)
Coordinator

THE ACE COORDINATOR

The Association Coaching and Education (ACE) Coordinator is an experienced individual with a strong coaching background who serves as the administrative link to USA Hockey and its Coaching Education Program (CEP). In their role, ACE Coordinators will organize and manage many CEP requirements, assist the local association in the development of a well-trained coaching staff, promote parent education and provide clear goals and objectives for player skill development.

WHY IS THE ACE COORDINATOR CRITICAL TO THE COACHING EDUCATION PROGRAM?

The Coaching Education Program has effectively created an instructional curriculum to provide coaches throughout the country with the training needed to meet the certification requirements for coaching in a USA Hockey program. The CEP program does not, however, provide a direct link to the individual coach at the local association level. The local ACE Coordinator position has been created to provide that critical link for those administrative and coaching functions that will deliver the programs, and implement the objectives, taught in the CEP coaching clinics.

The ACE Coordinator solidifies USA Hockey's commitment to skill development as a primary goal of coaching at the local association level because the ACE Coordinator, as part of that association, can manage the coaching program goals and objectives. The position additionally helps formalize the responsibilities and organizational structure of the coaching program within the association. The ACE program assists the association in creating and reaffirming roles, responsibilities and performance criteria for their coaches. Finally, the ACE Coordinator provides that essential communication link to the coaches at the local level. This consistent communication about the goals and objectives of USA Hockey will develop better coaches, keep those coaches in the program longer, provide better continuity of coaching skills, and ultimately develop better hockey players.

WHO ARE THE ACE COORDINATORS?

The ACE Coordinator is an individual within a local association who has a strong coaching background, hockey knowledge and commitment to the sport. This person must possess strong communication skills, be able to communicate goals and objectives, and affirm that the coaches within the association clearly understand their responsibilities. Further, this person must be able to communicate a long-term vision of these goals and objectives and be able to "sell" these to the association. As part of the communication skills needed for the position, the ACE Coordinator must be comfortable teaching coaches, players, parents and association board members. The teaching environment is in the meeting room as well as on the ice. Effective administrative skills are essential to confirm that the association coaches meet the CEP certification requirements and, if necessary, will attend the CEP clinics to obtain the proper certification. This person must have a strong inclination towards skill development of players in the association and exhibit a "love of the game."

Since most local associations are volunteer-based, the ACE Coordinator should be comfortable working in this type of environment. Patience is a critical component, as well as an understanding of the time needed to execute the long-term vision of age-appropriate skill development in youth hockey. The expectation for this position is that the ACE Coordinator commit to a multi-year appointment. This assures continuity with effective management of a sustained focus on the goals and objectives of USA Hockey at the local association level.

WHAT ARE THE JOB RESPONSIBILITIES OF THE ACE COORDINATOR?

USA Hockey would expect, at a minimum, the ACE Coordinator to perform the following:

- Communicate to association coaches their certification requirements.
- Ensure compliance with USA Hockey certification levels.
- Communicate with the District and USA Hockey on all issues related to coaching at the local association level.
- Deliver Parent Education Programs to the association.
- Encourage associations to implement the Initiation Program.
- Encourage associations to implement the Cross-Ice Program.
- Communicate to players, parents and coaches USA Hockey's Player Development opportunities.
- Ensure that the association is promoting age-specific skill development in all of their programs.
- Organize and develop workshop clinics for coaches.

Additionally, at the discretion of the local association, the ACE Coordinator could handle some or all of the following job responsibilities:

- Establish and maintain a resource center for coaches, players and parents that would include all available USA Hockey materials.
- Oversee the recruitment, selection, training, evaluation and discipline of coaches.
- Develop and manage the player selection process for the association.
- Develop a teaching and practice-planning curriculum for the coaches.
- Plan, organize and execute periodic skills workshops for coaches and players.
- Evaluate practice sessions and provide feedback to coaches to improve the coaching capability of local association coaches.

ACE COORDINATOR ADMINISTRATION

The ACE Coordinator reports directly to the local association board and through a multi-year appointment by that board, with reporting responsibilities to the Coaching Education Program ACE District Administrator. Each USA Hockey District will have an ACE District Administrator. These individuals are listed at the end of this chapter and are your contacts for information on organizing and managing ACE programs in your local association. Each local association must appoint an individual to be their association's ACE Coordinator and notify the District ACE Administrator of that appointment. Depending upon the organizational structure of the District, there could be additional ACE Coordinators appointed to assist in the management of the local ACE Coordinators. That determination would be the responsibility of the District Coach-In-Chief and the District ACE Administrator.

ACE COORDINATOR PACKAGE

For more information and/or to purchase the ACE Coordinator package (including videos and publications), CONTACT: Sarah Ross by phone at 719-538-1180 or by email at sarahr@usahockey.org.

ACE PROGRAM PERSONNEL

ALASKA

Mark Brooks
damjbrooks@hotmail.com

ATLANTIC DISTRICT

Frank Golembrosky
fgolly@aol.com

CENTRAL DISTRICT

Lloyd Ney
lloydney@aol.com

MASSACHUSETTS DISTRICT

Jim Cooney
jimcooney@rcn.com

MICHIGAN DISTRICT

Tom Kehr
kehrt@triton.net

MID-AMERICAN DISTRICT

Tim Murphy
tllmurph@aol.com

MINNKOTA DISTRICT

Barry Ford
barry.ford6@honeywell.com

NEW ENGLAND DISTRICT

Alan Jochem
zjochem@adelphia.net

NEW YORK DISTRICT

Bill Hall
jahall@suffolk.lib.ny.us

PACIFIC DISTRICT

Bob Levin
badgerbob2@aol.com

ROCKY MOUNTAIN DISTRICT

T.C. Lewis
tlewis@aerodromes.com

SOUTHEASTERN DISTRICT

Joe Cardarelli
j_cardarelli@yahoo.com

COACHING PROGRAM DIRECTOR

Mark Tabrum
markt@usahockey.org

NATIONAL COACH-IN-CHIEF

Bob O'Connor
alicembo@aol.com

SAMPLE SCHEDULE

The following is an example of programs that should be scheduled throughout the year for an association:

MAY	Coaches Selection Process
JUNE	Coaches Orientation Meeting Effective Communication Workshop
JULY	Player Selection Process First Aid Workshop
AUGUST	Season Planning Practice/On-Ice Organization Workshop
SEPTEMBER	Parent Meeting Teaching Skating Workshop Coach/Official Workshop
OCTOBER	Checking Workshop Goalkeeping Workshop
NOVEMBER	Evaluate Association Practices Risk Management Workshop
DECEMBER	Coaches Mid-Year Review
JANUARY	Evaluate Association Practices
MARCH	Evaluate Association Practices
APRIL	Coaches Review Season End Meeting



CHAPTER TWO

USA Hockey

USA HOCKEY — THE NATIONAL GOVERNING BODY

USA Hockey, Inc., is the National Governing Body for the sport of hockey in the United States. As such, its mission is to promote the growth of hockey in America and provide the best possible experience for all participants by encouraging, developing, advancing and administering the sport.

Headquartered in Colorado Springs, Colo., USA Hockey is the official representative to the United States Olympic Committee (USOC) and the International Ice Hockey Federation (IIHF). In this role, USA Hockey is responsible for organizing and training men's and women's teams for international tournaments that include the IIHF World Championships and the Olympic Winter Games. USA Hockey also coordinates activities with other national hockey federations around the world and, closer to home, works with the National Hockey League (NHL) and the National Collegiate Athletic Association (NCAA) on matters of mutual interest.

With a membership of more than 590,000 ice and inline hockey players, coaches, officials and volunteers, USA Hockey's primary emphasis is on the support and development of grassroots hockey programs. USA Hockey is divided into 11 geographical districts throughout the United States. Each district has a registrar to register teams; a referee-in-chief to register officials and organize clinics; a coach-in-chief to administer educational programs for coaches; a risk manager to oversee liability and safety programs; and an initiation program administrator to facilitate learn-to-play programs for youth players and their parents. For the player, USA Hockey annually conducts regional and national championship tournaments in various age classifications; sponsors regional and national player identification and development camps; studies and makes recommendations for protective equipment; distributes Hat Trick, Playmaker and Zero Club Awards; and provides an insurance program that includes excess accident, general liability and catastrophic coverage.

For coaches and officials, USA Hockey conducts clinics and produces training manuals and videos through the Coaching Education Program and the Officiating Education Program. These programs enrich the knowledge of coaches and officials through careful study, training and examination. USA Hockey also promotes uniformity in playing rules and the interpretations of those rules.

USA Hockey has not forgotten parents, supplying this vital segment of the hockey family with a "Parent's Introduction To Youth Hockey" brochure, which includes tips on buying equipment, rules of the game and the role of parents in youth sports.

USA Hockey also publishes *American Hockey Magazine*, the main communication vehicle for the organization which is sent to the household of every registered member as a benefit of membership.

In December 1994, USA Hockey introduced its official inline hockey program — USA Hockey InLine — to provide structure and support for the growth of the sport across America. Through valuable membership packages which include standardized playing rules, competitive playing opportunities at the regional and national levels, and a variety of educational programs for players, coaches and officials, USA Hockey InLine is dedicated to providing a positive experience for all participants.



USA HOCKEY ORGANIZATIONAL CHART

OFFICERS

President
Vice President – International Council Chair
Vice President – Junior Council Chair
Vice President – Legal Council Chair
Vice President – Marketing Council Chair
Vice President – Adult Council Chair
Vice President – Youth Council Chair
Director Representatives (3)
Athlete Representatives (3)
Secretary
Treasurer
Executive Director (Ex-Officio)

BOARD OF DIRECTORS

(District Directors)

Atlantic
Central
Massachusetts
Michigan

Mid-American
Minnkota
New England
New York

Pacific
Rocky Mountain
Southeastern

SECTION DIRECTORS

Officials, Coaches, High School,
Girls/Women, InLine, Registrars

AT-LARGE DIRECTORS (6)

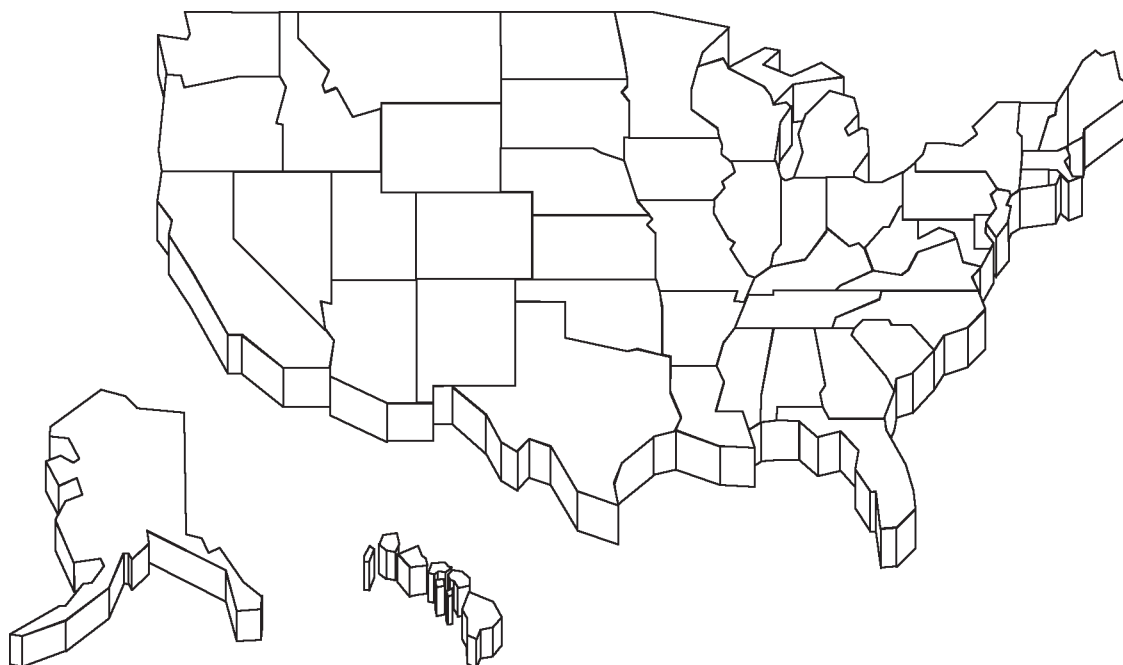
ATHLETE DIRECTORS (16)

COUNCILS, COMMITTEES AND SECTIONS

Youth Council
Junior Council
Adult Council
International Council
Legal Council
Member Services Committee (TBA)
Athletes Advisory Committee
Officials Section
High School Section
Registrars Section

Finance & Investment Committee
Nominating Committee
Playing Rules Committee
Safety & Protective Equipment Committee
Risk Management Committee
Player Development Committee (TBA)
Girls/Women's Section
Coaches Section
InLine Section

THE ELEVEN DISTRICTS OF USA HOCKEY



- 1. Atlantic:** Delaware, Eastern Pennsylvania, New Jersey
- 2. Central:** Illinois, Iowa, Kansas, Missouri, Nebraska, Wisconsin
- 3. Massachusetts**
- 4. Michigan**
- 5. Mid-American:** Indiana, Kentucky, Ohio, Western Pennsylvania, West Virginia
- 6. Minnkota:** Minnesota, North Dakota, South Dakota
- 7. New England:** Connecticut, Maine, New Hampshire, Rhode Island, Vermont
- 8. New York**
- 9. Pacific:** Alaska, California, Nevada, Oregon, Washington, Hawaii
- 10. Rocky Mountain:** Arizona, Colorado, Montana, New Mexico, Oklahoma, Idaho, Texas, Utah, Wyoming
- 11. Southeastern:** Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia

USA HOCKEY CODES OF CONDUCT

ADMINISTRATORS CODE OF CONDUCT

- ☛ Follow the rules and regulations of USA Hockey and your association to ensure that the association's philosophy and objectives are enhanced.
- ☛ Support programs that train and educate players, coaches, parents, officials, and volunteers.
- ☛ Promote and publicize your programs; seek out financial support when possible.
- ☛ Communicate with parents by holding parent/player orientation meetings as well as by being available to answer questions and address problems throughout the season.
- ☛ Work to provide programs that encompass fairness to the participants and promote fair play and sportsmanship.
- ☛ Recruit volunteers, including coaches, who demonstrate qualities conducive to being role models to the youth in our sport.
- ☛ Encourage coaches and officials to attend USA Hockey clinics, and persuade your board members of the necessity for their training sessions.
- ☛ Make every possible attempt to provide everyone, at all skill levels, with a place to play.
- ☛ Read and be familiar with the contents of the USA Hockey Annual Guide and Rule Books.
- ☛ Develop other administrators to advance to positions in your association, perhaps even your own.

PARENTS CODE OF CONDUCT

- ☛ Do not force your children to participate in sports, but support their desires to play their chosen sport. Children are involved in organized sports for their enjoyment. Make it fun.
- ☛ Encourage your child to play by the rules. Remember, children learn best by example, so applaud the good plays of both teams.
- ☛ Do not embarrass your child by yelling at players, coaches or officials. By showing a positive attitude toward the game and all of its participants, your child will benefit.
- ☛ Emphasize skill development and practices and how they benefit your young athlete. De-emphasize games and competition in lower age groups.

- ☞ Know and study the rules of the game, and support the officials on and off the ice. This approach will help in the development and support of the game. Any criticism of the officials only hurts the game.
- ☞ Applaud a good effort in victory and in defeat and enforce the positive points of the game. Never yell or physically abuse your child after a game or practice — it is destructive. Work toward removing the physical and verbal abuse in youth sports.
- ☞ Recognize the importance of volunteer coaches. They are important to the development of your child and the sport. Communicate with them and support them.
- ☞ If you enjoy the game, learn all you can about the game, and volunteer!

PLAYERS CODE OF CONDUCT

- ☞ Play for FUN.
- ☞ Work hard to improve your skills.
- ☞ Be a team player — get along with your teammates.
- ☞ Learn teamwork, sportsmanship and discipline.
- ☞ Be on time for practices and games.
- ☞ Learn the rules and play by them. Always be a good sport.
- ☞ Respect your coach, your teammates, your parents, opponents and officials.
- ☞ Never argue with an official's decision.

COACHES CODE OF CONDUCT

- ☞ Winning is a consideration, but not the only one, nor the most important one. Care more about the child than winning the game.
- ☞ Be a positive role model to your players, display emotional maturity and be alert to the physical safety of players.
- ☞ Be generous with your praise when it is deserved; be consistent; be honest; be fair and just; do not criticize players publicly; learn to be a more effective communicator and coach; don't yell at players.

- ☞ Adjust to personal needs and problems of players, be a good listener, never verbally or physically abuse a player or official; give all players the opportunity to improve their skills, gain confidence and develop self-esteem; teach them the basics.
- ☞ Organize practices that are fun and challenging for your players. Familiarize yourself with the rules, techniques and strategies of hockey; encourage all your players to be team players.
- ☞ Maintain an open line of communication with your players' parents. Explain the goals and objectives of your association.
- ☞ Be concerned with the overall development of your players. Stress good health habits and clean living.
- ☞ To play the game is great, to love the game is greater.

SPECTATOR CODE OF CONDUCT

- ☞ Display good sportsmanship. Always respect players, coaches and officials.
- ☞ Always act appropriately; do not taunt or disturb other fans; enjoy the game together.
- ☞ Cheer good plays of all participants; avoid booing opponents.
- ☞ Profanity and objectionable cheers or gestures are offensive; cheer in a positive manner and encourage fair play.
- ☞ Throwing any items on the ice surface can cause injury to players and officials; help provide a safe and fun environment.
- ☞ Do not lean over or pound on the glass surrounding the ice surface.
- ☞ Support the officials and coaches by trusting their judgment and integrity.
- ☞ Be responsible for your own safety - be alert to prevent accidents from flying pucks and other avoidable situations.
- ☞ Respect locker rooms as private areas for players, coaches and officials.

ON-ICE OFFICIALS CODE OF CONDUCT

- ☞ Act in a professional and businesslike manner at all times and take your role seriously.
- ☞ Strive to provide a safe and sportsmanlike environment in which players can properly display their hockey skills.
- ☞ Know all playing rules, their interpretations and their proper application.
- ☞ Remember that officials are "teachers". Set a good example.
- ☞ Make your calls with quiet confidence; never with arrogance.
- ☞ Control games only to the extent that is necessary to provide a positive and safe experience for all participants.
- ☞ Violence must never be tolerated.
- ☞ Be fair and impartial at all times.
- ☞ Answer all reasonable questions and requests.
- ☞ Adopt a "zero tolerance" attitude toward verbal or physical abuse.
- ☞ Never use foul or vulgar language when speaking with a player, coach or parent.
- ☞ Use honesty and integrity when answering questions.
- ☞ Admit your mistakes when you make them.
- ☞ Never openly criticize a coach, player or other official.
- ☞ Use only USA Hockey-approved officiating techniques and policies.
- ☞ Maintain your health through a physical conditioning program.
- ☞ Dedicate yourself to a personal improvement and maintenance of officiating skills.
- ☞ Respect your supervisor and his/her critique of your performance.

SCREENING POLICY

It is the policy of USA Hockey that it will not authorize or sanction in its programs that it directly controls any volunteer or employee who has routine access to children (anyone under the age of majority) who refuses to consent to be screened by USA Hockey before he/she is allowed to have routine access to children in USA Hockey's programs. Further, it is the policy of USA Hockey that it will require its affiliates to adopt this policy as a condition of its affiliation with USA Hockey.

A person may be disqualified and prohibited from serving as an employee or volunteer of USA Hockey if the person has:

- 1) Been convicted (including crimes the record of which has been expunged and pleas of "no contest") of a crime of child abuse, sexual abuse of a minor, or physical abuse, causing a child's death, neglect of a child, murder, manslaughter, felony assault, any assault against a minor, kidnapping, arson, criminal sexual conduct, prostitution related crimes or controlled substance crimes.
- 2) Being adjudged liable for civil penalties or damages involving sexual or physical abuse of children.
- 3) Being subject to any court order involving any sexual abuse or physical abuse of a minor, including but not limited to domestic order or protection.
- 4) Had their parental rights terminated.
- 5) A history with another organization (volunteer, employment, etc.) of complaints of sexual or physical abuse of minors.
- 6) Resigned, been terminated or been asked to resign from a position, whether paid or unpaid, due to complaint(s) of sexual or physical abuse of minors.
- 7) Has a history of other behavior that indicates they may be a danger to children in USA Hockey.

SEXUAL ABUSE POLICY

It is the policy of USA Hockey that there shall be no sexual abuse of any minor participant involved in any of its sanctioned programs, its Training Camps, Hockey Clinics, Coaches Clinics, Referee Clinics, Regional and National Tournaments or other USA Hockey events by an employee, volunteer, or independent contractor. Sexual abuse of a minor participant occurs when an employee, volunteer or independent contractor touches a minor participant for the purpose of causing the sexual arousal or gratification of either the minor participant or the employee, volunteer or independent contractor. Sexual abuse of a minor participant also occurs when a minor player touches an employee, volunteer or independent contractor for the sexual arousal or sexual gratification of either the minor participant or the employee, volunteer or independent contractor, if the touching occurs at the request or with the consent of the employee, volunteer or independent contractor.

Neither consent of the player to the sexual contact, mistake as to the participant's age, nor the fact that the sexual contact did not take place at a hockey function are defenses to a complaint of sexual abuse.

Upon proof of violation of this policy, the violator will be permanently banned or suspended from USA Hockey-sanctioned programs and/or the programs of its Affiliate Associations.

PHYSICAL ABUSE POLICY

It is the policy of USA Hockey that there shall be no physical abuse of any participant involved in any of its sanctioned programs, its Training Camps, Hockey Clinics, Coaches Clinics, Referee Clinics, Regional and National Tournaments or other USA Hockey events by any employee, volunteer or independent contractor. Physical abuse means physical contact with a participant that intentionally causes the participant to sustain bodily harm or personal injury. Physical abuse also includes physical contact with a participant that intentionally creates a threat of immediate bodily harm or personal injury.

Physical abuse does not include physical contact that is reasonably designed to coach, teach or demonstrate a hockey skill. Permitted physical conduct may include, but is not limited to, shooting pucks at a goaltender, demonstrating checking or other hockey skills, communicating with or directing participants, during the course of a game or practice, by touching them in a non-threatening, non-sexual manner.



CHAPTER THREE

USA Hockey Insurance

INSURANCE COVERAGE FOR MEMBERS

GENERAL LIABILITY INSURANCE

Provides comprehensive general liability insurance with a \$1,000,000 limit of coverage, per occurrence, with no annual aggregate limit. This coverage protects USA Hockey and its registered members during a USA Hockey sanctioned event. (Policy exclusions apply to this coverage; for additional information contact your District Risk Manager).

BROKER: Winnie Tharp, Vice President
Marsh USA, Inc.
317-261-9306

PARTICIPANT ACCIDENT (EXCESS) INSURANCE

This coverage is provided for registered members participating on **all USA Hockey registered ice hockey teams** and registered officials. It provides participant medical accident insurance for covered medical expenses of registered members, **on an excess basis**, over and above their personal or group medical insurance, with **no deductible** per accident (**if there is other valid and collectible insurance in force at the time of the accident**). If there is **NOT other valid, collectible medical insurance in force at the time of the accident**, the deductible becomes \$1,000 per accident, before participant accident insurance applies. Medical expenses for physical therapy, braces or prescriptions, and the deductible portion of a primary insurance policy, are some of the expenses, **NOT COVERED** by the policy. (Policy exclusions apply to this coverage; for additional information contact your District Risk Manager).

BROKER: Lisa D. Flores, RHU
Talbot Agency, Inc.
505-828-4064

CATASTROPHIC INJURY INSURANCE

Provides \$3,000,000 insurance for a seriously injured member's medical, dental or rehabilitation expenses which are greater than \$25,000 (which is the policy's deductible). An important policy benefit is the provision of case management/assistance services. (Policy exclusions apply to this coverage; for additional information contact your District Risk Manager).

BROKER: Winnie Tharp, Vice President
Marsh USA, Inc.
317-261-9306

GENERAL LIABILITY COVERAGE

BASIC LIABILITY PROGRAM

Provides broad legal liability protection and defenses for USA Hockey, USA Hockey affiliated organizations and their officers, directors, coaches, managers, officials, players, sponsors and volunteers against action which arise out of an accidental bodily injury that results in a liability claim being brought against any (or all) of them while they were acting within the scope of their responsibilities on behalf of USA Hockey.

The policy, which is purchased by USA Hockey, is written on an "occurrence" form, with a policy limit of \$1,000,000 per occurrence and without an annual aggregate limit.

All activities, necessary or incidental, for a registered team to conduct its practices, exhibitions, scrimmages, scheduled games and post season play including, but not limited to, fundraising, team meetings and award banquets are covered by this general liability policy (see sanctioned events).

MAJOR COVERAGES PROVIDED BY THIS POLICY INCLUDE:

- Bodily Injury and Property Damage Liability protection against allegations of negligence resulting in bodily injury to another, or damage to the property of others.
- Personal Injury Liability – legal liability to protect against claims for libel, slander, defamation of character, wrongful eviction, invasion of privacy and similar allegations.
- Contractual Liability for protection of various contracts and agreements under which the liability of another entity is assumed or transferred to the lessee (team or association) (see contract clauses).
- Independent Contractor Liability for protection against claims of liability arising out of operations performed by others under contract with USA Hockey or its affiliated groups.
- Premises Medical Payments coverage provides medical benefit payments to members of the public who are injuring during, or arising out of, a covered activity.
- Participant Legal Liability provides coverage (subject to policy exclusions) for claims brought by other participants in a hockey game against other registered member(s). **NOTE: The policy specifically excludes assault & battery/fighting claims (i.e., player vs. player).**

MAJOR EXCLUSIONS INCLUDE (but are not limited to):

- Immediate medical payments to athletes injured while participating in a covered event.
- Assault & battery/fighting (i.e., player versus player, etc).
- Player versus player actions and lawsuits.
- Intentional acts or criminal allegations.
- Sales of liquor and alcoholic beverages.
- Professional medical malpractice claims.
- Liability rising out of the use of owned, non-owned, hired or rented vehicles of any type.
- Damage to the property of others while in the care, custody and control of an insured (i.e., personal property of coaches, players, officials, etc.).

NOTE: The above information is simply a brief outline of the more important policy features. Please contact Winnie Tharp, Broker at 317-261-9306 for further details.

CATASTROPHIC COVERAGE

DESCRIPTION OF COVERAGE

The Catastrophic Injury Insurance coverage provides up to \$3,000,000 of benefits to an eligible, insured person, during their lifetime, subject to satisfying the policy's \$25,000 deductible, for losses due to a catastrophic injury in excess of any other valid and collectible insurance.

WHO IS AN INSURED PERSON?

All registered members of USA Hockey, including players, coaches or officials. The coverage may also extend to volunteer members of USA Hockey, but only while they are acting within the scope of their direct responsibilities on behalf of USA Hockey.

WHAT IS A COVERED EVENT?

A competition, game or event which is sponsored or sanctioned by USA Hockey or its affiliated associations, and includes pre-competition activities and practice sessions, which are authorized, organized and supervised by the team's coach or other adult designated by the team's coach to supervise and coordinate such practice activities. Travel to or from practice sessions is excluded.

WHAT IS A CATASTROPHIC INJURY?

An injury that is sustained by an insured person during participation in a sanctioned event or covered activity, including:

- While participating in a sanctioned event, or performing directly assigned duties in connection with a sanctioned event; or
- While traveling as a team, during travel to and from the location of a sanctioned event; or
- While the insured person is engaged in an activity or on travel that is authorized by USA Hockey's National Staff, during a temporary stay at the location of a sanctioned event; and
- Which results in a bodily injury to the insured person, who incurs a minimum of \$25,000 (or more) of medical or dental (or combination of these) expenses, (hereafter called the deductible) which is expended within two (2) years from the date of the covered accident.

CATASTROPHIC INJURY BENEFITS

- **Medical and Dental Expense** – A \$3,000,000 lifetime limit of benefits per accident, which may pay up to 100% of reasonable, customary and medically-necessary covered expenses.

Losses of this nature should be immediately reported to the District Risk Manager.

PARTICIPANT ACCIDENT (EXCESS) COVERAGE

Participant Accident (Excess) insurance provides coverage, on an excess basis, for accidental medical expenses, accidental death and dismemberment, and/or paralysis resulting from an accidental bodily injury while participating as a member of a team during a USA Hockey sanctioned game, official tournament game, controlled scrimmage or practice session involving ice hockey. A member is also covered on an excess basis while traveling, as a team, directly to and from a sanctioned game or official tournament in which their team is scheduled to participate. Coverage for travel to and/or from practice sessions is excluded.

INSURANCE BENEFITS FOR ELIGIBLE MEMBERS –

ACCIDENTAL (EXCESS) MEDICAL EXPENSE – The coverage may pay up to a maximum of \$25,000 for covered medical expenses incurred for medically-necessary treatment required as a result of an accidental bodily injury. Included is up to a \$2,000 dental limit for injury to whole, natural and sound teeth. The first bills for any covered expenses must be incurred within 30 days of the accidental bodily injury.

All medical and dental expenses are payable in excess and **only after** all other valid and collectible insurance in force at the time of the accident has been applied to the claim; this coverage is not subject to a deductible for each covered accident if there is other insurance in force. In the event that there is NOT other valid and collectible insurance in force at the time of the accident, a deductible of \$1,000 will be applied before this coverage will respond to the claim. In addition, the deductible portion of any primary insurance is not covered, nor eligible for reimbursement by this excess policy. Chiropractic care and treatments are limited to a \$1,000 maximum per insured per year.

\$10,000 ACCIDENTAL DEATH – The full benefit is payable for the accidental loss of a registered member's life. The loss must occur within one year from the date of the accident.

\$25,000 ACCIDENTAL DISMEMBERMENT & LOSS OF SIGHT – The full benefit is payable for accidental loss of both arms, both legs, sight of both eyes, or any combination thereof. One-half of the benefit amount is payable for the accidental loss of one hand, one foot, or the sight in one eye. "Loss" means, with respect to a hand, complete severance through (or above) knuckles of at least four fingers on the same hand; and, with respect to a foot, complete severance through or above the ankle joint. Loss must occur within one year from the date of the occurrence of the covered accident.

\$25,000 COMA & PARALYSIS COVERAGE – The full benefit is payable for accidental bodily injury which results in coma or permanent, irreversible quadriplegia, paraplegia or hemiplegia. Loss must occur within one year from the date of the covered accident. "Coma" means a state of completely unconscious existence, with or without life support equipment. "Quadriplegia" means total functional paralysis of all four limbs. "Paraplegia" means total functional paralysis of both limbs from the waist down. "Hemiplegia" means total functional paralysis of both limbs on one side of the body. "Limb" means an entire arm, hand and fingers, or an entire leg, foot and toes.

DEFINITIONS (FOR THE PRECEDING BENEFITS):

- **Covered Expenses** mean those expenses incurred and submitted (within one year from the date of the covered accident) for payment of: treatment by a licensed physician or osteopath, or any of their designated referrals; admission to a legally constituted hospital; x-rays or radiological exam; or transportation by an emergency vehicle or ambulance.
- **Accidental Bodily Injury** means bodily injury that is accidental; is the direct source of the loss; and is independent of any disease, bodily infirmity or other cause.
- **\$3,000 Psychological Therapy (Bereavement Coverage)** - In the event of a covered accidental death of a player, coach or official, where team members require psychological therapy, the coverage is payable for the reasonable cost of such services actually rendered, within one (1) year from the date of the covered accident, subject to a maximum of \$200 per player, or a maximum of \$3,000 per team.
- **Psychological Therapy** means the expense of treatment or counseling by a therapist or by a counselor who is licensed, registered or certified (by the appropriate agency) to provide such treatment and/or therapy for medically diagnosed injuries resulting from a covered accident.

EXCLUSIONS FROM COVERAGE:

Coverage excludes losses caused by, or resulting from the following: self-inflicted injuries; suicide; war; illness or infections; travel in any aircraft (except as a fare paying passenger on a commercial aircraft operated by a licensed, regulated carrier); being under the influence of alcohol, illegal drugs or narcotics; hernia(s); and also excludes any pre-existing conditions. **In addition, the deductible portion of any primary insurance is not covered, nor eligible for reimbursement by this excess policy.**

The following medical and/or dental expenses are NOT COVERED (excluded): diathermy; light therapy, short-wave or other heat treatment; repair or replacement of pre-existing dentures, fillings or crowns; replacement or repair of eyeglasses, contact lenses or a prescription for them; prescription drugs; treatment by a masseur or physiotherapist; braces; and services or treatment given by a physician or other person who is a member of the injured person's immediate family.

NOTE: This summary of coverage is not a contract of insurance, but is simply an informative statement of some of the principal provisions of the insurance policy. Complete provisions of the policy are contained in the master policy documents, which are purchased and owned by USA Hockey, Inc. For specific details of the policy, please contact the District Risk Manager. You may also contact any of the brokers for policy information.

FILING A CLAIM:

To file an excess accident claim contact: AIG, (800) 551-0824.

For catastrophic and/or liability claims, contact your District Risk Manager.

DIRECTORS AND OFFICERS LIABILITY INSURANCE

USA Hockey members may now purchase coverage to protect themselves and their local associations, clubs or teams from the threat of a lawsuit. In today's climate, it is a prudent business decision to protect the organization, its assets and its membership, especially the organization's directors and officers. Lawsuits today may arise from allegations of errors, omissions, negligent conduct, discrimination, improper decision-making, negligent retention of unfit personnel, and many more such claims. These threats continue to increase, and they threaten affiliates, leagues, local associations, teams and other operations.

COVERAGE FEATURES –

- Acts beyond granted authority
- Wrongful termination, rejection or suspension of players or coaches
- Failure to deliver services
- Discrimination (based on age, race, sex, etc.)
- Lack of supervision/improper supervision
- Libel, slander and defamation of character

COST OF COVERAGE –

For current cost of Directors and Officers Liability Insurance, with a \$1,000,000 limit per each loss, and an annual aggregate limit of \$1,000,000 per each policy, during each calendar year, please contact Jay Bernard. The deductible on such a policy is \$1,000. Multi-year premium agreements are also available upon request.

In addition, member organizations may also purchase a policy of Crime Insurance to protect themselves against a monetary loss caused by an employee or volunteer who might steal funds (theft, embezzlement, check fraud, etc.). Contact Jay Bernard for the current cost when purchased in conjunction with the D&O policies described above.

For further information and details about such coverage, or to purchase a policy for either of these issues, please contact:

Jay Bernard
Sturhahn, Dickenson & Bernard
PO Box 620
Princeton, NJ 08542
800-486-6880

CERTIFICATE OF INSURANCE

A request form for a certificate of insurance is available, upon request, from your District Risk Manager. No certificates of insurance will be issued by USA Hockey's insurance program without a properly completed request form being submitted.

NOTE: There is a processing time requirement (30 days) for all certificate of insurance requests.

DO NOT WAIT until the last minute to request a certificate, to avoid delays and/or problems.

The local association, league or team in need of the certificate of insurance must complete the request form and submit the completed form to their District Risk Manager, at least 30 days in advance of the date that the certificate is needed. The District Risk Manager will verify the current registration (or the association's status) with the District Registrar.

The District Risk Manager will forward the completed, verified request to K&K/Virginia Surety for certificate issuing. DO NOT contact the staff at K&K/Virginia Surety directly; they will not issue your certificate without the authorization of the District Risk Manager. Unauthorized contact with K&K/Virginia Surety, by persons other than risk management staff or volunteers, could be deemed grounds for non-issuance of the requested certificate.

In many cases, the generic certificate (available through the District Risk Manager) may be sufficient proof for an ice arena operator's needs, since the certificate states the policy number, the limits of liability and the dates of the policy's term. Use of this generic option may eliminate the need for adding additional insureds to USA Hockey's policy and should speed up the process for your organization.

SANCTIONED EVENTS –

All normal ice hockey related activities, such as games, practices and scrimmages, between properly registered USA Hockey teams are automatically sanctioned. Regular use of premises for meetings and fundraising do NOT require a special event sanction, unless the landlord (owner) requires being named as an additional insured on USA Hockey's insurance program. The selling of alcoholic beverages will NOT be sanctioned and such sales are not covered by USA Hockey's insurance program. No certificate of insurance will be issued unless the proper request form has been submitted, and the activity or event is sanctioned by the District Risk Manager.

ADDITIONAL INSURED –

An ice rink or an arena facility may require, as a part of their rental contract/agreement, that they be named as an additional insured under USA Hockey's liability insurance policy. They may also require that a certificate of insurance be issued (showing this status) to them, before the premises or ice time may be rented or used.

If this request is made, you must contact your District Risk Manager promptly; he/she will advise you of the contract documents that they will need to receive and review before they can process any request for a certificate containing an additional insured provision. USA Hockey will no longer allow entities to be given additional insured status without reviewing the contract language which mandates

such a status; in the past, too many items that were beyond the control of USA Hockey and the local association were transferred to us by contract terms. So now we must check the contract first before we can authorize any additional insured status.

NOTE: For specific answers to your particular situation, you are recommended to contact your District Risk Manager, your District Registrar, and/or the National Office staff at USA Hockey. If they are not able to assist you, they will refer to other persons who can provide appropriate responses to the questions posed.

HEADS UP, DON'T DUCK – PLAY HARD, BUT PLAY SAFE



CHAPTER FOUR

Coaching Education Program

COACHING EDUCATION PROGRAM VISION STATEMENTS

PURPOSE

Educating coaches in pursuit of excellence in hockey.

MISSION

The USA Hockey Coaching Education Program (CEP) is committed to developing coaches who will be effective instructors and role models through a comprehensive education program at all levels.

The Coaching Education Program shall emphasize the teaching of fundamental skills, conceptual development, sportsmanship and respect for the dignity of the individual athlete.

VALUES

USA Hockey's Coaching Education Program will embrace the following values to establish the moral and ethical priorities that serve to guide the Coaching Program:

- CHARACTER
- COMMITMENT
- ENJOYMENT
- INTEGRITY
- KNOWLEDGE
- LEADERSHIP
- SPORTSMANSHIP
- VISION

LEVELS OF THE COACHING EDUCATION PROGRAM

- Level 1 – Initiation
- Level 2 – Associate
- Level 3 – Intermediate
- Level 4 – Advanced
- Level 5 – Master

COACHING EDUCATION PROGRAM REQUIREMENTS

A. Coaching Education Required Levels

USA Hockey requires that the following set of coaching education levels must be the **minimum criteria**. It must be clearly understood that coaching education requirements must be monitored and enforced by the districts or affiliates. All coaches must have the USA Hockey Coaching Education Program Card by December 31 of the calendar year.

LEVEL OF PLAY	COACHING EDUCATION PROGRAM LEVEL
8-and-Under (Mite)	Level 1 – Initiation
10-and-Under (Squirt)	Level 2 – Associate <i>(Prerequisite Level 1 – Initiation)</i>
12-and-Under (Pee Wee)	Level 2 – Associate <i>(Prerequisite Level 1 – Initiation)</i>
14-and-Under (Bantam)	Level 3 – Intermediate <i>(Prerequisites Level 1 – Initiation and Level 2 – Associate)</i>
16/17-and-Under (Midget)	Level 3 – Intermediate <i>(Prerequisites Level 1 – Initiation and Level 2 – Associate)</i>
High School	Level 3 – Intermediate <i>(Prerequisites Level 1 – Initiation and Level 2 – Associate)</i>
Junior C	Level 3 – Intermediate <i>(Prerequisites Level 1 – Initiation and Level 2 – Associate)</i>
Junior A & B	Level 4 – Advance
Girls/Women 10 & Under	Level 1 – Initiation
Girls/Women 12 & Under	Level 2 – Associate <i>(Prerequisite Level 1 – Initiation)</i>
Girls/Women 14 & Under	Level 3 – Intermediate <i>(Prerequisites Level 1 – Initiation and Level 2 – Associate)</i>
Girls/Women 16 & Under	Level 3 – Intermediate <i>(Prerequisites Level 1 – Initiation and Level 2 – Associate)</i>
Girls/Women 19 & Under	Level 3 – Intermediate <i>(Prerequisites Level 1 – Initiation and Level 2 – Associate)</i>

B. Accreditation

All coaches (head and assistant) cannot receive accreditation for more than two levels in the USA Hockey Coaching Education Program in one season (May 1 – April 31). A Coaching Education Card is valid for three seasons at each level. If a coach's card is more than three years from the current calendar year, the card is rendered invalid/expired and a refresher course at the same level or attending a clinic at the next level is necessary for the accreditation to remain current.

C. Education and Coaching Prerequisite

Education and coaching prerequisite requirements are noted in the Coaching Education Chart above. These requirements must be strictly followed.

D. Evidence of Level

Proof of coaching education level will be evidenced by a USA Hockey Coaching Education Card with

appropriate dated verification sticker. This card must be carried by all coaches for all USA Hockey games.

Before the start of each game and in the presence of the referee, each coach must present their card to one another for verification of coaching education level.

If a coach cannot produce their current and up-to-date USA Hockey Coaching Education Card prior to the start of the first period, it must be noted on the official game scoresheet and signed by the opposing coach.

E. Continuing Education Requirement

All coaches shall progress through the Coaching Education Program, attending a coaching clinic at least once every three years through the Intermediate Level. After a coach has completed the Intermediate level, the coach shall do one of the following: attend another intermediate level clinic within three years, take a USA Hockey continuing education course within three years or attend an Advance level clinic.

F. Penalty and Enforcement

It will be the responsibility of the district/affiliate to determine if there should be any penalties imposed on an individual coach who fails to produce a current, up-to-date coaching education card with appropriate verification of level. It will also be the responsibility of the local program registering the team to enforce any penalties.

COMPONENTS AND COMPETENCIES

The Coaching Education Program of USA Hockey is committed to developing coaches through a comprehensive education program at all levels. Since quality coaching is the single most important element affecting the development of athletes and the sport itself, the experience athletes gain through participation will come from a direct influence of the coach's qualifications, education and competencies. Therefore, it is paramount that USA Hockey prepare its coaches through a comprehensive curriculum. The following components represent the essential elements for USA Hockey's Coaching Education Program.

- 1. Sports Medicine/Safety/Legal Component:** The Coaching Education Program shall provide knowledge, references, and competencies in the area of first aid, care and prevention of athletic injuries, safety and legal responsibilities.
- 2. Psycho-Social Sports Science Component:** The Coaching Education Program will provide knowledge, references and competencies in the area of leadership, humanistic coaching and the behavioral aspects of athletic participation as it relates to the coach, athlete, parent and society.
- 3. Bio-Physical Sports Science Component:** The Coaching Education Program will include basic knowledge, references and competencies in the area of practical application in the principles of anatomical kinesiology, and physiological aspects dealing with improving skills, motor development, and stages of human growth and development.
- 4. Pedagogy Component:** The Coaching Education Program shall provide knowledge, references and competencies in administration and organizational skills, planning theory, teaching techniques, coaching techniques, effective communication and philosophical theory.
- 5. Technical, Tactical and Conceptual Component:** The Coaching Education Program shall provide knowledge, references and competencies in the technical, tactical and conceptual aspects in the sport of ice hockey.

SPORTS MEDICINE/SAFETY/LEGAL COMPONENT

Principles of Safety	Level 1 – Initiation
Organizing a First Aid Kit	Level 2 – Associate
Risk Management Issues (Part 1)	Level 2 – Associate
Risk Management Issues (Part 2)	Level 3 – Intermediate
Legal Responsibilities (Part 1)	Level 2 – Associate
Legal Responsibilities (Part 2)	Level 3 – Intermediate
Care and Prevention of Injuries (Part 1)	Level 2 – Associate
Care and Prevention of Injuries (Part 2)	Level 3 – Intermediate

PSYCHO-SOCIAL SPORTS SCIENCE COMPONENT

Leadership (Part 1)	Level 1 – Initiation
Leadership (Part 2)	Level 2 – Associate
Coach/Parent Relationship Issues (Part 1)	Level 2 – Associate
Coach/Parent Relationship Issues (Part 2)	Level 3 – Intermediate
Amateur Athletics in Today's Society	Level 4 – Advanced
Building Self-Esteem	Level 3 – Intermediate
Motivation of Athletes	Level 4 – Advanced
Stress Management	Level 4 – Advanced
Psychology of Coaching	Level 4 – Advanced
Team Building	Level 4 – Advanced
Ethical Conduct in Sports (Part 1)	Level 3 – Intermediate
Ethical Conduct in Sports (Part 2)	Level 4 – Advanced
Developing a Philosophy	Level 2 – Associate
Goal Setting	Level 4 – Advanced
Mental Preparation	Level 4 – Advanced

BIO-PHYSICAL SPORTS SCIENCE COMPONENT

Skill Analysis (Part 1)	Level 1 – Initiation
Skill Analysis (Part 2)	Level 3 – Intermediate
Stages of Growth & Development (Part 1)	Level 2 – Associate
Stages of Growth & Development (Part 2)	Level 3 – Intermediate
Basic Motor Movement (Part 1)	Level 2 – Associate
Basic Motor Movement (Part 2)	Level 3 – Intermediate
Nutrition (Part 1)	Level 3 – Intermediate
Nutrition (Part 2)	Level 4 – Advanced
Off-Ice Training and Conditioning	Level 4 – Advanced
High Speed Training	Level 4 – Advanced

PEDAGOGY COMPONENT

Communication	Level 1 – Initiation
Effective Communication	Level 2 – Associate
Teaching Skills	Level 1 – Initiation
Progressive Teaching Technique	Level 2 – Associate
Advanced Teaching/Coaching Techniques	Level 4 – Advanced

Lesson Organization	Level 1 – Initiation
Organizing the Season (Part 1)	Level 2 – Associate
Organizing the Season (Part 2)	Level 3 – Intermediate
Season Planning	Level 4 – Advanced
Basic Practice Planning (Part 1)	Level 2 – Associate
Basic Practice Planning (Part 2)	Level 3 – Intermediate
Practice Cycles	Level 4 – Advanced
Drill Development (Part 1)	Level 2 – Associate
Drill Development (Part 2)	Level 3 – Intermediate
Proper Use of Assistant Coaches (Part 1)	Level 3 – Intermediate
Proper Use of Assistant Coaches (Part 2)	Level 4 – Advanced

TECHNICAL, TACTICAL, AND CONCEPTUAL COMPONENTS

Skating (Part 1)	Level 1 – Initiation
Skating (Part 2)	Level 2 – Associate
Skating (Part 3)	Level 3 – Intermediate
Puck Control (Part 1)	Level 1 – Initiation
Puck Control (Part 2)	Level 2 – Associate
Puck Control (Part 3)	Level 3 – Intermediate
Passing/Receiving (Part 1)	Level 1 – Initiation
Passing/Receiving (Part 2)	Level 2 – Associate
Passing/Receiving (Part 3)	Level 3 – Intermediate
Shooting (Part 1)	Level 1 – Initiation
Shooting (Part 2)	Level 2 – Associate
Shooting (Part 3)	Level 3 – Intermediate
Checking Skills (Part 1)	Level 2 – Associate
Checking Skills (Part 2)	Level 3 – Intermediate
Goaltending (Part 1)	Level 2 – Associate
Goaltending (Part 2)	Level 3 – Intermediate
Goaltending (Part 3)	Level 4 – Advanced
Individual Tactics (Part 1)	Level 3 – Intermediate
Individual Tactics (Part 2)	Level 4 – Advanced
Concepts (Part 1)	Level 2 – Associate
Concepts (Part 2)	Level 3 – Intermediate
Concepts (Part 3)	Level 4 – Advanced
Introduction to Systems (Part 1)	Level 3 – Intermediate
Systems (Part 2)	Level 4 – Advanced
Specialty Teams	Level 4 – Advanced
Scouting	Level 4 – Advanced
Use of Video in Practice and Games	Level 4 – Advanced
Use of Statistics in Practice and Games	Level 4 – Advanced
Bench Management/Game Preparation	Level 4 – Advanced
Selection of Players	Level 3 – Intermediate
Evaluation and Selection of Personnel	Level 4 – Advanced



CHAPTER FIVE

Initiation Program

INITIATION PROGRAM

BUILDING A FOUNDATION

The USA Hockey Initiation Program provides a safe and positive experience to make youngsters' first contact with hockey memorable. It is a structured, learn-to-play hockey program designed to introduce beginners to the game's basic skills. The program enables participants to become contributing members of a team effort, to develop self-confidence and to experience a sense of personal achievement. These goals are achieved in an atmosphere of cooperation and fun.

THE GAME IS FUN

While ice hockey requires a great deal of skill, the proper instruction and attitude make the game fun and rewarding. The Initiation Program incorporates the most current and innovative ideas available today. It represents the best methods of starting beginning players on the right path to an enjoyable experience in our sport.

The Initiation Program lesson plans have been tested and have proven successful in every type of community setting. The established program objectives are:

- To learn the basic skills required to play the game of hockey
- To develop and understanding of basic teamwork through participation in a variety of activities and adapted game situations
- To have fun while playing hockey and engaging in physical activity
- To create and refine basic motor patterns
- To be introduced to the concepts of cooperation and fair play

BASIC HOCKEY SKILLS AND MUCH MORE

USA Hockey's Initiation Program has four levels of instruction (Books A, B, C and D) designed for beginning hockey players. Each classification represents a different level of skill progression. At the beginning of the program, players are evaluated according to ability and placed in the appropriate program level.

Each level consists of 20 lesson plans that follow a defined path of progression. As players move through the program, they improve both hockey skills and self-confidence.

The program focuses primarily on the basic hockey skills – skating, stickhandling, passing and shooting. Each skill is introduced and refined in a progressive "one-step-at-a-time" manner.

Players participate in practice drills, informal and modified games. Players are soon proficient enough to have fun while they play.

Although the main emphasis is on fun and progressive skill development, the Initiation Program also allows youngsters to experience:

- Cooperation
- Fitness
- Fair play
- Safety

PARENTS PLAY AN IMPORTANT ROLE

Leadership is the key to the Initiation Program. In addition to developing players' hockey skills and promoting physical fitness, instructors are responsible for encouraging initiative, stimulating interest in the sport and instilling a desire for continued participation. Each instructor is called upon to:

- Be an effective leader and teacher
- Be a model of cooperation and fair play
- Provide a positive, non-competitive atmosphere
- Provide instruction in a way that motivates and challenges
- Develop players' self-respect and self-discipline

USA HOCKEY MAKES YOUR INITIATION PROGRAM EASY

The overall success of the program relies on the leadership and teaching abilities of the instructors. To assist parents, we've developed an eight-hour instructional clinic designed to ensure that instructors are fully prepared to present a successful program.

This program was originally developed by the Canadian Hockey Association and has been used throughout Canada. USA Hockey has also piloted this program throughout our country. The results have been tremendous. The instructional package consists of six manuals:

- One manual provides the organizational and administrative details of the program
- One manual explores the special teaching considerations for the specific skill level of the group
- Four manuals provide the instructor with the step-by-step lesson plans. There is one manual for each of the four program levels.

WHY SHOULD YOU GET INVOLVED?

Instructors are recruited on a volunteer basis. The Initiation Program needs people like you to help foster hockey activities in your community.

The manuals are designed to be of great benefit to the beginner coaches as well as the more experienced ones.

The development of this program will benefit all newcomers to the game of hockey. You can take advantage of this great resource and get involved. You'll meet new people, get lots of exercise and have fun at the same time.

Off the ice, you can also play an important role in the program as an administrator or hockey organizer, and help get the program underway in your community.

In whatever capacity you're involved, you'll be helping local children learn to enjoy hockey and have fun.

The future of our sport lies within our youth. USA Hockey understands the important role it plays in helping beginning hockey players to develop responsible playing attitudes. A well-run Initiation Program will foster enjoyment of hockey by our young players and ensure the growth of our sport and your association.

For further information, contact your District Initiation Program Administrator, the National Office at 719-576-USAH or visit us on the web: www.usahockey.com.



CHAPTER SIX

Conducting a Parent Meeting

WHY SHOULD I CONDUCT A PARENT'S MEETING?

Failure to actively engage the parent's on your team is one of those big issues that is often overlooked by a coach, which can create an environment where the ability of the coach to be effective with the players is greatly reduced and sometimes can lead to the dismissal or resignation of the coach. It is essential, therefore, that the coach address the parents directly, early and often to assure that the communication between them is open and that the parents clearly understand what the coaches objectives are for the team, the players, himself and the parents. Many "coaching failures" are attributable, ultimately, not to their ability to coach but to their inability to effectively manage the relationship between themselves and the parents. Given that, the best way to start the relationship is to conduct a parents meeting at the beginning of the season.

This parents meeting is designed to provide the coach the forum to review the key topics for the team for the season both on and off the ice. It is the opportunity for the coach to discuss candidly with the parents about their role and responsibilities as part of the team. The parents need to be reminded or educated on the importance balance of sports and home life, the responsibilities and acceptance of discipline, the manner in which they can effectively interface with the coach in the course of his or her role as the coach and the responsibilities of the players to the team and their teammates.

It provides the coach the opportunity to discuss the philosophies and objectives he or she has on hockey and for the team and what the expectations and outcomes should be for the player and the team for the year. Additionally, it is the opportunity to let the parent know how to measure progress and success and what accountabilities the coach has in that definition of success. Finally, it gives the coach the time to let the parents know that he or she will be a good steward and role model in their childs development, enjoyment and safety. This is a game, a child's game that when managed correctly can be a tremendous life experience development tool for the player. The coach wants both him or herself and the parents with the same agenda concerning the welfare of the player. The only way to do that is to communicate and the only way to communicate is to meet. **IT IS ESSENTIAL THAT PARENT'S MEETINGS ARE AS MUCH A PART OF THE SEASON AS ON-ICE DRILLS ARE.**

OUTLINE FOR CONDUCTING A PARENT'S MEETING

AGENDA

- Introduction 5 minutes
- Philosophy 10 minutes
- The Coach 5 minutes
- Parents in Hockey 20 minutes
- Initiation Program 2 minutes
- Coaching Education Program 2 minutes
- Parents Awareness Code 4 minutes
- Other Issues 10 minutes
- Closing Remarks 2 minutes

PHILOSOPHY OF YOUTH HOCKEY

- Growth and Development
- Increase Participation
- Skill Development
- Safe Environment
- Fun and Enjoyment

COACHING

- Goals of the program with respect to:
 - Fun
 - Skill development
 - Developing friendships
 - Athlete success
 - Winning
 - Participation
 - Fitness
- Policies
 - Cuts
 - Missed practices
 - Awards

PARENTS IN HOCKEY

- In the Stands
- Car and Home
- At Practice
- At the Rink

INITIATION PROGRAM

- Fun and Skills
- Basic Hockey Skills
- Curriculum
- Positive, Non-Competitive Atmosphere
- Self-Respect and Self-Discipline

COACHING PROGRAM

- Comprehensive
- Education Levels
- High Performance Workshops
- Skill Workshops
- ACE Coordinators

PARENTS AWARENESS

- Parents Code of Conduct

OTHER ISSUES

- Parents Expectations
- Values of Youth Hockey
- Proper Equipment
- Safety
- Parents and Officials
- Expense of the Game
- Drug Awareness
- Parent/Spectator Zero Tolerance Policy



CHAPTER SEVEN

Recruiting Volunteer Coaches

STAFFING THE YOUTH ICE HOCKEY PROGRAM

QUESTIONS TO CONSIDER

1. Why do people volunteer to assist with a youth ice hockey program?
2. What skills and abilities are needed in nearly every youth ice hockey program?
3. What are the components of a good job description?
4. What are the essential elements of a good job evaluation?

INTRODUCTION

When recruiting staff for a youth ice hockey program, the Volunteer Administrator must call extensively on the help of volunteers. Youth ice hockey programs, especially the USA Hockey program, depend heavily on volunteers to accomplish their goals. For the programs to run smoothly, volunteers must be chosen according to their interests, talents and qualifications, and woven together into a finely tuned organization. The purpose of this chapter is to assist those responsible for recruiting, educating and evaluating volunteers in accomplishing these tasks.

RECRUITING

IMPORTANCE OF VOLUNTEERS

What can volunteers provide for an organization? In some programs, volunteers supplement or compliment the professional staff by providing unique skills and knowledge. In a youth ice hockey program, however, many programs and activities can exist only with the dedicated help of volunteers. Along with the obvious benefit of donated time, persons who volunteer their services usually bring in fresh perspectives and a generous amount of enthusiasm. They are typically strong advocates for an organization and have great interest in its function. Volunteers also serve as a link between an organization and the community, promoting the organization's activities and accomplishments.

WHY DO PEOPLE VOLUNTEER?

For many people, the satisfaction of contributing to the lives of others is sufficient motivation. Some individuals enjoy the social relationships that often develop, and seek opportunities to interact in positive environments such as those found in youth ice hockey. Many parents volunteer because it gives them an opportunity to participate in their children's accomplishments. Others enjoy the recognition attained by being a member of a successful and contributing organization. Retired persons may turn to volunteer work to stay active and alleviate boredom. College or high school students may wish to gain experience relevant to their future vocational plans. Others may wish to learn new skills. Many people have special talents they wish to share. Knowing why people volunteer is essential to the administrator's screening process, so that the volunteers' talents and interests may be effectively used.

WHO ARE VOLUNTEERS?

Volunteers are people who contribute their services without expecting payment, in order to promote the goals of the organization. They are of all ages, backgrounds, ethnic groups, and of both genders. The organizational structure of youth hockey, guided by its philosophy and goals, provides an outlet for many individuals with unique skills to unite in a common cause. The wise administrator will recognize the importance of recruiting diverse individuals to serve as volunteers, and channeling their enthusiasm for the program into useful activities.

QUALITIES OF A VOLUNTEER

To be effective in the youth ice hockey program, all volunteers should possess the following qualities:

- A sincere interest in and commitment to the program, its goals and values
- A willingness to give both time and effort to the program
- The ability to work well with others
- Sound judgment
- A desire to offer or find solutions to problems that arise

PLANNING FOR EFFECTIVE USE OF VOLUNTEERS

Planning may be the most important aspect of recruiting volunteer staff.

Frequently organizations put out a call for volunteers before adequately assessing their needs. This may result in frustration, wasted time, and feelings of uselessness on the part of those who have volunteered, only to find that the organization is not ready for their services. Ultimately, the players and the organization suffer from this short-sighted call for help. Adequate preparation can ensure that your youth ice hockey program attracts and keeps enthusiastic volunteers, as well as using everyone's talents and time most effectively.

Before beginning the search for volunteers, it is essential that the following points be considered:

- Objectives of the program
- Need and kinds of functions required
- Number of potential roles
- Job descriptions
- Characteristics of individuals needed
- Skills required for each activity
- Sources of volunteers

Attending to these points early in the process will benefit the program by matching specific individuals to the jobs most suited for them. Following is a list of those skills and abilities most commonly needed in youth hockey programs:

Administrative

Board Member
Division Coordinator
Insurance Advisor
Legal Advisor
Director of Purchasing

Registrar
Statistician
Secretary/Typist/Computer Operator
Communications Coordinator
Treasurer (bookkeeping)
Officials: on- or off-ice

Team

Coach
Assistant Coaches
Team Manager
Timekeeper
Scorekeeper
Jersey and Equipment Managers

Public Relations

Publicity
Fundraising
Advertising
Editing/Publishing
Script/Newsletter
Function Organizer
Graphic Design/Layout

Each of the listed positions, jobs or tasks **must be accompanied** by a specific job description. This definition of responsibilities by the administrator is essential to the efficient operation of a program that is staffed primarily by volunteers. Components of a good job description are outlined later in this chapter. Sample job descriptions for Head Coach, Team Manager, Newsletter Editor and Division Coordinator are included at the end of this chapter.

FINDING VOLUNTEERS

When planning is complete and needs have been identified, the administrator is ready to call for volunteers to fill identified positions. Most volunteers will come from the ranks of the parents whose children are involved in the program. If the program has been successful in the past, and if volunteers have enjoyed their experiences, word of mouth may be all that is needed to attract new volunteers. However, if you are establishing a new program, some type of advertising may be necessary.

Making the activities of the organization visible can promote the group itself and ultimately encourage volunteering. This can be accomplished through several strategies:

- Post brochures or flyers in public places
- Mail letters to key individuals throughout the community
- Use media (newspapers, radio and television) to announce upcoming events and to advertise the need for volunteers
- Ask players and their families to spread the word
- Contact schools and nearby universities to explain the program and its needs
- Contact neighborhood associations and adult education programs and tell them of the talents needed in your youth ice hockey program

Knowing where to get qualified individuals, especially those who may already possess the skills required, will certainly lessen the burden of the administrator.

SELECTING AND SCREENING VOLUNTEERS

Selecting refers to the process of choosing volunteers, while **screening** is placing the selected individuals into positions that will benefit both the volunteer and the organization.

Selecting — Each potential volunteer should be required to complete an application, which should include the following information:

- Name, address and date of birth
- Daytime and evening telephone numbers
- Citizenship
- Occupation
- Educational background
- Past experience in volunteer work
- Hobbies, interests and recreational activities
- Amount of time that can be committed to program and schedule of days and hours when volunteer is available
- Specific skills and abilities that the volunteer is willing to commit to the program
- Preferences for areas of participation
- Preferences for age group affiliation

Also encourage applicants to provide references and any other pertinent information that will assist in effective placement. An example of a volunteer's application is shown in Appendix 7-2. A sample coach's application is included at the end of this chapter.

THE PERSONAL INTERVIEW

The last step in the selection process is the personal interview. The objective of the interview is to provide complete information about the program, and in turn, ascertain whether the individual is qualified and enthusiastic enough to participate as a volunteer. The personal interview should:

- Give a thorough review of the organization and its activities
- Specify the purposes and goals of the program
- Discuss how volunteers are selected
- Explain which positions are available, the skills necessary to undertake them, and what is expected of the volunteer
- Determine the skills, interests, needs and motivations of the volunteer
- Explain time commitments required

In order to exchange information freely, the interview should be kept as informal as possible. The discussion should focus on how the volunteer can assist the program and what the youth ice hockey program can provide for the volunteer. The interviewee should feel at ease and free to discuss his or her desires, interests and concerns. It is very important that the interviewer be a good listener, and not be too rigid or overbearing. After all, youth hockey programs depend on volunteers for their very existence; the interview should not scare people away! Several other strategies can help make the interview productive:

- Show courtesy and respect for the volunteer by having someone intercept incoming phone calls and not allowing other interruptions.
- Emphasize that your organization appreciates all of its volunteers and depends greatly upon them to make its program successful.
- Remember that while you are evaluating the potential volunteers, they are also evaluating you and deciding whether or not to offer their time as a volunteer.

Screening — When volunteers have been selected, they must be screened for optimal placement. Decisions should be made promptly and individuals placed immediately, while enthusiasm is still high.

Applicants should be chosen for positions on the basis of relevant skills and interests. If there are several positions open for which the applicant is qualified, the administrator should ask the applicant his or her feelings and motivations for each.

A condition may arise in which an applicant has much enthusiasm and desire to volunteer, but may lack skills. In this situation, the best alternative might be to arrange for this individual to serve as an assistant or an intern until the requisite skills are attained.

Recruiting volunteers is much more than simply asking someone to help. Determining beforehand the positions needed, identifying potential sources, and selecting and screening applicants are vital functions in assuring the success of the youth ice hockey program.

EDUCATING VOLUNTEERS

Regardless of their qualifications for the job, all volunteers will need some training relative to the specifics of the program and their relationships to other people involved in it. This education and specific direction will increase the effectiveness of the program if it is provided before the volunteers begin their responsibilities.

Orientation Programs — The goal of the orientation program is to familiarize volunteers with their environment, the people with whom they will be working, and to outline their responsibilities. Specific tasks toward achieving this goal are:

- Welcome the volunteers as soon as they are selected
- Introduce them to players and others with whom they will be working, and provide the background information they will require for their specific responsibilities
- Identify channels of authority, how to get help, where to go with concerns; let them know to whom they are responsible
- Provide a manual that includes
 - The philosophy and goals of the program
 - Statement of purpose
 - Organizational chart
 - History of the organization
 - Bylaws or operational guidelines
 - Policies and procedures
 - Directory with relevant names and telephone numbers
 - Legal ramifications, first aid, general rules of conduct
- Provide a written job description
- List specific tasks and how they will be carried out
- Familiarize the volunteers with the physical structures and facilities in which they will be working

Job Descriptions — The purpose of the job description is to tell volunteers clearly what is expected of them. Perhaps even more importantly, a well-constructed job description can serve as a tool for evaluation by the administrator as well as the volunteer’s own self-assessment along the way.

A good job description will provide:

- Title of the position
- Person to whom the volunteer reports
- Goals of the program
- Specific objectives within the goals
- Policies and procedures regarding the administration of the job
- A checklist of tasks and responsibilities
- Criteria for evaluation
- Evaluation procedures that will be followed by the administrators

Training Sessions — Initial training and orientation are needed for all volunteers regardless of qualifications and abilities. Even for those who have previously served in similar capacities, there are very appropriate in-service programs that will likely improve and enrich the volunteer’s experience. In areas such as human relations and teamwork, the training should be tailored specifically to your program, and could be conducted by a leader either in a group setting or on a one-to-one basis.

Another method of educating volunteers is through workshops and clinics. USA Hockey regularly offers training sessions for coaches and officials. These are open to all volunteers or anyone interested in hockey. Several university-sponsored organizations offer very good coaching clinics that may be organized for volunteers, as well.

One of the best ways for a volunteer to gain knowledge is to communicate with others who have the same job responsibilities. The administrator should provide ample opportunities for the exchange of ideas among volunteers. Administrators should also direct volunteers to the many printed materials and instructional videos available through USA Hockey.

An administrator’s responsibility to volunteers does not end when the volunteers are selected. The ultimate success of the program depends upon how well volunteers do their jobs, which is a direct reflection upon the time and attention given to them in their educational and evaluation process. Effective orientation and training programs will reduce the misunderstandings that are bound to arise, and will assure that the program operates in the most efficient manner possible.

EVALUATING VOLUNTEERS

Evaluation is defined as the process by which the value or worth of something is determined. Because the success of USA Hockey depends so greatly on the talents, efforts and collective enthusiasm of its volunteers, evaluation of the program is, in essence, an evaluation of its volunteers. All phases of volunteer work must be reviewed in order to assure the highest quality of experience for the beneficiaries of their actions – the youth hockey players.

Evaluation should be an ongoing process, conducted in a positive atmosphere. Following are guidelines that outline what the evaluation of volunteers should do for the program. **Evaluation should:**

- Clarify the goals and objectives of USA Hockey and the local program, and help determine how well these goals are being met

- Determine the strengths and weaknesses of the program
- Identify areas for improvement
- Contribute to the improvement of attitudes, relationships and morale
- Foster a positive attitude toward self-improvement among the volunteers
- Encourage a team effort, cooperative spirit and the feeling of accountability for the growth of the program and the positive experience of its players

Improper evaluation methods can be harmful. Do not:

- Use evaluation as a threat to volunteers
- Undertake evaluation of all segments of the program at one time
- Begin evaluation before specific objectives and plans of action are in place
- Use evaluation unless all volunteers are involved
- Allow someone outside of the program to prepare or conduct evaluations
- Use evaluation procedures for the purpose of finding scapegoats

An example of a Volunteer's Evaluation Form is included at the end of this chapter. An example of a Coach's Evaluation Form is included at the end of this chapter.

Supervision — The first step in effectively evaluating volunteers is to provide proper supervision from the moment they begin the job. Without proper supervision, volunteer workers may be unaware of any deviations from what is expected, or may be unable to recognize or solve a problem.

Supervision is not just "looking over another's shoulder." It is guidance and a way of communicating to volunteers that their efforts are appreciated, with the assurance that assistance is available whenever difficulties arise.

A good supervisor acts democratically, has developed good interpersonal skills, gives volunteers opportunities for accepting responsibility, and provides recognition for good work. The supervisor should observe the volunteers in action and meet with them regularly to review their work or discuss concerns. This type of activity should always be conducted in an atmosphere of support, rather than looking for mistakes. Proper supervisory techniques will undoubtedly lead to fewer misconceptions arising out of poor communication or conflict with others.

Motivation — Most volunteers are strongly convinced of the benefits provided to participants by USA Hockey, and enter the program with a high level of enthusiasm. But circumstances can and do change, including unforeseen burdens on volunteers' time and resources. The administrator or supervisor may suddenly find enthusiasm waning and must take steps to boost morale. To maximize volunteers' efforts:

- Provide a job that is meaningful and not just busy work. Be sure that the work is a valuable contribution to the hockey program and that the volunteer is aware of its importance to the program.
- Let the volunteers know you have complete confidence in their abilities to do their jobs.
- Remind the volunteers of exactly what is expected of them.
- Be sure that the job requirements are within the capabilities of the volunteer, to encourage a sense of accomplishment.
- Allow freedom to experiment within the job description.
- Include volunteers in planning and organization.
- Ensure that leadership is readily available when difficulties arise.
- Seek input and suggestions from volunteers.
- Reinforce efforts with verbal praise.

Keep in mind the principle of the "self-fulfilling prophecy." If the administrator thinks that the volunteer can do the job, in all likelihood, that will happen.

Dealing With Incompetence — The time may come in every program that individuals are not producing desired results, and the normal evaluation and motivation strategies are not effective. Ideally, a carefully conducted selection and screening process should help to identify only those individuals most suited to your program. However, unforeseen circumstances often occur, and the responsibility of dealing with problems falls upon the administrator.

When dealing with less than satisfactory performance or providing corrective action, always use a positive approach. When an individual's competency comes under question, the administrator should provide ample opportunities for the volunteer to gain experience and skills necessary to do the job. A careful evaluation of past performance, additional training and review of a clearly written job description should help correct the situation. The volunteer should be able to recognize how he or she falls short of the requirements and what must be done to correct the perceived deficiencies.

Should these strategies be unsuccessful, the administration has three options. The first is to find a job that more closely matches the volunteer's capabilities (assuming both parties agree that a contribution can still be made to the program, but in a different area). For example, a struggling coach may be replaced by another coach, while the first serves as assistant. In this case, it is important to stress the value of acquiring knowledge from someone more experienced, so that the initial coach gains the competence to coach a team in the future.

A second option is to find a position that does not involve direct contact with the former coach's team, such as Director of Fundraising or publisher of the association's newsletter. The third option is dismissal. Although this is the least desirable alternative, the welfare of the youngsters and the program in general must have top priority. Dismissal of volunteers should be considered only when the overall effect of a volunteer's presence is detrimental to the program.

Recognition — Although most volunteers are serving the organization because they have a strong desire to make a contribution to the lives of others, recognition during the season will keep morale and enthusiasm high. It will also assure the volunteers that their efforts are needed and appreciated.

Probably the most important means of recognition is verbal praise. A simple "nice job" or "thank you" can go a long way toward motivating volunteers. A good administrator will convey often that without the work of volunteers, many areas of the program would not be possible.

Other means of recognition include tangible awards such as a wall plaque, certificate, pin or clothing representing the program. Appreciation banquets or luncheons can be very effective for recognition and motivation. The administrator might also make specific mention of volunteers when events are covered in the media. This strategy not only highlights the work of volunteers, but also promotes the program in general.

The importance of volunteers to an organization like USA Hockey cannot be overstated. By properly planning for, selecting, screening, educating and evaluating its volunteers, the quality of experience for all participants will be elevated and the organization will be able to meet its obligations to young athletes.

YOUTH ICE HOCKEY ASSOCIATION JOB DESCRIPTIONS

DIVISION COORDINATOR

1. Appointed by and reports to House Commissioner.
2. Selects assistant coordinator and assigns duties.
3. Appoints, subject to Board approval, a Head Coach for each team within the division.
4. Allocates ice time equally among division teams for evaluation, practice and games. Ensures that teams have equal opportunity for ice time at the rink and at all start times (i.e., early or late hour).
5. Subscribes to, and ensures that all coaches follow youth ice hockey program goals and philosophy, bylaws, rules and policies.
6. Aids in team selection to ensure division balance.
7. Responds to questions/problems within division.
8. Collects monthly reports from teams and presents them to House Commissioner.
9. Maintains division statistics.
10. Aids in coordinating respective division's team pictures.
11. Establishes a league and playoff schedule and arranges exhibition games with other associations.
12. Forwards state association registration forms to House Commissioner by appropriate deadline.
13. Introduces new ideas for division.
14. Mails a copy of division's game schedule to head official for assignment of officials. In the event of schedule change, contacts head official for re-scheduling of officials.
15. Assists in fitting of players for team jerseys.
16. Keeps abreast of division happenings and problems. Actively encourages parent participation in division functions in order to foster better communication and parent awareness.
17. Supervises coaches and managers to ensure assignments are completed.
18. Forwards team managers' contact information to fundraising chairperson for fundraising projects.
19. Completes USA Hockey team registration forms for division and delivers them to House Commissioner by appropriate deadline.
20. Is evaluated by House Commissioner according to the above criteria.

HEAD COACH

1. Appointed by the Board and reports to Division Coordinator and Board.
2. Selects assistant coaches and assigns functions.
3. Aids Division Coordinator in team selection process to ensure division balance.
4. Must demonstrate competency in skating, hockey skills, teaching techniques, strategies, and skills in communicating with parents and players.
5. Must know and follow youth ice hockey program goals and philosophy, bylaws, rules and procedures.
6. Selects a Team Manager.
7. Communicates via positive reinforcement team goals to both parents and players.
8. Provides Division Coordinator with a short monthly report for the newsletter.
9. Provides a good example for players and parents and let them know you demand the same from them.
10. Reads the USA Hockey Coaches Manual and attend coaching clinics as appropriate.
11. Attends all coaches clinics and meetings (these are mandatory).
12. Assists Team Manager and Division Coordinator in completion of state association team registration forms.
13. Is evaluated according to criteria listed above.

TEAM MANAGER

1. Appointed by and reports to the Head Coach.
2. Must know and subscribe to philosophy and goals of the youth ice hockey program.
3. Aids the coaching staff in duties other than those related to coaching.
4. Ensures that state association registration forms are filled out properly and returned to the Division Coordinator by appropriate deadline.
5. Helps with distribution of goalie equipment and jerseys.
6. Keeps team statistics.
7. Assists in team picture organization.
8. Aids in youth ice hockey program fundraising activities for the team by handling distribution of materials and collection of funds.
9. In conjunction with the head coach, will provide a short monthly report to the division coordinator for the newsletter.
10. Assigns a person to run the game clock for team's home games.
11. Is evaluated according to criteria listed above.

NEWSLETTER EDITOR

1. Appointed by and reports to the Vice President of Fundraising.
2. Collects monthly reports from Division Coordinators and Board of Directors for publication in newsletter.
3. Responsible for typing, layout, photocopying and distribution of newsletter
4. Introduces and encourages submission of new topics and ideas.
5. Is evaluated according to the above criteria.

**YOUTH ICE HOCKEY ASSOCIATION
APPLICATION FOR VOLUNTEERS**

Date: _____

Name: _____
 (last) (first) (middle)

Address: _____
 (street) (city) (state) (zip)

Home Phone: _____ Work Phone: _____

Birthdate: _____ Best time to call: _____

Occupation: _____ Place of Employment: _____

Educational Level Completed: _____

Maximum time commitment you can give to a volunteer assignment:

_____ Number of hours per month _____ Number of months

If time is variable, please explain: _____

Day(s) available to volunteer. Please indicate times available in space provided:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Age group(s) you prefer to work with:

_____ Preschool _____ School _____ Teenage _____ Adult _____ Elderly

Any physical limitations? _____ yes _____ no If yes, please specify _____

Any medical limitations? _____ yes _____ no If yes, please specify _____

Skills and Interests:

List the skills and interests that you are willing to devote to this program:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

**YOUTH ICE HOCKEY ASSOCIATION
COACH APPLICATION**

Season: _____

Name: _____

(last)

(first)

(middle)

Address: _____

(street)

(city)

(state)

(zip)

Birthdate: _____

Home Phone: _____ Work Phone: _____

Please circle appropriate request:

Level: House Travel

Division: Initiation Mite Squirt Pee Wee Bantam Midget

High School (school name): _____

Coaching Experience:

Playing Experience:

Coaching Clinics Attended:

_____ Initiation	_____ Date/Location	_____ CEP Card Number
_____ Associate	_____ Date/Location	_____ CEP Card Number
_____ Intermediate	_____ Date/Location	_____ CEP Card Number
_____ Advanced	_____ Date/Location	_____ CEP Card Number
_____ Master	_____ Date/Location	_____ CEP Card Number
_____ Other	_____ Date/Location	_____ CEP Card Number

Philosophy of Coaching:

COACH SELF EVALUATION

For the Coach: Using the following chart, evaluate how well you carry out your roles as a leader, teacher, and organizer. For each statement, select the word which best describes you. This chart can be used to assess yourself throughout the season.

	Excellent	Good	Need Improvement
As a Leader, I:			
1. Establish Goals	_____	_____	_____
2. Use a democratic coaching style	_____	_____	_____
3. Am a good role model	_____	_____	_____
4. Develop leadership skills in my athletes	_____	_____	_____
5. Have a positive relationship with officials	_____	_____	_____
6. Interact effectively with parents	_____	_____	_____
7. Help athletes maximize their potential	_____	_____	_____
 As a Teacher, I:			
1. Teach the necessary hockey skills	_____	_____	_____
2. Teach the skills using the proper sequence and progressions	_____	_____	_____
3. Teach skills using understandable language	_____	_____	_____
4. Realize athletes differ in their readiness to learn a skill	_____	_____	_____
5. Realize athletes learn skills at different rates	_____	_____	_____
6. Teach more than just hockey skills	_____	_____	_____
 As an Organizer, I:			
1. Plan effective practices	_____	_____	_____
2. Select very good assistant coaches	_____	_____	_____
3. Have parents assist in the program	_____	_____	_____
4. Attend to details	_____	_____	_____
5. Communicate effectively	_____	_____	_____

COACH EVALUATION

For the Evaluator: Using the following chart, evaluate how well your coaches carry out their roles as a leader, teacher, and organizer. For each statement, select the word which best describes the coach.

	Excellent	Good	Need Improvement
As a Leader, _____:			
1. Establish Goals	_____	_____	_____
2. Use a democratic coaching style	_____	_____	_____
3. Is a good role model	_____	_____	_____
4. Develops leadership skills in his/her athletes	_____	_____	_____
5. Has a positive relationship with officials	_____	_____	_____
6. Interacts effectively with parents	_____	_____	_____
7. Help athletes maximize their potential	_____	_____	_____
 As a Teacher, _____:			
1. Teaches the necessary hockey skills	_____	_____	_____
2. Teaches the skills using the proper sequence and progressions	_____	_____	_____
3. Teaches skills using understandable language	_____	_____	_____
4. Realize athletes differ in their readiness to learn a skill	_____	_____	_____
5. Realizes athletes learn skills at different rates	_____	_____	_____
6. Teaches more than just hockey skills	_____	_____	_____
 As an Organizer, _____:			
1. Plans effective practices	_____	_____	_____
2. Selects very good assistant coaches	_____	_____	_____
3. Has parents assist in the program	_____	_____	_____
4. Attends to details	_____	_____	_____
5. Communicates effectively	_____	_____	_____



CHAPTER EIGHT

Tips for Teaching

TIPS AND SUGGESTIONS FOR TEACHING

The following tips are good rules of effective teaching:

- Follow the time frames to avoid skipping chunks of content
- Engage the participants with questions, discussion and a variety of media rather than using constant lecture.
- Never belittle someone for a wrong answer, pressure someone in the classroom in any way, nor expect them to know things that haven't been taught.
- Focus on any positive part of a wrong answer and provide a neutral correction to a the wrong part.
- Use people's names, call on them if necessary, and politely limit aggressive people from dominating group activities.
- Make sure the setting is comfortable and free of distraction.
- Make sure participants can see the audio-visual materials (overheads, etc.).
- Ask for feedback from the participants and make improvements.
- Provide ample time for participants to complete an evaluation at the end of the clinic.
- Review the evaluations, your performance, and strive to improve the next clinic you run.

FACTORS AFFECTING LEARNING

The factors which affect the way in which an individual learns can be viewed from a variety of different perspectives. The main ones are:

- The learning environment
- Instructor traits
- Other factors which influence learning

1. The Learning Environment

- Should be completely under the control of the instructor
- There should be reward for success given at every opportunity
- Encouragement must be provided
- Focus on the individuals, not their personality
- Focus on the correction of errors not criticism of the individual
- Provide free time
- Factors which often inhibit learning:
 - Excessive enthusiasm
 - Negative attitude
 - Poor equipment
 - Poor teaching aids

2. Instructor Traits

- Knowledge of the game, the components of the basic skills and how and when to introduce them
- To be able to express the knowledge that you have at the individual's level of competence and in a manner which will motivate and challenge them
- Relating to the individual in a friendly, courteous and respectful manner
- The ability to identify learning limits, the skill level and level of interest of the individual

- The ability to capture and hold the individual's attention and to emphasize the "do" of learning
- The knowledge of the level of tolerance of the individual's so that the learning demand is not more than they can handle
- Be prepared, creative and enthusiastic

3. Other Factors

- Guide and monitor the learning process; be aware of progressions in learning – work from the simple to the difficult
- New lessons should be introduced on a solid basis, for example at the beginning of the class, they should be built on previous lessons and should be emphasized until mastered
- Lessons should be planned around the level of competence and interest, ability to understand instructions, attention span and capability to learn new lessons as well as master old ones
- Repeat drills for short periods or time over a large number of sessions and wherever possible, praise good performance

TEACHING PROGRESSIONS

1. Select the lesson
2. Plan the presentation
3. Plan the practice
4. Provide feedback

First Link

Select a basic lesson to be learned – identify what you want them to learn.

Second Link

Plan the explanation and presentation – determine what to say and how to say it.

Third Link

Plan how the individuals will practice the skill.

Fourth Link

Provide feedback during practice – make constructive corrections and help them maintain realistic goals.

PLANNING

This is the planning you do to organize what you want to teach. It is important you understand the sequence of events to follow in conducting a lesson.

Step 1 – Select a lesson and write down why it is important

Step 2 – Select four or five main teaching points to emphasize

Step 3 – Decide if an aid would help

Step 4 – Select an effective formation

Step 5 – Decide on what view or views should be used for presentation

Step 6 – Decide on who presents

Step 7 – Call for questions to conclude

At first, these steps will take quite a bit of time to follow. But, if you use them frequently, you will soon be able to go through them with only the briefest of notes.

FEEDBACK

Feedback during learning involves feeding back information about the individual's effort to learn. It serves three important functions:

1. To guide improvement
2. To measure progress
3. To provide encouragement

QUESTIONS TO PONDER

1. Recall three teachers who had a great influence on you. What did you learn from the way these people taught and how could you apply that to instructing a clinic?
2. Can you make up a catchy three or four word sequence to use as an aide in explaining a presentation?
3. What do you feel is your greatest strength as a teacher?



CHAPTER NINE

Principles of Adult Learning and Instruction

PRINCIPLES OF ADULT LEARNING

There are three sets of principles listed here:

1. Need and motivation
2. Physical and emotional climate
3. Design of learning activities

NEED AND MOTIVATION

Adults learn more and learn best when they:

- Have a need or interest to learn
- Are ready to learn
- Have enough motivation to become involved in learning activities
- Possess the skills necessary for learning
- Have a stake and a role in identifying areas of context to be covered, how they are to be covered and how they are to be evaluated

PHYSICAL AND EMOTIONAL CLIMATE

Adults learn most and learn best when they are in a physical and emotional climate that is characterized by:

- Comfortable furniture, appropriate light, minimal visual and auditory distractions
- Informal relationships between instructor and participants
- Encouragement of creativity and initiative
- Encouragement of warm interpersonal relationships

DESIGN OF LEARNING ACTIVITIES

Adults learn most and learn best when the learning activities in a program:

- Are based on solving problems that the learner sees are real and relevant
- Challenge existing ways of acting or looking at situations
- Are well organized and clearly presented
- Are designed to involve the participant physically and emotionally and provide personal insights
- Provide opportunities to practice what is expected to be learned
- Contain opportunities for feedback from instructor, fellow learners and self
- Are designed to include unusual, novel and memorable experiences
- Allow participants to generalize and extrapolate from the classroom experience to real life situations
- Results in take-home products such as lists, plans, diagrams, drawings, checklists, etc.
- Match the types of activities and problems the participant would be facing outside the learning environment
- Are designed so that participants can connect fit and integrate new material with what they already know
- Involve the higher cognitive power (problem solving...) of the learners

PRINCIPLES OF INSTRUCTION

The principle of instruction is to facilitate learning. Adults learn most effectively and feel confident about applying what they learn, when teachers/instructors are guided by these principles of instruction:

Teaching Behaviors

- A flexible range of teaching behaviors is employed (from lecture to learner-centered)
- Indirect teaching behaviors such as accepting feelings, encouraging ideas and opinions, posing questions and rewarding participation are used more than direct influence (lecturing, giving direction, criticizing or justifying authority)
- Instructors model the skills and behaviors they talk about
- Indirect and flexible behavior is used – posing questions in response to participant-initiated talk

Presentation of Information

When presenting information in a lecture, it should contain:

- No more than 20 minutes of input
- Preview of what is to come
- Unusual images, word pictures and diagrams
- Analogies and examples
- Humor and exaggeration
- Solid organization
- Simple language
- Categories to help learners organize information
- Connectors (i.e., links from theory to practice)
- On-going reviews
- No more than seven major "chunks" of information
- Directions on how to use the information in a structured experience

Use of Structured Small Group Experiences (solo, pairs, trios, etc.)

Small group experiences provide an environment for learning when the instructor:

- Explains what the experience is and why it is important
- Gives specific directions (to do, how to do it)
- Uses diagrams/drawings to illustrate
- Model skills or behavior through mini-demonstration, role play
- Provides clear directions to groups (how to form, recorder, reporter, etc.)
- Outlines specifically what is expected back from the groups
- Posts instructions on wall for group reference
- Is available to groups for group reference
- Doesn't meddle with groups
- Provides innovative ways for groups to report back
- Does not argue with or rephrase each group's feedback
- Facilitates inter-group discussion
- Allows group members to record feedback



CHAPTER TEN

Organizational Material for Coaches

CALENDAR PLANNING SHEET

Month _____ 20____ *Practice and Game Calendar*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Notes _____

Month _____ 20____ *Practice and Game Calendar*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Notes _____

Attendance/Injury Report

Coach: _____

Month: _____

Year: 20____

DAY OF MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	COMMENTS			
ROSTER																																			
1.																																			
2.																																			
3.																																			
4.																																			
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19.																																			
20.																																			

KEY NOTE: If a player is at practice/game and has no sickness or injury, leave box blank.

- I** Injured
- E** Excused — sick or ill
- U** Unexcused — did not practice/play; discipline or skipped
- L** Limited practice/play due to previous injury (no contact)
- N** New injury happened during practice/game
- R** Re injury to same body part
- G** Gone from team — quit or removed from team
- X** Missed practice/game from a non-hockey injury
- T** Tardy to practice/game
- Other
- Other
- Other

Team Goals

GOAL: a thing for which an effort is made; something desired.

Examples: One of our goals is to learn to stop on both sides.
Our goal is to do front and back crossovers both ways.

Team Goals — Short Term

Team Goals — Long Term

Insurance & Player Information

Name: _____ Date of Birth: ___/___/___ Phone: _____
Address: _____ City: _____ State: _____
Zip Code: _____ Doctor's Name & Phone: _____
Father's Name: _____ Mother's Name: _____
Insurance Company: _____ Policy No.: _____
Allergies: _____ Medications: _____

Name: _____ Date of Birth: ___/___/___ Phone: _____
Address: _____ City: _____ State: _____
Zip Code: _____ Doctor's Name & Phone: _____
Father's Name: _____ Mother's Name: _____
Insurance Company: _____ Policy No.: _____
Allergies: _____ Medications: _____

Name: _____ Date of Birth: ___/___/___ Phone: _____
Address: _____ City: _____ State: _____
Zip Code: _____ Doctor's Name & Phone: _____
Father's Name: _____ Mother's Name: _____
Insurance Company: _____ Policy No.: _____
Allergies: _____ Medications: _____

Name: _____ Date of Birth: ___/___/___ Phone: _____
Address: _____ City: _____ State: _____
Zip Code: _____ Doctor's Name & Phone: _____
Father's Name: _____ Mother's Name: _____
Insurance Company: _____ Policy No.: _____
Allergies: _____ Medications: _____

Name: _____ Date of Birth: ___/___/___ Phone: _____
Address: _____ City: _____ State: _____
Zip Code: _____ Doctor's Name & Phone: _____
Father's Name: _____ Mother's Name: _____
Insurance Company: _____ Policy No.: _____
Allergies: _____ Medications: _____

Practice Plan

Day: _____ Date: ____/____/____

Today's Objectives: To learn, practice and reinforce these skills:

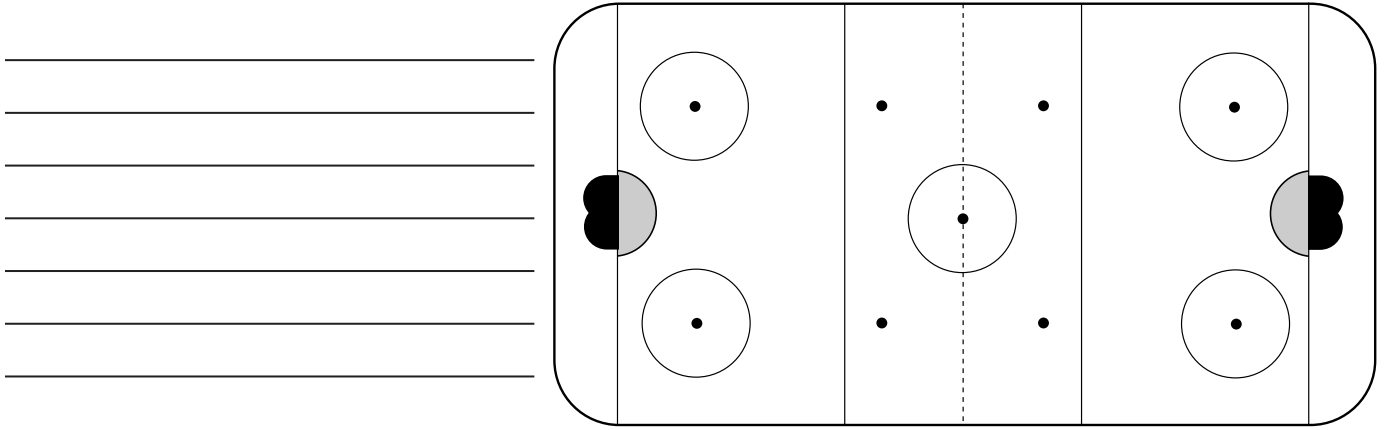
Skill Work	Team Play	Systems	Specialty Work	Conditioning/Scrimmage
<input type="checkbox"/> Skating <input type="checkbox"/> Puck Control <input type="checkbox"/> Pass/Receive <input type="checkbox"/> Shooting <input type="checkbox"/> Body Contact <input type="checkbox"/> Body Position <input type="checkbox"/> Stick Checking <input type="checkbox"/> Agility Work	<input type="checkbox"/> 1-on-1 <input type="checkbox"/> 2-on-0 <input type="checkbox"/> 2-on-1 <input type="checkbox"/> 2-on-2 <input type="checkbox"/> 3-on-0 <input type="checkbox"/> 3-on-1 <input type="checkbox"/> 3-on-2 <input type="checkbox"/> 3-on-3 <input type="checkbox"/> 5-on-5	<input type="checkbox"/> Defensive Zone <input type="checkbox"/> Forechecking <input type="checkbox"/> Backchecking <input type="checkbox"/> Neutral Zone Regroup <input type="checkbox"/> Neutral Zone Forecheck <input type="checkbox"/> Neutral Zone Defense <input type="checkbox"/> Breakouts <input type="checkbox"/> Offensive Entry <input type="checkbox"/> Offensive Pattern	POWER PLAY <input type="checkbox"/> Offensive Zone <input type="checkbox"/> Neutral Zone <input type="checkbox"/> Breakouts PENALTY KILLING <input type="checkbox"/> Defensive Zone <input type="checkbox"/> Neutral Zone <input type="checkbox"/> Offensive Zone <input type="checkbox"/> Face-Off	<input type="checkbox"/> Speed Work <input type="checkbox"/> Long Work <input type="checkbox"/> Scrimmage 5-on-5 <input type="checkbox"/> Scrimmage 4-on-4 <input type="checkbox"/> Scrimmage 3-on-3 <input type="checkbox"/> Timed Scrimmages <input type="checkbox"/> Fun — Game/Relay <input type="checkbox"/> Miscellaneous

TIME	ACTIVITY/DRILL NOTES	KEY POINTS
	1. Warm-Up	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10. Cool Down	

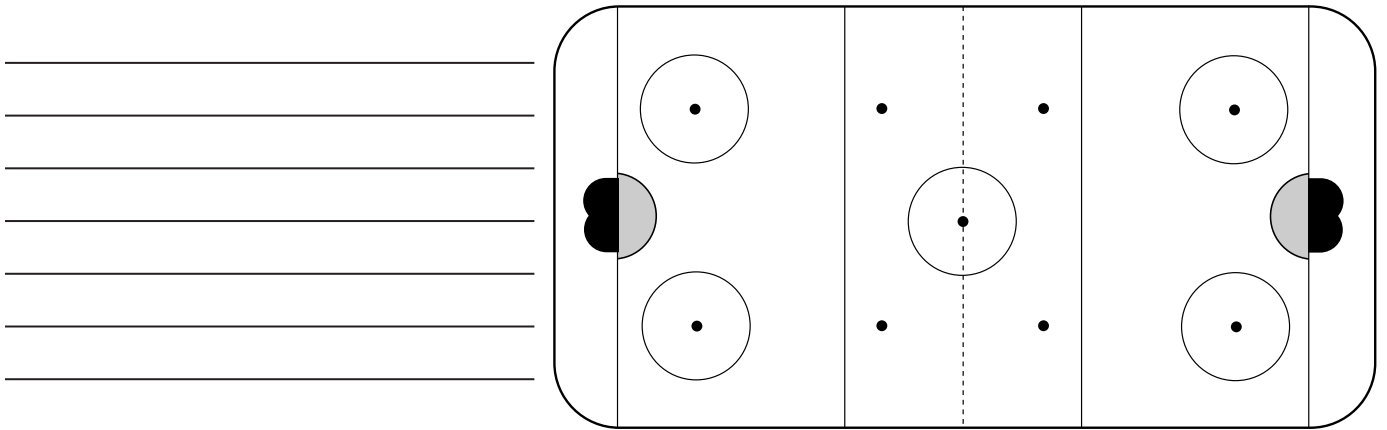
EVALUATION/COMMENTS	EQUIPMENT

Drill Form

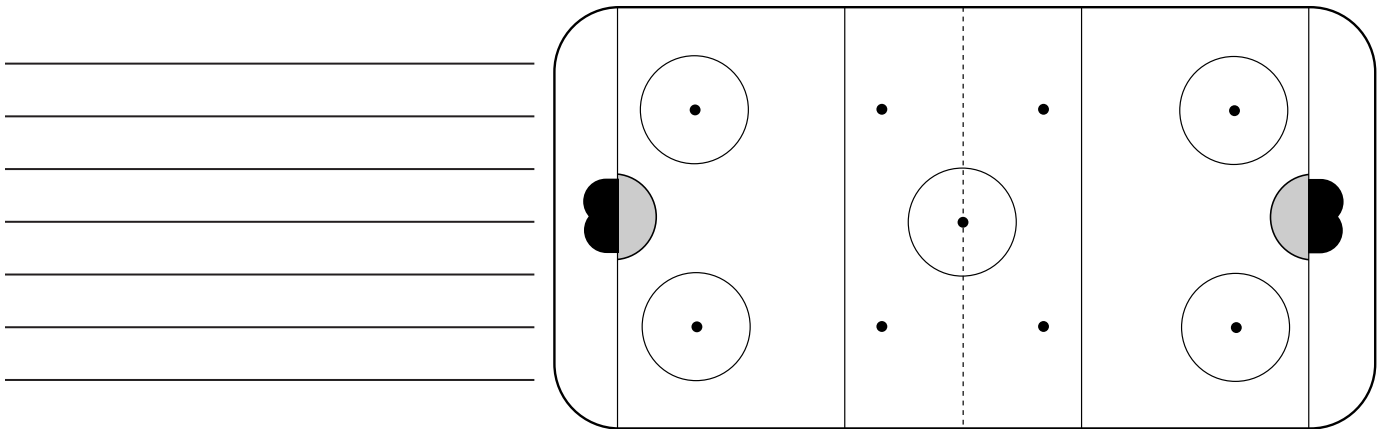
DRILL NAME _____



DRILL NAME _____



DRILL NAME _____



Practice and Arena Safety Checklist

Name of Facility _____

Address _____

Facility Manager _____ Date of Inspection _____

Inspection Conducted By _____ Position _____

FINDINGS

Area	Good	Acceptable	Unacceptable	Notes
Ice Condition				
Breakaway Nets				
Boards				
Lighting				
Benches				
Gates				
Glass Enclosures				
Air Quality				
Penalty Boxes				
Officials' Boxes				
Evacuation Procedure				
Emergency Exits				
Emergency Medical				
Telephone				
Heating Systems				
Other Danger Areas				

COMMENTS:

Signature _____ Date _____

Retain with your practice plan for future reference



CHAPTER ELEVEN

First Aid

CARE OF COMMON INJURIES

MEDICAL INFORMATION

The completed athlete medical history form (included at the end of this chapter) should be in your possession whenever your players are under your supervision. Hopefully, the need to use this information will never arise, but, if an injury does occur, the information on this form will help you and qualified medical personnel respond quickly to an emergency.

EMERGENCY PROCEDURES

As the coach of an injured player, you are responsible for the actions taken until the player is placed in the care of competent and medical personnel, parents or guardians. Parents and players expect you to know how to proceed. The following sequential steps should be taken in an emergency:

1. Take care of the situation.
2. Determine the nature of the injury and call for ambulance if necessary.
3. Start emergency procedures if necessary.
4. Transfer care to a medical professional.

STEP 1: TAKE CHARGE

Establish immediate control over the situation by having your assistant coach take charge of all uninjured players. If you do not have an assistant coach, send the players to a designated area within range of your voice and vision until the injury situation is resolved. This simple action establishes control, clears the area of potentially harmful distractions, and facilitates a quick response to emergency situations.

STEP 2: DETERMINE THE NATURE OF THE INJURY

Upon reaching an injured player, you should perform a visual analysis of the situations. Is the player breathing?...conscious?...bleeding? Ask the player questions to find out what happened and where the pain is located. This information will help you determine whether the injury is serious and requires emergency measures or whether it is an injury that can be properly cared for without emergency procedures.

STEP 3: PROVIDE EMERGENCY CARE

Most emergency situations can be appropriately handled if you remember the ABC's of emergency care, as advocated by the American Red Cross.

A=Airway
B=Breathing
C=Circulation

Remembering the ABC's will remind you of how to proceed in a life-threatening situation.

It is beyond the scope of this chapter to provide the complete information necessary to handle all emergencies. To familiarize you with what is involved and to encourage you to obtain appropriate first aid and CPR instruction, the ABC's and bleeding are briefly outlined. More complete information on artificial respiration is available through your local chapter of the American Red Cross.

THE ABC'S

- **OPEN THE AIRWAY** – always check the airway to make sure it is free of any items that may impede breathing. In ice hockey, the mouth guard can obstruct the airway and should be removed immediately. The primary method advocated for opening the airway is the jaw thrust or chin lift method. The American Red Cross and American Heart Association provides materials and training for developing this skill.
- **RESTORE BREATHING** – Once the airway is open, check to see if the player is breathing. Is the chest moving up and down? Are there sounds of breathing? Can you feel exhaled air at the mouth or nostrils? If breathing is not taking place, begin artificial respiration. The procedures taught by the American Red Cross and American Heart Association are the standards to follow when attempting to restore breathing.
- **RESTORE CIRCULATION** – If the heart has stopped beating, circulation should be restored via CPR. Cardiopulmonary resuscitation is a valuable skill to learn and maintain because you are coaching a sport in which the temporary interruption of cardiopulmonary function could occur. The techniques of CPR are beyond the scope of this manual. **You are encouraged to attend one of the many American Red Cross or American Heart Association CPR courses that are regularly offered in nearly every local community that sponsors youth hockey.** Call your local American Red Cross or your local hospital for more information.

BLEEDING — Extensive bleeding should be controlled by applying direct pressure over the wound for 10 to 20 minutes without checking the wound. A sterile pad is preferred, but in an emergency, use whatever is available: a towel, shirt, hand, etc. The use of a tourniquet is ill-advised and should only be employed when one accepts the fact that its use may be trading the loss of a limb to save a life.

STEP 4: TRANSFER CARE TO A MEDICAL PROFESSIONAL

The usual culmination of providing emergency care is transferring that care to trained medical professionals (a physician and/or emergency medical technician, an EMT) and transporting the player to a medical facility. This action presumes knowledge of how this should be done.

We recommend that a call for assistance be made immediately upon determination that the injury is life-threatening. This should be completed by an assistant during the time that appropriate care is being administered to the player. To complete this important task, the location of a phone must be known, correct change must be available, and the telephone number must be readily available. If you have the completed medical history form in your possession, you are prepared to act.

It is recommended that you contact parents as soon as possible. The information on the medical history form is useful to direct EMT's or other to the family's preferred physicians or hospitals. The medical history form must accompany the injured player to aid the medical professionals in their diagnosis for treatment of the problem(s).

Rehearsing emergency procedures can be invaluable.

Immediate treatment of life-threatening injuries is extremely important. Being trained in basic first aid and emergency procedures is invaluable and will give you more confidence when dealing with any type of injury. Each coach must develop his/her own emergency plan.

PROVIDE FIRST AID

If the player is seriously injured, have your assistant coach, a parent or a responsible player take the coins and the list of emergency telephone numbers from the first aid kit and call an ambulance. You should stay with the injured player until help arrives.

AIDS FOR PROPER CARE

If the injury is less serious and does not require assistance from trained medical personnel, you may be able to move the player from the ice to the bench area and begin appropriate care. Two important aids to properly care of an injured player include a first aid kit and ice.

- **FIRST AID KIT** – a well stocked first aid kit does not have to be large, but it should contain the basic items that may be needed for appropriate care. The checklist below provides a guide for including commonly used supplies. You may wish to add and subtract from the kit on the basis of your experience and/or local policies or guidelines.

FIRST AID KIT CHECKLIST

- ___ plastic tape – two rolls
- ___ sterile gauze pads – four pads
- ___ sling – one
- ___ band-aids, assorted sizes – twenty
- ___ foam rubber/moleskin
- ___ disinfectant
- ___ zip lock plastic bags for ice – four
- ___ coins for pay telephone
- ___ emergency care phone numbers
- ___ list of emergency phone numbers
- ___ scissors
- ___ safety pins
- ___ surgical gloves
- ___ players' Medical History Forms
- ___ chemical ice packs
- ___ list of first aid kit contents

A good rule of thumb for coaches is, "If you can't treat the problems by using the supplies in a well-stocked first aid kit, then it is too big a problem for you to handle." You should be able to handle bruises, small cuts, strains, and sprains. When fractures, dislocations, back, or neck injuries occur, call for professional medical assistance.

- **ICE** – Having access to ice is easy in an ice rink. Ice is very important to proper immediate care of many minor injuries and should, therefore, be readily available.

CARE OF MINOR INJURIES

R.I.C.E. – Unless you are also a physician, you should not attempt to care for anything except minor injuries (e.g., bruises, bumps, sprains). Many minor injuries can be cared for by using the R.I.C.E. formula.

R.I.C.E. Formula

The R.I.C.E. formula for care of minor injuries involves the following steps:

- R = Rest: Put the injured area at rest.
- I = Ice: Apply ice to the injured area.
- C = Compression: Wrap an elastic bandage around the injured area and the ice bag to hold the bag in place. The bandage should not be so tight as to cut off blood flow to the injured area.
- E = Elevation: Let gravity drain the excess fluid.

When following the R.I.C.E. formula, ice should be kept on the injured area for 15 minutes and taken off for 20 minutes. Repeat this procedure three to four times. Icing should continue three times per day for the first 72 hours following the injury. After three days, extended care is necessary if the injury has not healed. At this time, options for care include:

- Stretching and strengthening exercises
- Contrast treatments
- Visiting a doctor for further diagnosis

CONTRAST TREATMENTS – If the injured area is not less swollen after 72 hours, but the pain is subsiding, contrast treatments will help. Use the following procedure:

1. Place the injured area in an ice bath to cover with an ice bag for one minute.
2. After using the ice, place the injured area in warm water (100-110 degrees) for three minutes.
3. Continue this rotation for five to seven applications of ice and four to six applications of heat.
4. Always end with the ice treatment.

Contrast treatments should be followed for the next three to five days. If swelling or pain still persists after several days of contrast treatments, the player should be sent to a physician for further tests.

MAINTAINING APPROPRIATE RECORDS

The immediate care you provide to an injured player is important to limit the extent of the injury and to set the stage for appropriate rehabilitation. However, immediate care is not the end of prudent action when an injury occurs. One brief but valuable task should be completed. That is to complete the USA Hockey Injury Survey Form (located at the end of this chapter).

USA HOCKEY INJURY SURVEY FORM

It is important for you to maintain a record of the injuries that occur to your players. This information may be helpful for medical treatment and may be very important if any legal problems develop in connection with the injury. These records should be kept for several years following an

injury. You should check on legal requirements in your state to determine how long these records should be kept.

SUMMARY

This chapter attempts to acquaint you with various injuries associated with hockey and how you should be prepared to deal with these injuries. If you have prepared your first aid kit, brought along the medical records, and familiarized yourself with the different types of injuries, you should be able to handle whatever situation arises. Follow the steps that our outlined for you and remember – you are not a doctor. If you are in doubt about how to proceed, use the coins in your first aid kit and call for professional medical help. Do not make decisions about treatments if you are not qualified to make them.

Remember, react quickly and with confidence. Most injuries will be minor and the injured players will need only a little reassurance before they can be moved to the bench area. Injuries will always occur in hockey. Therefore, you must prepare yourself to deal with whatever happens in a calm, responsible manner.



INJURY REPORTING FORM



One form must be completed for each "injury" is defined as: Any ice hockey or in-line hockey related ailment, occurring on the rink or player's bench that kept (or would have kept) a player out of practice or competition for 24 hours, or required medical attention (Trainer, Nurse or Doctor) and all concussions, lacerations (cuts), dental, eye and nerve injuries.

Name _____ Date of Injury ____ - ____ - ____ Trainer/MD Name _____

Street Address _____

City _____ State _____ Zip Code _____

Position played at time of injury (W, C, D, G) _____ Game Opponent (team) _____

Time of injury (Warm-ups, 1, 2, 3, OT, After) _____ Game frequency (1st, 2nd, 3rd, etc. game of event) _____

TYPE OF INJURY

Contusion Fracture

Laceration Dislocation

Strain Concussion

Sprain

Other _____

BODY PART AFFECTED
(Check the affected areas and indicate left or right side)

Head/Scalp Chest

Face/Nose Abdomen

Eye(s) Back/Spine

Mouth/Teeth Buttocks

Neck/Ear Groin

Shoulder Hip

Arm/Elbow Leg/Knee

Wrist Ankle

Hand/Finger Foot/Toe

INJURED'S CATEGORY

Player Coach

Referee Manager

Volunteer Spectator

Other _____

INTENT TO INJURE?
(according to injured player)

YES NO

PENALTY CALLED?

YES NO

NEW INJURY?

YES NO

HOW INJURY OCCURRED

Contact with boards

Contact with goal/net

Body contact with another person

Caused by a body check

Incidental to playing puck/ball

Struck by a stick

Contact with skate

Contact with floor

Struck by puck/ball

No apparent contact

Other _____

LOCATION (**X** on floor where injury occurred)

Please indicate the injured player's defending goal

Brief description of injury (what happened) _____

What action was taken for injury? _____

Name of Person Treating _____ Phone _____

MEDICAL HISTORY FORM

(COMPLETION OF THIS SIDE OF THE FORM IS OPTIONAL)

Name: _____ Date: _____

Address: _____ Birthdate: _____

Daytime Phone: _____ Evening Phone: _____

WHO TO CONTACT IN CASE OF AN EMERGENCY?

Name: _____ Relationship: _____

Daytime Phone: _____ Evening Phone: _____

Physician's Name: _____

Daytime Phone: _____ Evening Phone: _____

Hospital of Choice: _____

PLEASE COMPLETE THE FOLLOWING:

If the answer to any of the following questions is or was yes, please describe the problem and its implications for proper first aid treatment on a separate piece of paper.

Have you had (or do you presently have) any of the following?

Circle One

- | | | |
|--|-----|----|
| Head injury (concussion, skull fracture) | Yes | No |
| Fainting spells | Yes | No |
| Convulsions/epilepsy | Yes | No |
| Neck or back injury | Yes | No |
| Asthma | Yes | No |
| High blood pressure | Yes | No |
| Kidney problems | Yes | No |
| Hernia | Yes | No |
| Diabetes | Yes | No |
| Heart murmur | Yes | No |
| Allergies | Yes | No |

Please specify: _____

Injuries to:

- | | | |
|--------------|-----|----|
| Shoulder | Yes | No |
| Knee | Yes | No |
| Ankle | Yes | No |
| Fingers | Yes | No |
| Arm | Yes | No |
| Other: _____ | | |

Impaired vision Yes No

Impaired hearing Yes No

Other: _____

Have you had a recent tetanus booster? _____ If so, when? _____

Are you currently taking any medications? _____ What? Why? _____

Has the doctor placed any restrictions on your activity? _____ Explain: _____

Signed: _____ Date: _____

(Athlete)

Signed: _____ Date: _____

(Parent)



CHAPTER TWELVE

Risk Management

RISK MANAGEMENT

OBJECTIVES

- Explain what risk management is and why it is relevant to coaches
- The three parts of developing a risk management program for coaches
- The legal qualifications or competencies that coaches should have
- How the "reasonable expectations of players' parents" are related to risk management
- The management practices that will help coaches achieve their risk management objectives
- The three steps coaches should take to implement their risk management program

INTRODUCTION

Coaching to the Reasonable Expectations of Your Players' Parents

Assume that a prospective volunteer coach is interviewing for a position with a youth hockey organization. The candidate is asked to, "identify the one quality you have which distinguishes you as the best candidate for this coaching position". If you were the prospective coach, what would your answer be?

For the inexperienced candidate, the likely answer is going to focus on past playing experience. After all, isn't that the primary qualification of many volunteer coaches? It is not uncommon for youth coaches to assume that past playing experience is a sufficient qualification. Probably many youth sports organizations have agreed.

There is, however, a growing realization of a coaching crisis in youth sports. It is a crisis created by the failure of youth sports organizations to select coaches with better qualifications. And, it is a crisis which has been sustained by any well-intentioned coaches who did not realize that coaching is, first and foremost, effective teaching. For example, one research report estimates that more than 70% of American youth are turned off to competitive sports by age 13. The primary reasons are the kids are tired of getting yelled at by coaches; and they are given attention only if they display exceptional skills. In other words, coaching appears to be ineffective in motivating youngsters to participate.

Motivating participation is a teaching function and should be a hiring qualification. Returning to the interview question, what quality would best distinguish a coaching candidate? It could easily be the candidate who proposes to "coach to the reasonable expectations of my kids' parents!" Traditionally, teachers have been held to standards established by communities of parents. Youth sports coaches, as teachers, should be measured by the same standards. **The youth sports coach who understands that the requirements of the job will be measured by the reasonable expectations of his/her players' parents knows he/she must be an effective teacher.**

Coaches, in any sport, owe certain legal obligations to their players. The goal of risk management programs is to identify those legal obligations for coaches, then translate them into coaching conduct or behavior.

EFFECTIVE TEACHING

Legal Obligation: Coaches are supposed to be teachers first and foremost.

Coaching Behavior: Enroll in certification and continuing coaching education programs; and, start your own reading education program in coaching and communication skills.

EFFECTIVE SUPERVISION

Legal Obligation: Coaches are responsible for team supervision wherever and whenever the team meets.

Coaching Behavior: Hire competent assistants; and, establish a plan of supervision for all team practices, meetings, games and other events.

EFFECTIVE REACTION TO MEDICAL EMERGENCIES

Legal Obligation: Coaches are supposed to know medical emergencies when they see them; and, to know how to respond quickly and responsibly.

Coaching Behavior: Take a certification course in emergency medical procedures, or at least first aid; and, establish a plan for prompt reaction to medical emergencies.

PROVIDING SAFE EQUIPMENT

Legal Obligation: Coaches are supposed to know how to buy, fit, and maintain safe sports equipment.

Coaching Behavior: Establish equipment fitting, distribution, and maintenance plans in accordance with all manufacturer warranties, guidelines, and direction; take continuing education programs regarding equipment; and, maintain records on equipment inspection and reconditioning.

PROVIDING SAFE FACILITIES

Legal Obligation: Coaches are supposed to know when field or surface conditions pose a danger to players.

Coaching Behavior: Take continuing education programs regarding facility operations; establish a plan for regular inspections of field or surface conditions, including quick repair of defects or problems.

PROVIDING SAFE TRANSPORTATION

Legal Obligation: Coaches are supposed to know how players are being transported to away games or events, and with whom the players will be traveling.

Coaching Behavior: Use the league and parents to establish transportation plans which should include approved drivers, vehicles, and stops; and, establish a team code of travel conduct.

PROVIDING DUE PROCESS

Legal Obligations: Coaches have to establish fair rules and policies, and explain their reasons for suspending a player from the team.

Coaching Behavior: Use the league and parents to establish rules and policies regarding team conduct; provide written copies of rules and policies to players and their parents; never suspend a player without giving the player and his parents the chance to explain their conduct.

PROVIDING COMPETENT ASSISTANTS

Legal Obligation: Coaches are supposed to hire or assign assistant coaches who are as competent as the head coach.

Coaching Behavior: Start a training program just for the assistant coaches; plan and organize the staff with continuing education and training as a requirement; and, require references from all assistants.

DEVELOPING A RISK MANAGEMENT PROGRAM

Coaching can be very frustrating when it involves being constantly second-guessed. For that reason alone many coaches might prefer an evaluation standard based solely on their effort or time spent coaching. When dealing with volunteers, it seems more fair to be evaluated on one's willingness to work with kids. The problem is that risk management cannot be successful if it measures effort alone. A successful risk management program has to evaluate coaching performances as "effective teaching."

Volunteer coaches who accept the teaching role also accept the role of a parent. And, thereby, they assume the standards of effective teaching. Parents have the right to assume the coach has the ability to teach the sport or activity; to teach it safely; and, to teach it with the participation of their child in mind. Obviously, it is expected that the experience will be fun. Those are the desired characteristics of an effecting coaching risk management program.

Some risk management programs have been developed simply by identifying the legal competencies expected of coaches. The premise is that when a coach practices those legal competencies it results in an effective risk management program.

The problem is that merely identifying coaching competencies does not mean a coach knows how to practice or utilize them. Using "effective teaching according to the reasonable expectations of players' parents" as the risk management mission, we will develop the coaches' risk management program in three steps. First, we will identify the legal competencies required of coaches. Second, we will integrate those competencies into a management program. Third, we will offer three suggestions how to implement the management program into an effective coaching risk management plan.

THE LEGAL COMPETENCIES EXPECTED OF COACHES

Legal experts have identified as many as twelve, and as few as five, legal competencies expected of coaches at any level of participation. All agree that the foundation of coaching competency is effective teaching. This program suggests that coaches consider eight additional competencies:

- Effective supervision
- Effective reaction to medical emergencies
- Providing safe equipment
- Providing safe facilities
- Safe transportation
- Matching players according to size, skill, and maturity
- Providing "due process"
- Providing competent assistants

EFFECTIVE TEACHING OR INSTRUCTION

It is important that coaches realize this competency is inclusive. That means many of the competencies we will discuss naturally flow from effective teaching. In other words, the effective teacher knows that instruction means a great deal more than teaching plays or conducting drills. The youth sports coach has to learn that this competency demands a great deal of sensitivity, compassion, and patience; and, some specific non-instructional abilities.

EFFECTIVE SUPERVISION

Effective teaching includes the supervision of players. Effective coaching supervision has two primary components: **when** to supervise and **how** to supervise.

WHEN TO SUPERVISE

Supervision is not strictly limited to the ice or to practice time. Supervision may be required when parents are late to pick up kids after practice. It may be required when kids are being transported under coach's direction to a game or practice. Or, it may be required during a team picnic off the playing area. Any team function where players are required to attend must be supervised. Coaches need to also be prepared, however, to supervise those function where attendance is optional, or even where the team just happened to be present without parental supervision. The coach is expected to know that greater supervision may be needed before and after practice, as well as when players are coming to or leaving practice. In hockey, one of the more obvious supervision problems occurs when players fail to leave the ice before the zamboni starts cleaning the ice.

Based on our risk management mission, the risk-conscious coach will not wonder if there is a responsibility to supervise in a particular instance. Rather, he/she will act according to whether, "It is reasonable for my players' parents to expect that I will supervise in this instance."

HOW TO SUPERVISE

There are three elements to "how to" supervise players. The first is to have a sufficient number of assistants to supervise. If the program provides assistant coaches, then this may not be a major problem unless the coaching staff's attention is solely directed to the area of activity. The greatest need for supervision usually occurs with players not directly involved with the activity, or who are away from the center of activity. Parents expect there will be sufficient help to supervise their youngsters during any phase of the activity.

The second element is location. **This means that the staff is located on and around the playing area where they can see, and readily react to, any situations requiring**

supervision. As noted before, supervision is not limited to the playing area. Location and accessibility of supervisors includes locker rooms, showers and toilets, or other areas where team members are likely to congregate.

The final element is competence. One of the coaching competencies we will discuss is providing competent personnel. **It is reasonable for parents to expect that coaching assistants or aides are as well-qualified as the coach.** It is not unreasonable for parents to expect their children to be supervised by a competent staff.

The failure to reasonably supervise is the primary allegation in most personal injury lawsuits filed against coaches and sports administrators. Our society has a deep-seeded belief that player injuries would not occur if proper supervision is provided. That surely is the attitude of many parents whether their children's injury was activity-related or caused by some risk other than hockey.

EFFECTIVE REACTION TO MEDICAL EMERGENCY

Ideally, coaches should be certified in emergency medical treatment, or at least in first aid. Most injuries occur during practice, and safety experts have come to realize that qualified medical personnel are usually not available during the periods of greatest risk. **Several states now require that coaches have some minimal certification in emergency medical procedures.** Youth sports organizations and coaches should check for any local and state requirements regarding availability of medical personnel.

Parents expect that the coaching staff can recognize a medical emergency when it occurs. They also expect the coach to have a plan which can be immediately implemented to deal with the emergency.

There should be a plan for notifying emergency care providers; for providing emergency medical transportation promptly; and, for notifying a players' parents and family physician as soon as possible. Clearly, a coach would be well advised to have signed medical consent forms as well as appropriate addresses and phone numbers available at all times. USA Hockey's risk management recommends the use of cellular phones be considered.

PROVIDING SAFE EQUIPMENT

Teaching a sport or activity means that the teacher knows how to use the tools of the trade. There are a number of factors that coaches have to consider with equipment.

First, if the coach is directly involved in the purchase or approval of equipment, or has agreed to exclusively utilize a certain manufacturer's equipment, then the coach may have assumed the same legal responsibility as the manufacturer. This is referred to as products liability. It means that liability can attach to the coach for any equipment which is defectively designed or manufactured. That is why USA Hockey works closely with HECC on certifying equipment.

In most instances, however, providing safe equipment means the coach should make sure that it fits each player correctly; that equipment is worn during activity; and, that the coach knows how to properly re-condition and store equipment. **Plainly, it is expected that coaches will instruct their players on the proper means of equipment care and will watch for misuse or abuse of equipment.**

A good coaching practice is to thoroughly read manufacturer instructions and guidelines. A coach can usually rely on those directions for maintenance or repair problems. Local youth leagues or associations can usually identify trade associations and journals which will provide up-to-date information regarding equipment use for their coaches.

PROVIDING SAFE FACILITIES

Providing safe facilities is similar to the safe equipment competency. It is based on the coach's ability to recognize dangerous playing surfaces and conditions. **Players should not be subjected to the risk of injury from improperly maintained ice, from unsafe glass and dasher boards, or even from poor air quality.** A coach should have a knowledge of maintenance and repair processes. For example, coaches should learn about common problems with ice surfaces, protective barriers and refrigerants.

Coaches are expected to recognize when there is a need for facility repair. It means that the coach will not allow play until the condition or defect is repaired. Some years ago during the first period of a college hockey game, a pane of glass on top of a dasher board shattered. When replacement glass could not immediately be installed, the game was permitted to continue until the end of the period. The threat of injury to the spectators and the players was obvious. **The potential liability for any injury extended from the referees to the coaches who should have known better than to allow the game to continue.**

TRANSPORTATION

Generally, there is not an obligation to provide transportation. Often, however, coaches find themselves planning or organizing their team's transportation. In those cases, coaches may assume the obligation to plan a safe means of transportation. While the type and condition of the transportation vehicle is important, the more critical consideration for the coach is knowing and approving who will drive team members. The major liability problem here is insurance coverage for the team. In many states, players who travel with friends or other team members by private arrangements may not be covered for personal injury due to the strict limitations of guest drive statutes. It is a good idea to have an organizational plan or policy which specifies who is permitted to drive the team; or, if available, which vehicles are to be used. Parent input should be included in any policy regarding transportation. Finally, it is important that the automobile insurance policies of the parents, coaches and the youth sports organization be reviewed to determine where liability and medical coverage will be provided.

MATCHING PLAYERS ACCORDING TO SIZE, SKILL AND MATURITY

Good teaching requires coaches to advise their players of the risks of injury common to hockey. Implicit in that instruction is the condition that coaches will not match inexperienced players against experienced players in drills where the experienced players will have an advantage due to their experience. The same prohibition is true for size and weight as well. **Basically, this coaching competency recognizes that safe contact drills and exercises are an important part of effective teaching.** It also recognizes that parents reasonably expect their inexperienced child will not face undue risks while learning hockey.

DUE PROCESS

This is not easily accepted by many coaches as a competency. To a great extent, coaching has adopted the military style of command and leadership as the basis for its management method. In other words, providing reasons or explanations for coaching instructions are characteristic of the profession. Of course, due process is also perceived as a legal tactic encompassing attorneys and second-guessing.

In fact, due process is an effective teaching method. It does not interfere with the decision-making process, but it provides a level-headed approach to enforcement of rules and procedures. It does not mandate a forum where players will be represented by a lawyer. Simply stated, due process merely means that before a player is to be suspended for a game or from the team, the coach will explain what rule was violated and give the player the opportunity to explain his/her conduct. Due process requires that team rules have a legitimate instructional or supervisory purpose; and, that the coach will enforce the rules fairly and consistently. Due process does not hinder a coach's right to discipline, or to require adherence to team rules. **Due process merely means that a coach will be fair with the establishment and enforcement of team rules which is another reasonable parental expectation.**

COMPETENT PERSONNEL

Parents have the right to expect that assistant coaches or aides are competent. If teaching and supervision will be shared by more than just the head coach, then coaching competency requires that assistants be as competent as the head coach.

This obligates coaches to do three things: First, to recruit and select competent assistants; second, to plan a good training program for assistants which emphasizes the goals and objectives of the instructional program; and, finally, to perform a competency evaluation of assistants. It is common knowledge that getting good assistants can be a difficult chore. However, it is an easier task than facing legal liability for failing to provide capable personnel. Coaches are urged to check the references on all assistants, and to plan and implement comprehensive training programs. USA Hockey provides coaching education programs for interested coaching staffs.

THE "MANAGEMENT" PROGRAM FOR RISK MANAGEMENT

The basic functions of organizational management are planning, organizing, staffing, leading and evaluating. They are important to the risk management because they help establish a competency program for the types of legal risks we identified.

Effective management, like effective teaching, begins with goals and objectives. The processes of planning, organizing, staffing, leading and evaluating depend on established goals and objectives. They are enhancing kids' physical skills, teaching kids how to learn, and establishing good social behavior. **It is important to remember that winning was not identified as a primary coaching goal.** Unfortunately, in this day and age, winning rather than losing is often mistaken as the primary goal of sport. However, just as the business organization risks its health by concentrating only on short-term profits, youth sports risks its credibility if it cannot see beyond winning.

The three goals specified (physical, mental and social) are valuable because they not only serve as a foundation for sport, but they represent what most parents expect from

their children's participation in sports. Parents expect youth sports to instill confidence, teach sportsmanship, develop physical skill and provide fun. The three goals of sport do just that.

PLANNING

As noted, effective teaching requires planning. Using the three goals as a basis, a coach should plan how he or she is going to achieve those goals. A good teacher utilizes a lesson plan and a syllabus for achieving teaching goals. The effective coach should have a lesson plan which charts a path for players to achieve team and personal goals. A prudent coach will have plans for supervision, plans for reacting to medical emergencies, and plans for transportation issues. Planning is a critical function in the development of personnel competency, and the planning process can be utilized as a valuable tool for training assistant coaches. From a parental point of view, most would expect that the coach has established goals or guidelines for the team and for their children.

ORGANIZATION

Most organizations realize that establishing goals and objectives has little effect if the structure of the organization is not designed to meet them. Many organizations have structured themselves along the traditional lines of the military command structure. A means of insuring that your team's organizational structure is effective is to examine how well you communicate the goals and objectives. For example, how well a coach has planned can be gauged from the feedback of players and parents. Organizational effectiveness can be gauged from team and parental feedback regarding communication within the team structure.

STAFFING

This again refers to the competent personnel issue. Since physical, mental and social goals of sport serve as the basis for your planning and organization, they also determine who you should select. Will a candidate who sees winning as the primary goal of sport be a person who is likely to fit within the team organization? We already realize that planning and organization issues have to match the goals which have been established. From a staffing point of view, a coach is much better off accepting assistants who share the same goals and objectives.

LEADING

This management function looks at leadership from two sides. First, why do people in an organization follow a leader? Second, how does a leader motivate people to perform with their best effort. There is no trick to understanding how this function works. When parents recognize that the coach can help their children achieve goals which the parents believe are important, they will support the program. When players see that their participation is ore important to the coach than merely winning or losing, they will follow the program. Finally, when a coach, like the effective teacher, can show how those goals help the players become better, they will be motivated to perform better. Again, the emphasis is on the goals and objectives. A coaching manner may be charismatic, or it may be relatively passive. **Whatever manner or method is used to coach a team, adherence to goals and objectives will be the mark of the good leader.**

EVALUATING

This management function is really called controlling, however, that term does not best describe the function. The purpose of controlling is to evaluate or measure how successful an organization has been in accomplishing its goals and objectives. Some coaches will measure success based on winning and losing percentages. Other coaches, like effective teachers, will measure success on the basis of retention. That is, did most of the kids retain an interest in the sport and return to play the next season. In risk management, the measure of success is the safety of the program.

Again, this function is based on the physical, mental and social goals of sport. From a risk management perspective, when an evaluation indicates that these goals have been largely met, then it is a good and safe indication that the risk management program has been effective. By the same token, you cannot assume a coaching risk management program has been effective, if winning is the only measure of success.

IMPLEMENTING THE RISK MANAGEMENT PROGRAM

Implementation is the most difficult part of any management program. Many people who consider themselves "idea people" lack the ability to execute their plans. Experience persistently reminds us that ideas have little value if there is no capability to implement them.

We know that risk management starts with risk identification. Risk identification, however, has little effect in a risk management program if the program itself is not properly implemented. In coaching, however, all coaches have to be risk managers. They cannot leave that function to others. That means that all coaches must have the ability to implement risk management goals and objectives.

There are three essential elements for the successful implementation of a risk management program: communication, working through people and accepting change.

COMMUNICATION

Like most of us, coaches probably would not admit they don't communicate well. As a matter of fact, many coaches exaggerate their oral communication skills. Since coaches rarely have their writing critiqued, many might also assume their writing skills are satisfactory. The reason for these false assumptions is that people believe that effective communication is in the message itself. In other words, if what is spoken or written is good, then the communication is good.

We now know, of course, that the key to effective communication in any organization is not the message, but the receiver. If the message is not received and understood by the receiver, the communication has been ineffective. Coaching communication is compounded by the different ages, backgrounds, and experiences of other coaches and players. Therefore, it takes a very strong and understanding effort by a coach to be an effective communicator. The first step is to learn how to listen.

BE AN EMOTIONAL LISTENER

The first lesson for the coach who wants to improve his/her organizational communication skills is to become a more effective listener. According to organizational management experts, there are two types of listening: rational listening and emotional listening. Most of us are rational listeners. That

means that we tend to evaluate or judge what others have said to us. It is exemplified by our responses which either agree or disagree with what the speaker said. The rational listener judges others' communication and is not prepared to change his mind or behavior as a result of what the speaker said. Emotional listening, on the other hand, means that you view things strictly from the speaker's point of view. It means that you can be influenced to change your mind or behavior. For the coach, it means the coach puts himself or herself in the shoes of the speaker, whether assistant coach or player. This is a tough characteristic to learn because most of us are more interested in communication as it affects us, not how it affects the speaker.

EFFECTIVE TEACHING REQUIRES EMOTIONAL LISTENING

The effective teacher knows that children see and understand things differently than adults. The teacher who is an emotional listener views things from the child's perspective. It is that ability which enables the effective teacher to communicate with children. The first step in effective communication for the coach is not speaking or sending a message; rather it is learning how to listen.

TEAMWORK: THE ABILITY TO WORK THROUGH PEOPLE

Another organizational concept which has proved successful is teamwork. Teamwork, of course, is recognized as a critical element of success in sports. It is a quality upon which many coaches evaluate their team's performance. Also, it is a personal characteristic that coaches look for in their players. Unfortunately, it is not always altogether clear that coaches understand how to build teamwork, or how to participate as a team member.

EFFECTIVE TEAMWORK REQUIRES COMMITMENT TO TRAINING

A goal of teamwork is to make your members as good as they can be, and to help them develop a feeling of satisfaction in what they do. Often, that goal depends on a leader's commitment to training. Today's effective organizations emphasize continuous training for their members, as well as cross-training to help members develop new skills and specialties.

Training is not merely something one learns to start a job, or a sport. It is a way of working; it never ends. It is a commitment which requires a willingness to train, retrain and then train some more. Do the training practices of organizations have a place in youth sports? If organizations know that teamwork based on a commitment to training creates job satisfaction, it's safe to assume that player satisfaction and retention will result from the same commitment to training. Can coaches become committed to that concept? It is difficult to gauge. For example, coaches often respond to losses in the following ways: "We did not execute" or "We need to work harder" or "We weren't ready to play." The blame is placed on the failure of the players rather than the coach. It would be novel to hear a coach say, "I did a lousy job of calling plays" or "My game plan was bad" or "I choked and lost the game for us."

Successful organizations know failures in team performance usually reflect problems at the top, not the bottom. Likewise, the coaching commitment to training would require that coach to reflect on team performance from the top first. The training ethic is intended to make assistant coaches more competent, help players continuously improve, and thereby create a sense of team satisfaction. If the training program is not doing that, the coach needs to first evaluate his/her performance. As noted, however, the popular excuse is that poor team performance is a result of player failure, not coaching failure.

EFFECTIVE TEAMWORK REQUIRES EMOTIONAL LISTENING

Working through people, like communication, requires emotional listening. Teamwork and the training ethic are based on the willingness to listen. Effective training requires input and feedback from the participants. A coach, therefore, must be an emotional listener to recognize whether or not the training is working. If the coach does not actively listen, it means the coach is making his or her own assumptions about the team. That is how the blame game starts.

The basis of teamwork is the capability to influence others, adapt to others, and be influenced by others. It is easy to see that emotional listening is its foundation.

THE ABILITY TO ACCEPT CHANGE

Many coaches model their coaching style on their own experiences. In management, it is an axiom that we manage as we were managed. In sport, many coaches coach as they were coached. There is nothing wrong with adopting some of your past experiences in sport. After all, the principal objectives (mental, physical and social) are time-honored values. However, the effective teacher realizes that teaching those values requires change and adaptation. The ability to change does not mean that you sacrifice values, it means you learn how to teach them more effectively than before.

Unfortunately, it is not easy to change even when team performance may be at stake. If your coaching experience is rooted in rational listening, as opposed to emotional listening, and team direction has always been simply left to the determination of the coach, then change will be difficult. Coaches, however, should consider that they utilize change all the time. For example, any time a coach makes a defensive or offensive adjustment, that is an organizational change because it affects how other coaches and players perceive their roles. Any special preparations for a specific opponent are changes. While many coaches may fear to change how they coach, they are, nevertheless, engaged in change and its effects every day.

The effective teacher seeks change. He or she is constantly searching for new methods and approaches to teaching. The effective teacher knows that "effective" is not a stationary concept. Effectiveness requires constant evaluation. Similarly, the coach must be able to adapt his/her methods in order to remain effective. And, the coach must be able to recognize that the role of sports has changed just as the players' abilities have.



CHAPTER THIRTEEN

Practice and On-Ice Organization

LESSON ORGANIZATION

- Planning and Preparation
- Teaching Stations
- Team Teaching
- Equipment and Space
- Grouping of Players
- Exercises
- Drills and Games

Once you have completed this chapter, you will be better prepared to organize and supervise an on-ice session with your players. You will be familiar with:

- How to properly plan and prepare for a lesson
- How to organize teaching stations depending on the number of players you have
- The concepts of team teaching
- How to use equipment and space effectively
- How to group players effectively
- Correct on-ice communication techniques
- How and when to use drills and games

PLANNING AND PREPARATION

Although you will have at your disposal a very comprehensive and complete set of lesson plans to guide and assist you with your ice sessions, a certain amount of planning is necessary to ensure a successful lesson. In order that 100% of our ice time is put to good use, and your goals and objectives for each lesson are met the following guidelines are provided:

- Primary and secondary objectives of the lesson must be clear in your mind
- After determining that the lesson content is appropriate for the skill(s) to be taught, review all the teaching points to ensure your own familiarity with the content
- Review the lesson with respect to time allotment for each section or sections to be covered
- Ensure you have a copy of the lesson for periodical on-ice reference (a clipboard or book is recommended)
- Ensure the necessary teaching aids are in place
- Ensure your teaching assistants are aware of their specific duties as well as the overall lesson content

Factors relating to skills teaching sessions which will lead to a faster rate of acquisition of motor skills for beginners:

- Keep explanations **very** brief
- Break skills down into the smallest possible components
- Keep practice sessions brief

Tips for starting the ice session on a positive note:

When planning ice sessions it is very important to get off on the "right foot" with your players. Here are a few ideas:

- Arrive well ahead of the scheduled start time so as to be available for instructor/player discussions, to arrange equipment, and to do a safety check
- Greet your players by name
- Project a good mood
- Use idle chatter to create a feeling of ease
- Conduct a group, close-together activity early in the warm-up phase to generate a feeling of togetherness
- Keep your starting activities fairly constant to set up a routine. Progress from simple, familiar routines to difficult, unknown ones
- Use good-natured humor as a way of "breaking the ice" and for building up instructor/player relationships
- Look for early signs of improvement in your players' performance and try to say something positive

TEACHING STATIONS

The most effective way to teach the basic skills of hockey is to divide your total group of players into smaller manageable groups. The number of smaller groups you will be able to use depends upon:

- The total number of players (try to divide them evenly)
- The different levels of skill of the players
- The number of assistant instructors you have working with you
- The number of different skills or components of each skill you intend to teach
- The amount of ice available for your use

Once groups have been formed and the teaching stations established, there are a number of basic rules that should be observed:

- Players should face away from distractions (i.e., spectators, other groups)
- Instructors must be visible to all players
- Instructors should try to maintain eye contact with players
- Try to keep players stationary during instruction (kneeling in front of the instructors)
- Deal with a minimum of teaching points (maximum of 2-3 at a time)
- Formations must allow for a quick and smooth transition to the drill
- Ensure that prearranged signals for movement from one station to the next are known by all players and instructors

TEAM TEACHING

To ensure a smoothly operating and efficient ice session that involves a number of different stations, a team teaching approach is essential. This requires the designation of a head instructor and a number of assistant instructors to make up the team. Teamwork is a necessity if the concept is to work properly.

The following guidelines are recommended for assistant or group instructors:

- Listen to the head instructor to ensure understanding. If you are not certain of your responsibilities, ASK!
- Assist with the set up/organization of any total group drills and be prepared to move quickly into your group activity

- Provide individual instruction through error correction
- Keep the players well spaced and spread out to ensure drills are being performed correctly and so there is sufficient room to view possible errors

Things for the Instructor to avoid:

- Skating around aimlessly
- Shooting pucks
- Passing pucks with another instructors
- Talking to players or other assistants while the head instructor is talking or demonstrating

The head instructor is the one "in charge" of the ice session and has the responsibility of ensuring a smoothly conducted practice. One of his/her prime tasks is to help the assistant instructors carry out their duties. The head instructor should:

- Provide and organize the necessary equipment for your group as required in the lesson
- Assist in error detection and correction or teaching individuals in your group for short periods
- Briefly take over your group for clarification of a drill or to reinforce teaching points
- Be responsible for the timely and efficient conduct of the lessons by the various instructors

ORGANIZATION OF EQUIPMENT AND SPACE

Two of the instructor's most important resources are equipment and teaching aids. Without these, lessons are much less effective, are usually without variety and often become dull and boring. Performance of some skills, particularly at the basic level for beginners, are virtually impossible to perform without equipment and the necessary teaching aids.

The list is virtually limitless, but you should not be without the following:

- Pylons
- Chairs
- Pucks
- Tennis balls
- Sticks
- Whistle(s)
- Clipboard(s)

Also nice to have:

- Blackboard (with rink markings)
- Magnetic board
- Street hockey nets
- Boards/planks for reduced size ice use

GROUPING OF PLAYERS

At the beginning of the year, one of your first tasks as an instructor, particularly if you are the head instructor, will be to divide the group up into more manageable smaller groups. This will normally take place during and after the first ice session, once you have had the opportunity to view the players' abilities, etc. Adjustment to initial grouping may be necessary as the session progresses.

There are a number of factors to consider in grouping your players:

- The number of assistants you have
- The amount of ice available
- The age range of the players
- The ability level of the players

Ideally, the instructor to pupil ratio should be kept as low as possible (1:1 is perfect, but unrealistic). A good ratio is 1:4 or 1:5. The maximum should be 1:8 or 1:10 for effective control and instruction.

Instructors must also guard against "bombarding" a player with feedback and correction. Avoid having more than one instructor giving help to the same player.

EXERCISES:

1. Describe and diagram a system for dividing 35 players of the same age with slightly varying levels of ability into five groups for instruction purposes.
2. Describe and diagram two methods of dividing 32 players ranging in age from 5-9 and of varying ability who are on the ice together for a 50-minute period.

DRILLS AND GAMES

Using a variety of skill drills and fun games and/or relays will go a long way toward making your ice sessions educational and fun. Use these types of activities to break up difficult drills or skills, to relieve boredom, to add variety and to finish off a session on a high note.

Your lesson plans should contain a wide variety of drills and games such as:

- British bulldog
- Red light, green light
- Scatterball
- Freeze tag
- Pond hockey
- Cops and robbers
- Exchange game
- Relays
- Rope skipping
- Soccer

SUMMARY

- Adherence to the principles of preparation and planning will ensure that a good lesson is presented.
- Effective use of the ice will result if carefully thought-out teaching stations are used.
- Use of team teaching techniques will maximize the use of ice and instructors.
- Sufficient and appropriate equipment is a necessity for a good ice session.
- Grouping of players according to age, ability, space and resources is a decision to be made by the head instructor.
- Use of games and fun activities is a necessary part of every lesson.



CHAPTER FOURTEEN

Communication

COMMUNICATION

- Effective Communication with Players
- Verbal and Non-Verbal Communication
- Effective Listening
- Effective Feedback

Following completion of this chapter, the instructor will be better prepared to:

- Understand the principles appropriate to effectively communicate with players
- Understand that effective communication is both verbal and non-verbal
- Identify and practice listening techniques as one component of effective communication
- Understand the way in which the use of feedback contributes to effective communication with players

PRINCIPLES OF EFFECTIVE COMMUNICATION

Good instruction is a result of clear, concise and meaningful communication. When you influence players, whether it be teaching skills, correcting errors, solving problems, or explaining a new drill, it is done through communication. That's why it is important for instructors to have good communication skills.

As a hockey instructor, it will be necessary to communicate with your players as a large group, as a smaller sub-group (i.e., a small group practicing a particular skill) and as individuals. Regardless of the number of players you are communicating with at one time, the same principles apply to communicating effectively.

- **Be Enthusiastic** – your enthusiasm as an instructor will be contagious. Be the enthusiastic leader of your group. Your enthusiasm will affect your players' enjoyment of the game of hockey.
- **Be Positive** – interact with your players in a positive manner. Set a good example of desired behavior. Give constructive criticism frequently and keep your voice at a reasonable and understandable level.
- **Be Demanding But Considerate** – clearly establish what is expected of the players. Your expectations of the players should be based on their abilities and experiences. Don't expect more than is reasonable and realistic.
- **Be Consistent in Communicating With Your Players** – communicate in a consistent manner from one situation (explanation of a drill or teaching a new skill) to another and with all of your players (try to avoid playing favorites). Try to keep your temperament on an even keel; this will enable you to communicate more effectively and will enable the players to know what to expect from you.
- **Treat All Players As Individuals** – it is important to be sensitive to individual needs and allow for individual differences, to show all players that you care for them as individuals. Make an effort to talk to all players individually at each session and get to know their first names as soon as possible.
- **Communicate In The Same Manner With Your Child As With Other Players** – parents who instruct their own children often put unrealistic expectations on them. If you instruct your children, remember to treat them as you do the other players and don't demand more of them than you do of the others.

- **Be Patient** – particularly with the beginning players, the instructor's best virtue will be patience. Remember that coordination is not yet fully developed and that the activities must be practiced over and over again to affect even the most minor of improvements. Give recognition and praise at every opportunity and your patience will pay off.

VERBAL AND NON-VERBAL COMMUNICATION

Communication can be both verbal and non-verbal. "The instructor is in a good mood today" or "The instructor is angry because we didn't do the drill correctly." How did you communicate that? Instructors communicate many messages to players by their actions, facial expressions, use of arms and hands, body position, posture, touching behaviors as well as voice characteristics. Effective communication, both verbal and non-verbal, with your players is affected by how well you use your voice and body.

Non-Verbal

Your players often learn their most memorable lessons by watching what you do. The instructor's non-verbal behavior should reflect what is verbally communicated to the players. Act in a way which shows that you are consistent with what you say. For example, if you ask that your players be punctual for sessions, then your behavior should reflect this request.

What you communicate non-verbally to your players can be as important as what you verbally communicate. A positive example of non-verbal communication is illustrated by an instructor who acknowledges the successful completion of a skill drill with a smile and a pat on the back. It is important to be aware of the message you are sending to your players.

The following are suggestions for using your body effectively:

- Make an effort to gain eye contact at an eye-to-eye level with all players you are addressing. This will add to the sincerity of your instructions and will help you to determine whether players hear and understand your instructions.
- Move about your players when they are practicing a skill so that they feel you are spending time with each of them.
- Use variations in facial expressions (smile often!), positions of the arms, legs and body to change the mood you are trying to convey. Be aware of what these movements and positions convey to your players.

Verbal

Effective verbal communication, which should compliment and support your non-verbal communication, involves good use of your voice. The following are suggestions for using your voice effectively:

- Avoid lengthy and complicated explanations when demonstrating and explaining a skill or drill.
- Use language that is easily understood by the age and skill level of the players you are instructing. Watch for reactions from the players that indicate whether or not they understand your explanations.
- Use a voice that is slightly louder than a normal speaking voice except for the few times it is necessary to project your voice a long distance (i.e., in an arena). Speaking unnecessarily loud encourages players to make noise themselves and is hard on the nerves of all concerned. Many

instructors are able to settle players down by lowering their voices so that close attention is required to hear. Try it!

- Speak clearly and move your eyes about the group of players as you speak. Periodically, look carefully at those who are farthest away from you. Can you see clear indications that they can hear? If there is any doubt, ask them.
- Use inflections or changes in the tone of your voice to communicate varying moods (i.e., energetic, patient, serious, concerned).

It should no be obvious to you that the correct combination of verbal and non-verbal communication is the most effective method of getting your point across. There are all kinds of lessons being learned by your behavior, by your actions, by your gestures, by your facial expressions and by the way in which you use your voice – all the ways you communicate to your players. It is therefore very important to try to ensure that your words and actions are as consistent as possible. You can use your voice and body to gain the attention of your players by doing the following:

Gaining Attention:

- Have a regular spot or place where you usually begin;
- Use a signal (i.e., a raised hand, point to yourself, etc.) to indicate attention is needed;
- The whistle should normally be used only to signal for all players to stop what they are doing and look to you for instructions. In the team teaching situation, only the head instructor should use the whistle;
- Ask firmly, but politely, "May I have your attention, please? We are ready to begin";
- If all but one or two are paying attention, politely ask them for their attention by using their name(s);
- Once you have their attention without showing a lot of impatience or annoyance, say something like "thank you", "that's better" or "it is necessary to have your attention so that we can learn this";
- In the extreme case where a player insists on being disruptive, try saying, "this is important Bill, you'll have to pay attention"...(without sarcasm). In some cases, you may have to add, "if you do not pay attention, you will have to leave" or "I will not continue until everyone is paying attention." In rare cases where this fails to work, have the individuals remove themselves from the group and talk to them later, privately;
- Be careful not to punish those who have been paying attention after dealing with those who have not been attentive. Continue in a pleasant and positive manner;
- Make sure you reward people when they do become attentive rather than just singling them out when are inattentive.

Re-gaining Attention

If at first players are attentive and then their attention begins to wander, first ask yourself:

- Am I talking too much?
- Have the players been in one position for too long?
- Am I communicating in a clear and direct manner?
- Can all players see and hear well?

If the Problem Does Not Lie In the Above

- Stop talking, look directly at the inattentive person(s), and move closer to them if possible;
- If this doesn't work, politely but firmly ask for attention using the inattentive person(s) name;

- If several are causing a disruption, consider breaking up the group so they are not together; and
- In the final analysis, the best way to keep players' attention is to keep them active.

FOR THE INSTRUCTOR				
As an Instructor I:	Always	Often	Sometimes	Never
1. Show enthusiasm	A	O	S	N
2. Act in a positive manner	A	O	S	N
3. Am not too demanding	A	O	S	N
4. Communicate in a consistent manner	A	O	S	N
5. Listen well to my players	A	O	S	N
6. Provide effective feedback	A	O	S	N
7. Recognize the contribution of each player	A	O	S	N
8. Treat all players as individuals	A	O	S	N
9. Instruct my child the same as the other players	A	O	S	N
10. Know what messages my non-verbal behavior communicates	A	O	S	N
11. Ensure my body language and words communicate the same messages	A	O	S	N
12. Use my voice and body effectively	A	O	S	N

EFFECTIVE LISTENING

One important component of effective communication is listening. How good a listener are you? How much of what your players say to you do you actually hear? Listening to players tells them that you care about them and are genuinely interested in their feelings, thoughts and suggestions.

Good listening is a difficult communication skill to learn well. Like all skills, it takes practice to be a good listener. The following techniques can be used to improve your listening skills:

- **Attentive Listening** – listening starts by the instructor being attentive to the player. This is demonstrated by your facial expressions and gestures and by being quiet. Eye-to-eye contact with the players, and at the same level is important. These actions all indicate to the player that you are ready to listen to what they have to say.
- **Paraphrasing** – you repeat in your own words what it is you think the player said in order to determine if that is what the player meant. Paraphrasing allows you to see if you have a complete understanding of what the player said to you and provides the player with feedback

as to whether the instructor interpreted the meaning correctly. Any areas of misunderstanding can then be explained by the player.

- **Bridging** - You verbally indicate that you are following and understanding what the player is saying by the use of bridging words such as, "I see", "Yes", and "uh huh".
- **Restating** – the instructor repeats the last phrase or few words of what the player said without changing anything.
- **Inviting clarification** – the instructor requests that the player clarifies or expands on something that the player has said. In seeking clarification, the instructor words the question to ask about a specific comment made by the player that was not understood. Inviting clarification shows interest in the player by the instructor.

After a session on the ice is a good time to spend a few minutes listening to your players. Get some feedback on areas that went well and areas that the players and/or instructor need to work on.

Questions That Could Be Asked:

- What did you do today that you really enjoyed?
- What was one good thing that happened today?
- What is one thing that you learned today?
- What did you think you did well?
- What is one thing you would like to do at the next session?
- What are going to tell your parents you did today?

FOR THE INSTRUCTOR:

What happens to a player when the instructor demonstrates ineffective listening skills as compared to demonstrating effective listening skills?

EFFECTIVE FEEDBACK

Verbal feedback (talking to the players about how and what they are doing) gives information which can help them learn and develop in a positive and effective way.

Effective feedback is essential for your players' motivation, learning and self image. It is an important key to successful instruction, as your feedback can turn a player off or on.

SIX ASPECTS OF EFFECTIVE FEEDBACK

Specific	NOT	General
Constructive	NOT	Destructive
Sooner	NOT	Later
Checked for Clarity	NOT	Left Misunderstood
Positive and Informative	NOT	Negative and Useless
Directed at Changeable Behavior		

Specific NOT General

Specific feedback contains precise information about what the player should try to do in order to solve or correct a problem.

Example:

Specific (and effective)

"When you turn to your left, you seem to be out of control. Try to lean more toward the center of the turn and bend your inside leg more."

General (and ineffective)

"You are not turning correctly"

Constructive NOT Destructive

Constructive feedback recognizes aspects of your players' behavior and suggest positive steps for improvement. It should deal with observable behaviors. It should not deal with inferences about the player's personal characteristics.

Example:

Constructive (and effective)

"When you pass the puck, you are doing everything correctly, however, when you receive a pass you are letting the puck hit your stick. As the puck arrives, try to draw your stick back a bit to cushion it."

Destructive (and ineffective)

"You pass the puck okay, but you can't receive a pass worth a darn! You're terrible."

Sooner NOT Later

Effective feedback is given sooner not later. It is given as soon as possible after the player does something. Your player then has a clearer memory or "feeling" of what has taken place and is in a better position to learn from your feedback.

Example:

If you want to encourage shooting the puck in a certain way, you should say something positive immediately after the individual performs the skill. And if your players can "try out" your constructive, corrective feedback immediately after you have given it, they are much more likely to be able to perform the skill correctly the next time they try it.

Check Out For Clarity NOT Left Misunderstood

To make sure that your feedback has been clearly understood, check it out with the player.

Example:

Ask your players to tell you what they think you said or what they think you want them to do. If they have it right you can reinforce the message ("Yes, that's right"). If they have it wrong, you can clarify the message ("That's not what I meant. What I meant was...").

Positive and Informative NOT Negative and Useless

Effective feedback has two main components. It is generally positive and informative. It reassures the player. It also gives the information needed to correct a problem or error. Negative feedback in itself provides little, if any, precise information on how to correct a problem.

Directed at Changeable Behavior

Feedback based on this principle helps the player focus on a change which is within reach. It does the player absolutely no good at all to be told by the instructor that he or she is "too small" or not strong enough since this is something the player cannot usually change. Rather, the feedback must focus on some aspect of the skill being performed that can be improved.

TO SUM UP

Effective feedback has three main messages. It tells the individual:

- "You're okay as a player."
- "Here's what you are doing well."
- "Here's what you need to do to correct your error or improve your performance."

Effective feedback usually provides more information than does negative feedback and if used over time it also leads to better instructor-player relations.

ACTIVITY: The Problem Player

Think of a poorly skilled or "problem" player that you either instructed or knew and determine what you can do (or could have done) in order to make the person feel better and perhaps improve his or her skill.

- What is (was) the problem as you see it?
- What is the cause of the problem?
- What new approach could you use to solve it? Using feedback?
- How would you know you were successful?

SUMMARY

- An effective instructor
 - Is enthusiastic
 - Is positive
 - Is demanding but considerate
 - Is consistent
 - Treats all players as individuals
 - Communicates in the same manner with his/her own child as with others
 - Is patient
- Non-verbal communication often means more than WHAT you say.
- Effective use of your voice contributes to clear and effective instruction.
- Communication involves listening.
- Listening techniques include: attentive listening, paraphrasing, bridging, restating and inviting clarification.

- Feedback helps players when it is:
 - Specific not general
 - Constructive not destructive
 - Sooner not later
 - Checked for clarity, not left misunderstood
 - Positive and informative, not negative and useless
 - Directed at behavior which is changeable



CHAPTER FIFTEEN

Self Evaluations

Successful coaches are those who continually learn new skills and techniques; who are flexible enough to change old ways when change is needed; who can accept constructive criticism; who are constantly looking for ways to communicate effectively; and who can critically evaluate themselves.

WHAT KIND OF COACH AM I?

Circle the answer that best describes you.

The order of priority for my coaching objectives is in the best interest of my athletes
SELDOM (1) USUALLY (2) ALWAYS (3)

My usual coaching style is
SUBMISSIVE (1) COMMAND (2) COOPERATIVE (3)

My motivation to coach is
LOW (1) MODERATE (2) HIGH (3)

I am able to keep winning in perspective
SELDOM (1) USUALLY (2) ALWAYS (3)

My knowledge of the techniques, rules and tactics of my sport is
WEAK (1) AVERAGE (2) STRONG (3)

My knowledge of the sport sciences (sport psychology, physiology, etc.) is
WEAK (1) AVERAGE (2) STRONG (3)

My ability to convey empathy is
WEAK (1) MODERATE (2) STRONG (3)

Now add up the numbers you circled and evaluate yourself according to the following scale.

TOTAL _____

7-10 points WARNING! You are hazardous to the health of young people. Please reconsider your desire to coach or reread this chapter and determine if you can improve your score. If you choose to continue to coach, please read all USA Hockey coaching materials at least three times.

11-14 points You are on the right track, but you can definitely improve by learning more. Read all USA Hockey Coaching materials at least two times.

15-18 points You are well on your way to being a successful coach, but there is still room for improvement. Determine where you need to improve and read all USA Hockey coaching materials at least once.

19-21 points You're what athletes need! Don't ever quit coaching!

COACH SELF EVALUATION

For the Coach: Using the following chart, evaluate how well you carry out your roles as a leader, teacher, and organizer. For each statement, select the word which best describes you. This chart can be used to assess yourself throughout the season.

	Excellent	Good	Need Improvement
As a Leader, I:			
1. Establish Goals	_____	_____	_____
2. Use a democratic coaching style	_____	_____	_____
3. Am a good role model	_____	_____	_____
4. Develop leadership skills in my athletes	_____	_____	_____
5. Have a positive relationship with officials	_____	_____	_____
6. Interact effectively with parents	_____	_____	_____
7. Help athletes maximize their potential	_____	_____	_____
 As a Teacher, I:			
1. Teach the necessary hockey skills	_____	_____	_____
2. Teach the skills using the proper sequence and progressions	_____	_____	_____
3. Teach skills using understandable language	_____	_____	_____
4. Realize athletes differ in their readiness to learn a skill	_____	_____	_____
5. Realize athletes learn skills at different rates	_____	_____	_____
6. Teach more than just hockey skills	_____	_____	_____
 As an Organizer, I:			
1. Plan effective practices	_____	_____	_____
2. Select very good assistant coaches	_____	_____	_____
3. Have parents assist in the program	_____	_____	_____
4. Attend to details	_____	_____	_____
5. Communicate effectively	_____	_____	_____



CHAPTER SIXTEEN

Player Selection and Tryouts

PLAYER SELECTION

One of the first tasks to be carried out by a coach at the beginning of the season is the selection of players for a team. This is a major responsibility, regardless of age level or competitive category. This chapter will present some important aspects of the player selection process. Particular attention will be paid to the steps to be followed in selecting a team at the youth hockey level. In addition, a brief supplementary section will deal with a few additional considerations for player selection at higher levels of competition.

Upon completion of this chapter, you will be better prepared to:

- Develop a prioritized checklist of variables to be evaluated while selecting players
- Select different evaluation methods
- Design the content for try out sessions
- Assign responsibilities for player evaluation
- Develop a plan for releasing players

INITIAL CONSIDERATIONS IN DEVELOPING A PLAYER SELECTION PLAN

In most youth hockey situations, coaches are faced with the task of choosing from a large pool of players to fill a limited number of positions on a team. Coaches are usually expected to complete this task in a relatively short period of time. Therefore, it is very important for the coach to be organized in advance with a plan for carrying out the player selection process.

To properly develop this plan, the coach must take into consideration a number of significant factors. The answers to the following questions will assist coaches in designing the most effective player selection plan.

How Many Players will Attend the Team Try Outs?

Ideally, there should be some form of pre-registration so that the coach can be given a complete list of players in advance of the first tryout session. This may not always be possible and, thus, a coach may have to be prepared to make some last minute adjustments for the initial session. Having a reasonable estimate of how many players will attend will greatly assist the coach in deciding how to use the available ice time. For example, it may be unrealistic to plan for a 30 minute scrimmage if there are only 22 players. On the other hand, a number greater than 50 may require splitting into two separate groups for the first few sessions.

How Much Ice Time is Available?

The amount of ice time available for the tryouts is another important consideration. Knowing how much time you have to get down to the final team will affect not only the content of the individual tryout sessions but also the timeline for the release of players. The norm in youth hockey is a relatively brief tryout period with about five to eight hours of ice time. Therefore, the coach must plan the tryout sessions to be as efficient as possible. One reason for the short duration available for selecting a team is that often other teams at lower competitive categories must wait for the releases from the higher level teams before beginning their tryouts.

How Many Players Do You Plan to Keep?

Obviously you must determine in advance the desired make-up of your team. Do you plan to keep 15 players or 17 (i.e., units of five plus two goaltenders) or some other number? USA Hockey rules permit up to 20 players on a team. Nevertheless, in youth hockey you must consider how many players you can effectively use in games to ensure they receive sufficient opportunity to play. Very little benefit will be gained by marginal players who see limited ice time. You really have a responsibility to play the players you choose.

In addition to the absolute number, the coach must also consider what special qualities to look for in players. For example, it may be desirable to have at least a few players with the versatility to play both forward and defense positions.

DECIDING WHAT TO EVALUATE

In order to select the best players from a large pool of candidates, it is necessary to establish criteria on which to make comparisons among players. Thus, the first step in player evaluation is to determine what variables to measure. What qualities are you looking for in your players? Are some of these more important than others? The answers to these questions will depend to a great extent on the age category as well as the competitive level of your team. For example, at the Pee Wee level there will likely be more of an emphasis on evaluating basic skills rather than individual and team tactics. Similarly, physical characteristics such as strength and endurance will be more relevant at the Midget category than at the younger age levels.

The following is a list of some of the player qualities which might be evaluated during the tryout period:

Individual Skills

- Skating
- Passing
- Pass receiving
- Shooting
- Dribbling
- Checking

Team Skills

- Offensive tactics
- Defensive tactics
- Ability to play with others

Mental Qualities

- Intelligence
- Reading and reacting
- Concentration

Physical Qualities

- Strength
- Muscular endurance
- Cardiovascular endurance
- Balance
- Agility

- Coordination
- Power

Emotional Characteristics

- Self-control
- Patience
- Desire
- Attitude

FOR THE COACH

Player Evaluation Checklist: Develop a checklist of the variables on which you would evaluate players in selecting your team. List them in order of priority and provide some specific examples for each.

For example: Individual skills

- Shooting
- Ability to execute an accurate wrist shot on both the forehand and backhand
- Ability to shoot in stride

What About Goaltenders?

As you might obviously expect, the characteristics which should be evaluated for goaltenders will differ significantly from those player at other positions. In addition to individual skills such as skating, puckhandling and passing, goaltenders must be evaluated on their ability to stop the puck using the stick, gloves, pads and body. Mental, physical and emotional characteristics should also be evaluated. Once again, however, there may be a difference between goaltenders and other players in both the specific components to be assessed as well as their relative priorities.

Are There Other Considerations?

Although you will now have a comprehensive list of skills/characteristics on which to evaluate your players, there is at least one other factor for you to consider in selecting players for your team. The players attending the tryouts will come with varied summer hockey experiences and different competitive backgrounds. Some may have played summer hockey or attended a hockey school or a power skating camp while others will be on the ice for the first time in five or six months. Therefore, if you have adequate time in your tryout period, it may be advisable to devote the first few sessions to skill development drills and exercises in order to assist in putting all players on a more equivalent basis prior to initiating the evaluation process. In addition, at the younger age levels, a player's

previous experience in competitive hockey may range from none to a number of years at the highest level of competition.

As players do not begin the tryouts from the same starting point, a coach is tasked with the additional responsibility of evaluating not only present skills but also a player's potential to improve both in the short term and over the course of the season. For example, does player A appear to be better than player B because of involvement in summer hockey for six weeks and a two week power skating school? Will player B catch up to and surpass player A after the first month of the season? Does player C have the potential to improve significantly more than player D over the course of the season?

In some youth hockey associations, teams are selected prior to the summer. This certainly alleviates the problems associated with varied summer experiences. However, the issue of the player's potential to improve as well as the effects of growth and development may be magnified in these situations and should be taken into consideration.

HOW TO EVALUATE

Once you have determined what to evaluate, the next step is to organize your tryout sessions in such a way that the players can be assessed on the identified variables. This assessment may be carried out using the following methods:

Specific Skill Drills

Individual skills such as skating and passing can be evaluated using combination skill drills. Initially these drills may be very artificial with little or no resistance, however, there should be an attempt made to simulate game conditions in a progressive manner.

Skill Testing

A number of skill tests are now available, particularly for skating speed and agility. These can be used by coaches as a means of comparing players. As a cautionary note, however, it must be remembered these tests are typically quite far removed from actual game situations. In addition, they can use up a great deal of time, particularly for a large group of players.

Competitive Drills

Paired races and other drills which pit two players against one another in a confined space with a specific objective (i.e., beat your partner to the loose puck) are excellent methods of evaluating individual skills as well as mental and physical qualities. For example, you can learn a great deal about a player's desire and ability to use strength in the corner.

Although competitive evaluation drills can be used throughout the tryouts (and during the season as practice drills), they are particularly useful in the latter stages of the tryouts when the coach wishes to create specific pairings to compare players being considered for final positions on the team.

Scrimmage Sessions/Exhibition Games

Naturally, the best way of evaluating a player's ability to play the game is to evaluate the individual under game conditions. Such conditions can be easily simulated in scrimmages or intra-squad games as well as exhibition games. While the latter are probably best suited to the final stages of team selection, scrimmages can be effectively used throughout the tryout period, beginning with the first

session. You can evaluate most of the previously listed player characteristics during scrimmages and exhibition games. Furthermore, they provide perhaps the only real means of assessing a player's ability to read and react.

Here are a few additional considerations related to the use of scrimmages and exhibition games in your evaluation of players:

- Change line combinations and defense pairings in order to observe players under different situations
- Use exhibition games to help you make decisions about borderline or marginal players
- Unless skill deficiencies are extremely obvious, you should not release a player prior to seeing that individual under game conditions (i.e., scrimmage and/or exhibition game).

An important task for any coach, then, is to plan the tryout sessions in such a way as to make the most efficient use of the available player assessment methods.

DESIGNING THE TRYOUT SESSION

A constructive way to approach a tryout is to see it as a way of placing athletes on teams where they will benefit most, not as a dead-end experience where players are cut away from hockey.

The tryout is a good opportunity to get some pre-season observations which can tell both you and the athlete where work may be needed. It should be as well thought out and organized as other parts of your program.

PLANNING FOR THE FIRST TRYOUT SESSION

Proper planning will eliminate a lot of potential problems at the first tryout session. Therefore, the coach should ensure that the administrative details are taken care of in advance. In many situations, the youth hockey association will assume responsibility for some of these tasks, but the coach should be aware of them in any case. The following are some guidelines related to the first tryout session.

Inform Parents/Players of Tryout Details in Advance

Parents and player should be advised, well in advance, about the requirements for the tryouts. This is particularly important at the younger age levels where parents may not be aware of the need, for example, of full and proper protective equipment. In addition to informing them about the association's policies regarding such aspects as protective equipment, medical examinations, and age classifications, they should also be provided with a complete schedule of sessions and other pertinent information regarding the conduct of the tryouts. Where feasible, this information should be provided at a meeting in order to permit parents to ask any additional questions. The meeting format will also provide you with an opportunity to outline your player selection plan.

Ensure that Necessary Resources are Available

To be able to plan the content of the sessions, it is necessary to know what resources will be available. You should have sufficient pucks (at least one for every player), pylons and scrimmage sweaters/vests/pinnies. It is also desirable to have water bottles, particularly if the sessions are intense or longer than 50 minutes in duration. A first aid kit should also be available for all sessions, along with a qualified first aid person or trainer.

Obtain Required Support

You must anticipate your needs in terms of human support to ensure that the required assistance is available to handle any last minute details. For example, it may be necessary to have someone available to handle late registration and collection of registration fees. Support might also be required to assign identification sweater numbers to players. As already mentioned, a trainer or first aid person should also be available. By assigning the responsibilities to others, you will be able to concentrate on the more immediate tasks of coordinating and conducting the sessions. A coach should also have a minimum of two other individuals to assist with the on-ice sessions. A large number of assistants may be required depending on the number of players in attendance.

Arrive at the Arena Early

Although proper planning should eliminate most problems, it is advisable to arrive at the arena well in advance of the actual starting time. This will provide you with ample time to check that everything is in place and to answer any questions from parents, players or your support staff. Since most of the administrative tasks have been assigned to others, you should also have time to review the tryout plan with your assistants and make any last minute adjustments.

Prepare the Players

Prior to going on the ice, you should outline the selection process to the players. This pre-ice session should include the following information:

- What player qualities you are looking for
- Explanation of the drills to be run and their purposes
- Objectives of scrimmage sessions
- Target time line for team selection

In addition, you should stress the importance of stretching and a proper warm-up. The players should be led through a series of stretching exercises in the lockerroom or corridor and on the ice. The first few ice sessions should include a good 15-20 minute warm-up period to ensure that players are physically ready to go through the evaluation drills and scrimmages without risking injury.

At the younger age levels it may also be necessary to do a thorough check of the players' protective equipment. Particular attention should be paid to checking that the helmets and facemasks are HECC certified and that skates and other pieces of equipment are properly fitted.

ASSIGNING RESPONSIBILITIES FOR PLAYER EVALUATION

The third step in the player evaluation process is the recruitment of other personnel to assist in the assessment of players.

On-Ice Assistants

You should have two or more on-ice assistants to help conduct the tryout sessions. These individuals can assist in player evaluation for specific positions (i.e., defense players, goaltenders), by carrying out evaluation drills with small groups of players. In drills involving a larger number, they can also focus on specific individuals.

Impartial Observers

Another means of obtaining player assessment information is to use "expert" observers in the stands who are assigned the task of rating players on specific criteria. In addition to providing you with a second opinion on borderline players, observers can also be used to record more detailed player assessment information for later analysis. For example, it may be helpful to keep statistics on the results of the various competitive evaluation drills in order to compare players.

Does a certain play win consistently against all the other players? Where you have three relatively equal players, is there one who comes out on top of most match-ups with the other two? If possible, try to get a rating of every player at the end of each session.

Coaching Staff

In the end, the final decisions for player selection rest with you, the coach. In some cases, you may be familiar with a number of players, having observed them in previous seasons. Such prior information, combined with player assessment from observers and on-ice assistants, is invaluable. However, it is also essential that you create opportunities for yourself during the tryouts to screen and evaluate all players as effectively as possible.

Although it is probably more efficient to assess players from the stands since this usually affords a wider view of the various drills and scrimmages, you should also spend some time on the ice in order to get closer to the action and observe some of the more subtle aspects (i.e., emotional characteristics, passing and receiving skills, soft hands in handling the puck and the ability to understand instructions). As a general guideline, however, you should spend considerably more time observing from the stands during the player selection period.

RELEASING PLAYERS

Once decisions have been made regarding the release or cutting of players during the tryout period, you must have a plan for informing these players. Although the details of this plan will vary from coach to coach, and will depend to some extent on the age level of the players, the following guidelines should be adhered to as much as possible.

Avoid Public Announcements

Do not post a list of player cuts or read the names of players to be released, in front of the rest of the team. Wherever possible, you should try to take individual players aside briefly towards the end of the session and ask them to meet privately with you afterwards.

Speak With the Player Individually

Talk to each player individually and briefly explain the player's weaknesses as well as pointing out some strengths. Be honest and straightforward.

Invite Questions from the Players

Provide the player with an opportunity to ask further questions about the evaluation. In addition to helping you select the team, a major objective of the evaluation process should be to provide the player with constructive feedback to guide improvement.

Direct the Player to Another Team

If your association has teams at other levels of competition, ensure that released players are provided with a schedule of their tryouts. Ideally, the coach of this team should also be at the arena in order to personally meet the players. Where no such tiering system exists, you should make the player aware of whatever options do exist (i.e., recreational league, school league).

Leave on a Positive Note

Thank the player for participating in the team tryouts and encourage the individual to continue working to improve in areas of weaknesses.

Dealing with Parents

Be prepared to answer questions from parents regarding the reasons for your decision. Again be honest and straightforward. In addition, try to avoid confrontations with parents, particularly in front of the player.

PLAYER SELECTION CONSIDERATIONS AT HIGHER LEVELS

Many of the principles and guidelines outlined in the youth hockey section will apply equally to coaches of more advanced teams. For example, a coach at these levels must develop a player selection plan, determine what variables to evaluate, how to evaluate these variables, and how to use assistants to carry out the player evaluation process. However, the components of the plan will probably vary significantly from that of a youth hockey coach. The following are a few additional player selection considerations for coaches at these levels.

Player Recruitment

In most junior, university, college and senior hockey programs, the coach is actively involved in screening, evaluating, and recruiting players well in advance of the team tryout cap. Players are invited to camp from protected lists, drafts and other forms of recruitment. Thus, the coach may have the additional responsibility of carrying out the pre-evaluation of potential players as part of the player selection process.

Returning Players

Most teams in advanced levels of competition have a number of players returning from the previous season. Although these veterans are seldom guaranteed a spot on the team, their experience usually ensures that they will be among the top candidates for positions.

Coaches of teams at these levels must carefully consider not only their requirement to fill any openings, but also what the composition of the team will be in terms of rookies versus experienced players. For example, in junior hockey it may not be desirable to have a team composed on nineteen last year players; similarly a full team of first year players may also be less than ideal.

Dryland Training

In some situations it may be possible to conduct a dryland training camp for all players prior to the tryout camp. This can assist the coach in achieving a number of objectives:

- Measure of player fitness levels
- Injury prevention for on-ice sessions
- Measure of player commitment

Player Re-Assessment

A player may be released during the initial tryout period and then progress significantly over the course of the season to earn a position on the team. Similarly, injuries may necessitate a coach to "call-up" a player who had been cut earlier. Therefore, it is important that coaches at these levels continue to observe and evaluate released player after the tryout camp.

Evaluation Tools

Included on the following page is a sample evaluation tool which can be used coaches during player selection, periodic player evaluation or scouting the opposition.

PLAYER EVALUATION AND SCOUTING REPORT

Date _____

PERSONAL INFORMATION

Name _____

Address _____

Phone _____ Work _____

Birthdate _____ Height _____ Weight _____

Preferred Position _____ 2nd Preferred Position _____

Shoots: Left _____ Right _____

Team _____ Level of Competition _____

Association _____ Name of Evaluator _____

RATING SCALE					
Exceptional	Very Good	Good	Satisfactory	Weak	Poor
6	5	4	3	2	1
<i>circle number indicating skill rating</i>					

GOALTENDERS

Reflexes
6 5 4 3 2 1

Cover Angles
6 5 4 3 2 1

Control of the Puck
6 5 4 3 2 1

Agility
6 5 4 3 2 1

Anticipation
6 5 4 3 2 1

Consistency
6 5 4 3 2 1

DEFENSE

Moving the Puck/Playmaking
6 5 4 3 2 1

Point Play
6 5 4 3 2 1

Net Play
6 5 4 3 2 1

Neutral Ice Play
6 5 4 3 2 1

Board Play
6 5 4 3 2 1

FORWARDS

Ability to Break for Openings
6 5 4 3 2 1

Scoring Ability
6 5 4 3 2 1

Playmaking and Moving the Puck
6 5 4 3 2 1

Defensive Play
6 5 4 3 2 1

Face-Off (where applicable)
6 5 4 3 2 1

ALL PLAYERS

GENERAL QUALITIES

Concentration
6 5 4 3 2 1

Mental Toughness
6 5 4 3 2 1

Drive
6 5 4 3 2 1

Hockey Sense
6 5 4 3 2 1

Stamina
6 5 4 3 2 1

Attitude
6 5 4 3 2 1

Coachability
6 5 4 3 2 1

Living Habits
6 5 4 3 2 1

Leadership
6 5 4 3 2 1

Toughness
6 5 4 3 2 1

Aggressiveness
6 5 4 3 2 1

SKILL TECHNIQUES

Skating Forward
6 5 4 3 2 1

Skating Backward
6 5 4 3 2 1

Skating Mobility
6 5 4 3 2 1

Puck Control
6 5 4 3 2 1

Shooting
6 5 4 3 2 1

Checking
6 5 4 3 2 1



CHAPTER SEVENTEEN

Heads Up Hockey

HEADS UP HOCKEY

The Heads Up Hockey Program has been developed by USA Hockey's Safety and Protective Equipment Committee in conjunction with the National Hockey League. The purpose of the program is promote a safer, smarter, better way of playing hockey emphasizing principles of safety, protection and prevention, sportsmanship, teamwork and fun at every level of the game.

Each Association President and ACE Coordinator can receive the Heads Up Hockey Program Materials by contacting the Officials Wearhouse at www.usahockeywear.com or call 888-806-7337 to order the package of materials. This packet includes:

- Heads Up Hockey Challenge Video
- Coaching Guide
- Heads Up Hockey Brochure
- Heads Up Hockey Quick Reference Card
- Heads Up Hockey Poster

INCORPORATING HEADS UP HOCKEY INTO YOUR ASSOCIATION

Here is a recommended way to incorporate this material into your association:

1. Show the Heads Up Hockey Challenge Video Tape at the beginning of each season during the :
 - Association Coaches Meetings
 - Parent and Player Orientation Meeting
 - Association Team Meetings
2. At the beginning of each season, plan on 15 minutes of Heads Up Hockey at every other practice session.
3. At each of these Heads Up Hockey sessions include:
 - 5 minute (maximum) pre-session talk with Q & A
 - 10 minute on-ice drill
4. Five Heads Up Hockey Sessions Total
5. Reinforce lessons with Heads Up Hockey stickers throughout the season





CHAPTER EIGHTEEN

Coach and Official Workshop

COACH AND OFFICIAL WORKSHOP

OVERVIEW

Workshop Facilitator:	ACE Coordinator
Group Leaders:	ACE Coordinator and Associate Head Official
Participants:	Association coaches and local officials
Recommended Length of Workshop Time:	1.5 hours
Number of Workshops Per Year:	2
Scheduling of Workshops:	1st Workshop – before start of season 2nd Workshop – mid-season or before Tournament Play

FIRST WORKSHOP AGENDA

- Rule changes
- Points of emphasis
- View video on rule changes
- View Heads Up Hockey video
- Cover first aid procedure for games
- Discuss coaching bench ethics and officials' game ethics
- Cover proper communication techniques

SECOND WORKSHOP AGENDA

- Discuss on how the season is going and bring up issues of concerns from both officials and coaches
- Reinforce points of emphasis
- Discuss any safety problems
- Bring up communication issues
- Special issues surrounding tournaments, playoffs, and the system to be used in educating coaches, players, parents, officials and administrators
- Issues surrounding the play of the games
- Issues surrounding parents
- Recommendations for rule changes, new rules or videos

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