

YELLOWKNIFE MINOR HOCKEY ASSOCIATION

COACH SELECTION – DEVELOPMENT TEAMS

POLICY AND PROCEDURES

Approved: 27 June, 2011

1.0 PURPOSE

The Association strives to provide its members with the best possible coaches while also providing opportunities for individual coaches to develop their skills. This statement is intended to describe:

- Describe the Association standards with respect to Development teams coaches; and
- Describe the process for selecting coaches for Development teams.

2.0 SCOPE

This policy applies to all coaches who are selected to coach Development teams.

3.0 COACH STANDARDS

Persons who wish to coach Development teams are expected to meet the following personal and technical standards:

3.1 Personal Standards

Coaches must be:

- Are committed to the expectations of being a member of YKMHA;
- Committed to the Vision, Mission, Values, and Operating Principles of the Association;
- Committed to teaching life skills in addition to technical skills;
- Committed to working with the other coaches for the collective welfare of the Development teams;
- Considered a role model for the players; and
- Must complete a Criminal Records Check

3.2 Technical Standards

Coaches should meet, or be committed to meeting during the current season, the following requirements:

Novice and Atom Development Teams:

- The coach and assistant coaches are expected to obtain the National Coaches Certification Program “Coach 1”
- All coaching staff are expected to obtain the Hockey Canada Respect in Sport Certification
- One person from each team should have the Hockey Canada Safety Program Certification

Pee Wee, Bantam, and Midget Development Teams:

- The coach and assistant coaches are expected to obtain the National Coaches Certification Program “Development 1”
- All coaching staff are expected to obtain the Hockey Canada Respect in Sport Certification
- One person from each team should have the Hockey Canada Safety Program Certification

4.0 APPLICATION TO COACH

Members who wish to apply for the position of Head Coach or Assistant Coach must submit an Application to Coach (attached) and evidence of a completed application for a Criminal Records Check (CRC) by the RCMP.

The Application must be accompanied by a comprehensive seasonal development plan for the team and proof of certification or enrollment in the required courses.

The Application must also include a fundraising plan in support of the seasonal development plan and anticipated team travel.

The application and, written confirmation that the CRC has been submitted to the RCMP, must be submitted to the Chair, Development Teams Committee by August 20, 2011 for the 2011/12 season and by May 1, 2012 for the 2012/13 season.

When applicants are interested in more than one coaching position, they must indicate their order of priority for the positions.

5.0 REVIEW AND SELECTION

5.1 Review Committee

Applications will be reviewed by a Selection Committee which shall be comprised of:

- Chair, Development Teams Committee
- Assistant Chair, Development Teams Committee
- A member of the Development Team Committee who has not applied for a coaching position. This member may vary by division.

5.2 Evaluation Criteria

The applicants will be assessed against the personal standards outlined in section 3.1. Additional criteria which will be considered include:

- Current Hockey Canada certifications;

The minimum certifications are indicated above. Additional certifications will be given favourable consideration.

- Past coaching experience in hockey or other sports;

A demonstrated record of coaching at the League Program level or in other sports will be given favourable consideration.

- Past performance as a coach in the Association;

Positive feedback (unsolicited) from past players, parents and colleagues will be given favorable consideration. Conversely, negative feedback will also be considered.

- Scope and quality of the seasonal development plan; and

A seasonal development plan which focuses on the development of technical skills, life skills, team strategies, and an understanding of the game and rules is expected.

- Scope and quality of the seasonal fundraising plan.

5.3 General

The application must address each requirement listed in sections 3.1, 3.2 and 5.2.

As the Association is committed to providing development opportunities for coaches, the final decisions may not rest entirely on the numerical evaluation (see Appendix 3—Development Team Coach Rating Schedule).

In some cases, the Selection Committee may interview a candidate before making its selections.

The Selection Committee reserves the right to appoint the assistant coaches if it does not agree with the applicants proposed choices

The Chair, Development Teams Committee will communicate its decisions to the applicants.

6.0 ASSISTANT COACHES

The Head Coach, in conjunction with the Development Teams Committee, will select his/her Assistant Coaches. Assistant Coaches must have or be committed to obtaining the appropriate certification when offered during the season.

Applicants for a Head Coach position may include a written request for specific Assistant Coaches (maximum of three) to be appointed to the team. This request must include a written statement from the proposed candidate(s) supporting the request.

The Assistant Coaches must be approved by the Development Team Committee.

7.0 PERFORMANCE REVIEW

Coaches may be subject to a year-end evaluation through an anonymous member survey. The year-end evaluations may be consulted when considering subsequent applications.



Yellowknife Minor Hockey Association Coach Application 2011/2012 Season

Name:	
Address:	
City:	Postal Code:
Home Phone:	Cell Phone:
Email Address:	

Division you would like to coach:

Please indicate by prioritizing the level in which you would like to coach.

Division	House	Development
Initiation		N/A
Novice		
Atom		
Pee wee		
Bantam		
Midget		

Hockey Coaching Experience:

Year	Age Group	Association	Role (Head Coach, Asst Coach)

Other Coaching Experience (other Sports):

Year	Sport	Age Group	Community	Role (Head Coach, Asst Coach)

Coaching Certification:

	Course	Year Completed	Location Completed and NCCP Certification #
	Revised NCCP Model		
	Intro Coach		
	Coach 1		
	Development 1		
	Development 2		
	High Performance 1		
	High Performance 2		
	Old NCCP Model		
	Initiation Program		
	Coach Level		
	Intermediate		
	Advanced I		
	Advanced II / Level IV (specify)		
	Other Coaching		
	CBET A		
	CBET B		
Other:	Speak Out		
	HC Respect in Sport (replaced Speak Out)		
	Hockey Canada Safety Program		
	Checking Skills		
	Other: please specify		

Briefly describe your coaching philosophy:

Highlight your team initiatives, objectives and goals:

Questions	YES	NO
1. Do you have a child registered with Yellowknife Minor Hockey (YKMH)?		
2. Have you ever received disciplinary action from a minor sports association?		
3. Have you submitted a Criminal Record Check to YKMH in the past 24 months? If so, when _____		
4. Have you reviewed YKMH's Coach Selection policy?		
5. Are you certified for the level for which you are applying?		
6. If you are not certified at the required level, are you willing to take a course to attain the required level?		
7. Have you reviewed YKMH's Coach's Fair Play Pledge form?		

Coaching References:

Name	Contact Number	Position

Coaching Resume

Please feel free to attach your personal resume, reflecting your coaching experiences and any other information which is not detailed in this application (i.e. employment, playing experiences, other interests, etc...).

Applicant Signature:	Date:
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***All applications should be submitted to the Director, Development Teams c/o the Director, Administration at:
secretarykmha@yahoo.ca
by August 20th, 2011.***



Hockey Canada
Revised National Coach Certification Program



The new certification/education model gives the coaches the flexibility to enter the program at any level of play and find the coaching certification program appropriate for them. Coaches will also be able to easily move from Stream to Stream if they desire to work with athletes in a different stream.

The athletes that the coach is coaching define each of the streams of coaching. A coach looking to enter the certification process has several options depending on the level of athletes they are coaching. The chart below (on this page) is intended to illustrate what stream of coaching a coach would enter. For example, if a coach were coaching Pee Wee house they would enter the Community/Recreational Stream.

COMMUNITY COACH STREAM	DEVELOPMENTAL STREAM	HIGH PERFORMANCE STREAM
<ul style="list-style-type: none"> · All coaches coaching Atom or below · Pee wee House · Bantam House · Midget House · Pure Recreational 	<ul style="list-style-type: none"> · Pee wee Rep · Bantam Rep · Midget Rep · Junior B and Below · Senior Hockey 	<ul style="list-style-type: none"> · Midget AAA · Junior A, Major Junior · University and College

Each branch partner of Hockey Canada will be the responsible for defining within their branch what House league and Rep mean and where a given coach will enter into the model.

Overall, coaches in the new model will be educated with the ultimate goal being to improve the coaches' ability in 5 main areas of competency:

- ◆ CRITICAL THINKING
- ◆ PROBLEM SOLVING
- ◆ INTERACTION
- ◆ VALUING
- ◆ LEADERSHIP



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Coach Stream		Developmental Stream	High Performance Stream
Core Programming		Core Programming	Core Programming
Coach 1 – COACH ENTRY POINT	Intro Coach For coaches working with 5-6 year olds COACH ENTRY POINT	Development 1 – COACH ENTRY POINT	High Performance 1 – COACH ENTRY POINT
Clinic Pretask			Clinic Pretask
Clinic (8 hours)		Clinic (16 hours)	Clinic 6 Day Practical
Clinic Post-task (Throughout season)		Clinic Post Task (Throughout season)	Clinic Post Task Throughout Season
Supplementary Programming		Development 2 (*Professional Development) Clinic Pretask (Part of Development 1 Post Task)	High Performance 2 Clinic Pretask
Note: HC literature interchange the terms “coach stream” and “community coach stream.”		Clinic (16 hours)	Clinic 6 Day Practical
		Clinic Post Task (2 hours)	Clinic Post Task Throughout Season
		Supplementary Programming	Supplementary Programming



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Revised National Coach Certification Program



More specifically, within each stream there have been outcomes identified based on coaching tasks. These outcomes are what the coach can expect to learn and eventually demonstrate for certification purposes

An example of outcomes for each of the new programs can be found below.

Community Coach Stream Overview

Goals of Participation	Fun, Fitness and Fundamentals
Frequency of Participation	1-2 times per week
Level of Competition	Low - within community
Proficiency of players	Acquiring basic skill, for many just getting started
Age of participants	Children and youth
Stage in the athletes' development	FUNDamentals of game

Community Coach Stream Outcomes

1. Utilize a basic plan from relevant HOCKEY CANADA resources that serve as a priority checklist for on/off-ice activities throughout the season
2. Communicate and interact effectively with players, parents, officials and league administrators through parent meetings, team building and other team activities
3. Demonstrate awareness of the game environment and respond appropriately by encouraging participants and working with the fair play guidelines.
4. Utilize and conduct an effective on-ice practice for skill and tactic acquisition using appropriate drills in a safe and enjoyable atmosphere which respects the age and proficiency of the participants
5. Verify the safety of all facilities that the athletes are participating in.
6. Be a positive role model



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Development Stream Overview

Goals of Participation	Fun, Fitness, Fundamentals and performance on provincial level
Frequency of Participation	2-4 times per week
Level of Competition	Medium – regional to provincial rep level
Proficiency of players	Consolidating basic skills and tactics
Age of participants	Youth
Stage in the athlete’s development	Training to Train

Development Stream Outcomes - the Development 1 program can be divided into several key program outcome areas – as shown in the chart. The outcomes for the Development 2 program are on the following page.

Development 1 Outcomes

Analyzing Performance	Planning and Designing a Practice Session	Planning and Designing a Sport Program	Coaching at Practice	Program Management
<ul style="list-style-type: none"> ◆ Identification of the basic athletic abilities required to succeed in the game of hockey ◆ Assess the level of the team relative to the basic skills and tactics needed for performance at the regional or provincial level ◆ Identify appropriate corrective measures for players with regards to a specific skill of the game ◆ Communicate the analysis of an athlete to the athlete 	<ul style="list-style-type: none"> ◆ Utilize the skills manuals to select appropriate skill and drill progressions ◆ Identify risk factors and create an EAP for the team ◆ Set an appropriate structure for practice including good use of time, space and equipment ◆ Identify suitable objectives for each practice ◆ Understand the basic principles of drill design ◆ Understand the key technical skills, individual and team tactics in the game of hockey 	<ul style="list-style-type: none"> ◆ Understand the purpose of a seasonal plan and the components of that plan ◆ Be able to design a basic seasonal plan for a team at the rep level for a 6 month season ◆ Work with the athletes to set and monitor success indicators 	<ul style="list-style-type: none"> ◆ Verify that the facilities are safe ◆ Deliver one practice aimed at improving a specific skill or tactic in a way that is consistent with the current skills of the athlete ◆ Be able to adapt an activity to the skills of a particular group ◆ Apply basis teaching principles for demo and explanation ◆ Provide feedback relative to performance ◆ Use appropriate communication techniques to increase individual self-esteem and team harmony 	<ul style="list-style-type: none"> ◆ Use appropriate communication strategies to build the team goals and guiding principles in consultation with players and parents ◆ Provide logistical information about scheduled practices, games and meetings ◆ Report to the athlete and/or the athletes parents the progress of the player through



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Development 2 Outcomes

Analyzing Performance	Planning and Designing a Practice Session	Planning and Designing a Sport Program	Coaching at Practice	Program Management
<ul style="list-style-type: none"> ◆ Identification of the basic athletic abilities required to succeed in the game of hockey ◆ Assess the level of the team relative to the basic skills and tactics needed for performance at the regional or provincial level or provincial level ◆ Identify appropriate corrective measures for players with regards to a specific skill of the game ◆ Communicate the analysis of an athlete to the athlete 	<ul style="list-style-type: none"> ◆ Identify suitable objectives for each practice ◆ Understand the basic principles of drill design ◆ Understand the key technical skills, individual and team tactics in the game of hockey ◆ Understand the team play systems of hockey and the requisite technical and tactical skills required to perform these systems ◆ Have a strong understanding of the uniqueness of the goaltender and how to integrate the goaltender into practice. 	<ul style="list-style-type: none"> ◆ Be able to design a basic seasonal plan for a team at the rep level for a 6 month season ◆ Work with the athletes to set and monitor success indicators ◆ Begin to establish methods to monitor the effectiveness of the program design ◆ Adjust the program based on athlete performance and success indicators along the way ◆ Understand the development of the athlete outside of the competitive season and what can be developed program-wise to benefit this athlete. 	<ul style="list-style-type: none"> ◆ Verify that the facilities are safe ◆ Deliver one practice aimed at improving a specific skill or tactic in a way that is consistent with the current skills of the athlete ◆ Be able to adapt an activity to the skills of a particular group ◆ Apply basis teaching principles for demo and explanation ◆ Provide feedback relative to performance ◆ Use appropriate communication techniques to increase individual self-esteem and team harmony 	<ul style="list-style-type: none"> ◆ Identify appropriate goals and objectives for regional/provincial competitions ◆ Explain and teach the rules of the game ◆ Communicate basic nutritional needs ◆ Design and communicate basic tactics/strategies to employ during the game ◆ Design an appropriate warm-up and pre-game routine ◆ Analyze performance in a game setting ◆ Teach basic mental skills to promote concentration and relieve stress ◆ Encourage players and react appropriately within the game setting-toward officials, players and other coaches



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High Performance 1 Overview

Goals of Participation	Performance in Provincial and National Events
Frequency of Participation	4-6 times per week
Level of Competition	Provincial to National
Proficiency of players	Refining basic skills and tactics, acquiring and consolidating advanced team skills
Age of participants	Young adults
Stage in athlete's development	Training to Compete

High Performance 2 Overview

Goals of Participation	Performance in National and International
Frequency of Participation	4-6 times per week
Level of Competition	Provincial to International
Proficiency of players	Refining and varying advanced skills
Age of participants	Young adults and adults
Stage in the athlete's development	Training to Win



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High Performance 1 Outcomes

Analyzing Performance	Planning and Designing a Practice Session	Planning and Designing a Sport Program	Coaching at Practice	Coaching in Competition	Program Management
<ul style="list-style-type: none"> ◆ Perform an analysis of the technical, tactical, physical, and mental demands of the sport. ◆ Assess the status of the athlete/ participant and/or team vs. such demands, as required for performance in provincial/national level competitions. ◆ Identify appropriate corrective measures. Analyze the effects of contextual, social and environmental factors on performance. ◆ Communicate the result of the analysis to athlete and other stakeholders, where appropriate. ◆ Integrate performance analysis in program design. 	<ul style="list-style-type: none"> ◆ Match activities to performance analysis conducted in training and competition. ◆ Relate activities to training needs and program goals and priorities when establishing objectives of practice. ◆ Incorporate appropriate means and methods to achieve desired training effects. ◆ Adapt pre-designed activities and/or design activities suitable for the age group, selected athletic abilities, and performance level in order to achieve specific training effects. ◆ Set appropriate structure for practice. ◆ Identify risk factors. ◆ Develop EAP. ◆ Make good use of available time and equipment. ◆ Sequence activities optimally relative to each other within the practice 	<ul style="list-style-type: none"> ◆ Relate program to preceding and next stages of athletic development. ◆ Based on individual and/or team performance analysis, establish a sound seasonal or annual progression for the development of skills and other athletic abilities for athletes competing at provincial or national levels. ◆ Work with athletes to set goals and success indicators. ◆ Incorporate appropriate recovery strategies. ◆ Sequence practices optimally relative to other practices, and to competitions. ◆ Establish training and competitive priorities throughout the program. ◆ Use established methods to monitor the effectiveness of the program. ◆ Adjust program to achieve peak performance at selected times. 	<ul style="list-style-type: none"> ◆ Verify that facilities and equipment pose no safety risks. ◆ Provide guidance about choice and adjustment of equipment. ◆ Deliver a series of sessions aimed at improving required performance abilities of athletes competing at provincial/national level, in a way that is consistent with the guidelines set for the age group, the sport ADM and that promotes self-esteem. ◆ Adapt the activity for individual or group needs and abilities. ◆ Apply teaching principles for explanation and demonstration. ◆ Provide feedback to athletes relative to their performance. ◆ Communicate appropriate recovery strategies to employ post-training. ◆ Relate interventions to training needs identified in performance analysis. ◆ Justify adjustments and interventions. ◆ Implement strategies to develop optimal cooperation among athletes. 	<ul style="list-style-type: none"> ◆ Identify appropriate goals and objectives for a provincial/ national competition and communicate them to the athletes. ◆ Interpret correctly all competitive rules. ◆ Develop pre/post competition nutritional strategies to enhance performance and promote recovery. ◆ Based on performance analysis, communicate tactics and strategies to employ during the competition. ◆ Design appropriate competitive warm-up activities. ◆ Analyze performances during the competition, and suggest appropriate adjustments to competing athletes. ◆ Teach mental skills to promote concentration, control emotions, and manage distractions. ◆ Encourage participants. ◆ Behave respectfully toward participants, officials, parents, and spectators. 	<ul style="list-style-type: none"> ◆ Communicate his/her coaching philosophy and key principles guiding program decisions to the participants/ athletes and other stakeholders, where appropriate. ◆ Provide logistical information about schedule of activities. ◆ Design appropriate procedures for athlete selection. ◆ Report assessment of the progression accomplished by the participant/athlete throughout the program to key stakeholders, where appropriate. ◆ Manage equipment and financial resources necessary for successful program implementation. ◆ Manage a group of athletes during competitions away from home. ◆ Work with assistants.



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High Performance 2 Outcomes

Analyzing Performance	Planning and Designing a Practice Session	Planning and Designing a Sport Program	Coaching at Practice	Coaching in Competition	Program Management
<ul style="list-style-type: none"> ◆ Describe the concept of performance in national/ international level competitions. ◆ Perform an analysis of the technical, tactical, physical, and mental demands of the sport. Assess the status of the athlete vs. such demands, as required for performance in national/ international level competitions. ◆ Identify appropriate corrective measures. ◆ Analyze the effects of contextual, social and environmental factors on performance. ◆ Communicate the result of the analysis to athlete/ participant and other stakeholders, where appropriate. ◆ Integrate performance analysis in program design. 	<ul style="list-style-type: none"> ◆ Match activities to performance analysis conducted in training and competition. ◆ Relate activities to training needs and program goals and priorities when establishing objectives of practice. ◆ Incorporate appropriate means and methods to achieve desired training effects. ◆ Adapt pre-designed activities and/or design activities suitable for the age group, selected athletic abilities, and performance level in order to achieve specific training effects. ◆ Set appropriate structure for practice. ◆ Identify risk factors. ◆ Develop EAP. ◆ Make good use of available time and equipment. ◆ Sequence activities optimally relative to each other within the practice. 	<ul style="list-style-type: none"> ◆ Based on individual and/or team performance analysis, establish a sound annual progression for the development of skills and other athletic abilities appropriate to the age of the athletes competing at national or international/national levels. ◆ Work with athletes to set goals and success indicators. ◆ Evaluate likely causes of fatigue and incorporate appropriate recovery strategies. ◆ Sequence practices optimally relative to other practices, and to competitions. ◆ Establish training and competitive priorities throughout the program. ◆ Use established methods to monitor the effectiveness of the program, or and design others where appropriate. ◆ Adjust program to achieve peak performance at selected times. 	<ul style="list-style-type: none"> ◆ Deliver a series of sessions aimed at improving required performance abilities of athletes competing at national/ international level, in a way that is consistent with the guidelines set for the age group, the sport ADM, and that promotes self-esteem. ◆ Adapt the activity for individual or group needs and abilities. ◆ Apply teaching principles for explanation and demonstration ◆ Provide feedback to athletes relative to their performance. ◆ Communicate appropriate recovery strategies to employ post-training. ◆ Relate interventions to training needs identified in performance analysis. ◆ Justify adjustments and interventions. Implement strategies to develop optimal cooperation among athletes. Provide guidance about choice and adjustment of equipment for maximal performance. 	<ul style="list-style-type: none"> ◆ Identify appropriate goals and objectives for a provincial/ national competition and communicate them to the athletes. ◆ Interpret correctly all competitive rules. ◆ Develop pre/post competition nutritional strategies to enhance performance and promote recovery. ◆ Based on performance analysis, communicate tactics and strategies to employ during the competition. ◆ Design appropriate competitive warm-up activities. ◆ Analyze performances during the competition, and suggest appropriate adjustments to competing athletes. ◆ Teach mental skills to promote concentration, control emotions, and manage distractions. ◆ Encourage participants. ◆ Behave respectfully toward participants, officials, parents, and spectators. 	<ul style="list-style-type: none"> ◆ Communicate his/her coaching philosophy and key principles guiding program decisions to the participants/ athletes and other stakeholders, where appropriate. ◆ Provide logistical information about schedule of activities. ◆ Design appropriate procedures for athlete selection. ◆ Report assessment of the progression accomplished by the participant/athlete throughout the program to key stakeholders, where appropriate. ◆ Manage equipment and financial resources necessary for successful program implementation. ◆ Manage a group of athletes during competitions away from home. ◆ Supervise assistant coaches and support staff. ◆ Work with assistants.

APPENDIX 3—Development Team Coach Rating System

APPLICANT: _____

Item		Assigned Weight (A)	Unit Points Awarded (B)	Total Points (A) X (B) = (C)
1	Minimum Hockey Canada Certification	10		
2	Additional Hockey Canada Certification	5		
3	Past Coaching Experience	20		
4	Past Coaching Performance	25		
5	Seasonal Development Plan	30		
6	Seasonal Fundraising Plan	10		
Total:		100		

Comments:

Committee Member: _____

Date: _____

Note: Unless otherwise stated, unit points will be assigned as follows:

- Deficient: 0 points
- Poor: 1-3 points
- Fair: 4-6 points
- Good: 7-8 points
- Excellent: 9-10 points