

IIHF COACH DEVELOPMENT PROGRAM

LEVEL I



LEADERSHIP



1. STRUCTURE OF THE IIHF AND THE IIHF SPORT DEVELOPMENT PROGRAM

1. Structure of the IIHF and the IIHF Sport Development Program

This first chapter explains the International Ice Hockey Federation and the four components of the IIHF Sport Development Program.

The IIHF, through the IIHF Sport Development Program, is working together with its member National Associations in a “Partnership for Progress” to develop the game of hockey around the world. The IIHF Coach Development Program focuses on developing hockey coaches so that they can educate and influence the athletes that they work with in a positive way.

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

- *explain the structure of the IIHF,*
- *explain the structure of the IIHF Sport Development Program,*
- *explain the structure and the objectives of the IIHF Coach Development Program.*

1.1 Structure of the IIHF

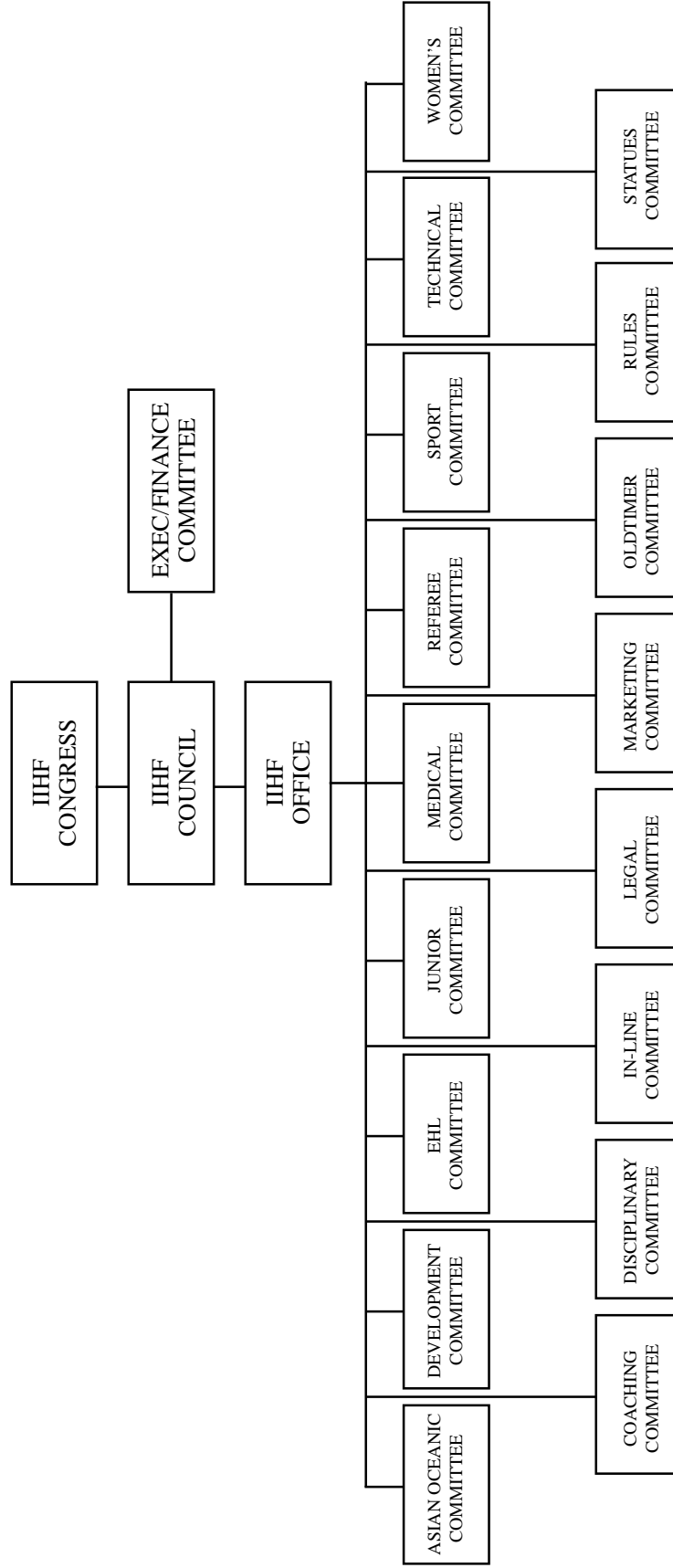
Founded in 1908, the International Ice Hockey Federation is a federation of member National Associations governing the sport of ice hockey and in-line hockey for both men and women.

The IIHF is recognized by the International Olympic Committee (IOC) as the only governing body for international ice hockey.

The objectives of the IIHF are:

- To govern, develop and promote ice and in-line hockey throughout the world.
- To develop and control international ice and in-line hockey.
- To promote friendly relations among the member National Associations.
- To operate in an organized manner for the good order of the sport.

1.1.1 IIHF Organizational Chart



1.1.2 IIHF Organizational Chart Description

IIHF Congress

The International Ice Hockey Federation Congress is the final decision making body within the IIHF . The Congress is responsible to review , debate and discuss the policies, guidelines and proposals for the operation of IIHF sanctioned activities. The member National Associations are represented at this level and meet twice a season - once at the Annual Congress in early May and again at the Semi-Annual Congress in late September .

IIHF Council

The IIHF Council is the body that is elected by the IIHF Congress to collectively formulate and develop the policies, plans, proposals and guidelines for the successful organisation and operation of IIHF sanctioned activities. Such activities are targeted at the promotion, education and world-wide growth of ice hockey . The Council is responsible to manage the activities on behalf of the member National Associations.

IIHF Executive and Finance Committee

The IIHF Executive and Finance Committee is under the chairmanship of the IIHF President and is composed of the three IIHF Vice-Presidents, the Treasurer and the General Secretary . This committee is responsible for the long range operational planning and financial management of the IIHF and its activities. This committee reports to the IIHF Council and is responsible for proposing plans and recommendations for the continued growth of the sport and the Federation.

IIHF Office

The IIHF Office is responsible for the day-to-day operation of all IIHF initiatives, sanctioned activities and services for IIHF member National Associations. The office is staffed by full time employees responsible for the initiation and implementation of the Federation activities. The staff are under the supervision of the General Secretary who is responsible to the IIHF Executive Committee for managing the daily operations of the Federation.

IIHF Committees:

The IIHF Committees are appointed working bodies established and mandated by the IIHF Council to perform the specialised work of the Council. The committees are under the control and supervision of an IIHF Council member and are responsible for preparing the necessary detailed proposals, plans, guidelines, resources and recommendations to Council for consideration in their respective field of expertise.

1.1.3 IIHF Member National Associations

Andorra (AND)

Federacio Andorrana d'Esports de Gel

Argentina (ARG)

Asociaicion Argentina de Hockey

Australia (AUS)

Australian Ice Hockey Federation

Austria (AUT)

Österreichischer Eishockey-V erband

Azerbaijan (AZE)

Ice Hockey Federation of the Republic of Azerbaijan

Belarus (BLR)

Belarus Ice Hockey Federation

Belgium (BEL)

Royal Belgian Ice Hockey Federation

Brazil (BRA)

Brazil Ice Sport Union

Bulgaria (BUL)

Bulgarian Ice Hockey Federation

Canada (CAN)

Canadian Hockey Association

China (CHN)

Ice Hockey Association of the People' s Republic of China

Chinese Taipei (TPE)

Chinese Taipei Skating Association

Croatia (CRO)

Croatian Ice Hockey Federation

Czech Republic (CZE)

Czech Ice Hockey Association

Denmark (DEN)

Danmarks Ishockey Union

DPR Korea (PRK)

Ice Hockey Association of the DPR Korea

Estonia (EST)

Estonian Ice Hockey Federation

Finland (FIN)

Finnish Ice Hockey Association

France (FRA)

Ice Hockey National Committee

Germany (GER)

Deutscher Eishockey Bund e.V .

Great Britain (GBR)

British Ice Hockey Association

Greece (GRE)

Hellenic Ice Sports Federation

Honk Kong (HKG)

Hong Kong Ice Hockey Association

Hungary (HUN)

Hungarian Ice Hockey Federation

Iceland (ISL)

Icelandic Skating Association

India (IND)

Winter Games Federation of India

Ireland (IRL)

Irish Ice Hockey Association

Israel (ISR)

Association Ice Hockey Federation of Israel

Italy (ITA)

Federazione Italiana Sport Ghiaccio

Japan (JPN)

Japan Ice Hockey Federation

Kazakstan (KAZ)

Kazakstan Ice Hockey Federation

Korea (KOR)

Korean Ice Hockey Association

Latvia (LAT)

Latvian Ice Hockey Federation

Lithuania (LTU)

Lithuanian Ice Hockey Federation

Luxembourg (LUX)

Fédération Luxembourgeoise de Hockey sur Glace

Mexico (MEX)

Federacion Mexicana de Deportes Invernales, AC

Namibia (NAM)

Namibia In-Line Skating Association (NISA)

The Netherlands (NED)

Nederlandse IJshockey Bond

New Zealand (NZL)

New Zealand Ice Hockey Federation

Norway (NOR)

Norges Ishockeyforbund

Poland (POL)

Polish Ice Hockey Federation

Romania (ROM)

Federatia Romana de Hockey pe Gheata

Russia (RUS)

Ice Hockey Federation of Russia

Singapore (SIN)

Skating Federation of Singapore

Slovakia (SVK)

Slovak Ice Hockey Federation

Slovenia (SLO)

Ice Hockey Federation of Slovenia

South Africa (RSA)

South African Ice Hockey Association

Spain (ESP)

Federacion Espanola Deportes de Invierno

Sweden (SWE)

Swedish Ice Hockey Association

Switzerland (SUI)

Schweizerische Eishockey Verband

Thailand (THA)

Thailand Ice Skating Association

Turkey (TUR)

Turkish Ice Sports Federation

Ukraine (UKR)

Ukrainian Ice Hockey Federation

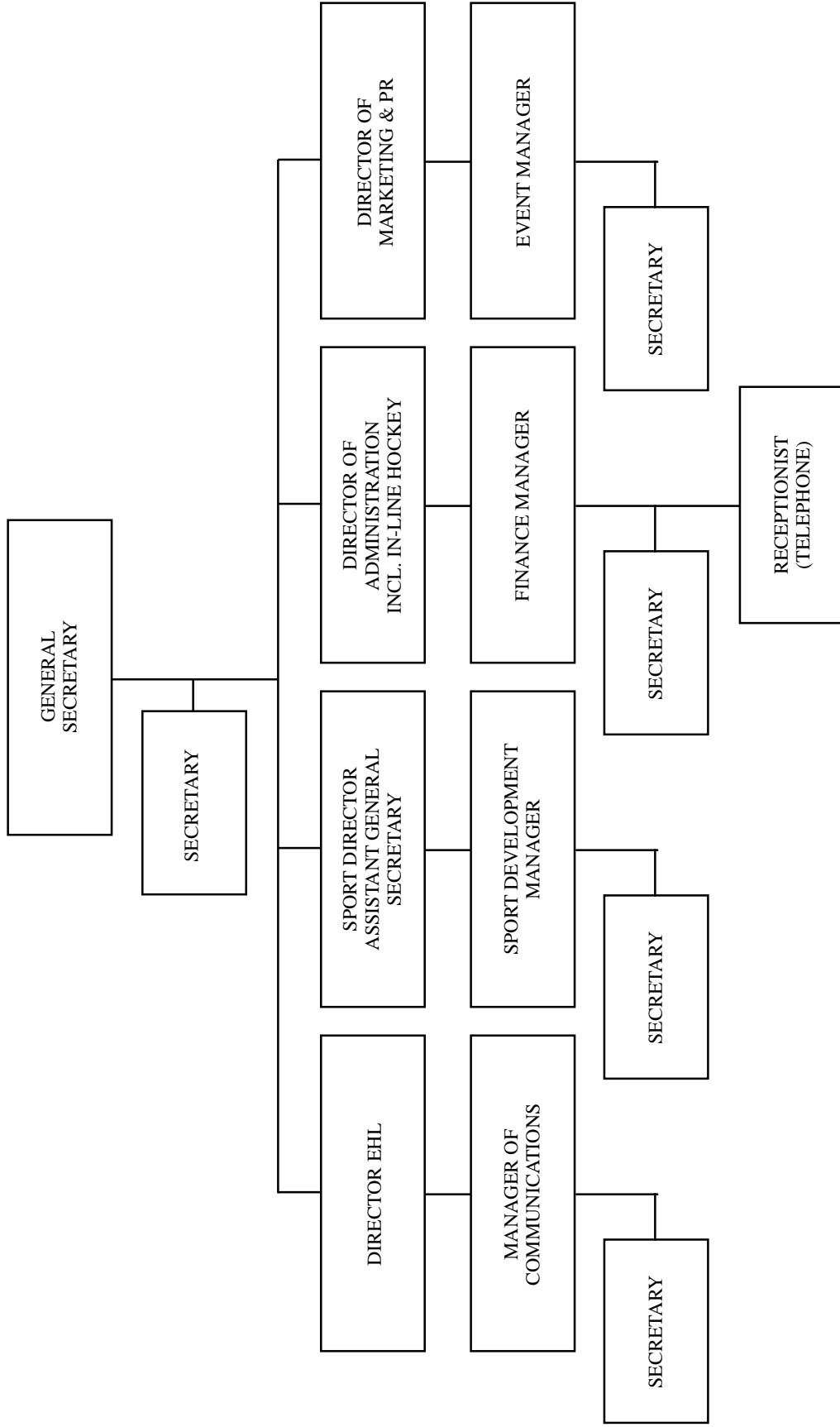
United States of America (USA)

USA Hockey

Yugoslavia (YUG)

Yugoslav Ice Hockey Federation

1.1.4 IIHF Office Structure Organizational Chart



1.1.5 IIHF Office Structure Organizational Chart Description

The IIHF office is the administrative hub for the operation of all IIHF activities. It is through this office that all sanctioned international competitions, programs and activities are facilitated. Under the direction of the IIHF Council and managed by the General Secretary, the IIHF office operates within six departments: Administration, Finance, Sport, European Hockey League, In-Line and Marketing. Each department is responsible for providing the necessary administrative service to the IIHF Council, its member committees and to all member National Associations regarding their particular programs and initiatives.

The IIHF office acts as a central clearing house for all questions on the operation of international hockey while performing as an independent and neutral site for resolving international hockey difficulties.

1.2 IIHF Sport Development Program

The IIHF Sport Development Program which was initiated in 1997 co-operates with member National Associations in a “Partnership for Progress” to develop and promote hockey world wide. Within this partnership the IIHF Sport Development Program provides National Associations with the resources to organize and operate the educational programs within their country, however, It is the National Association’s ultimate responsibility to provide the highest quality of instruction, training and supervision in order to develop their own programs and educate their own membership.

1.2.1 Philosophy, Mission Statement, Vision

Philosophy

Our interest is in growing the game of ice hockey globally with internationally compiled resources of coaching, player, administrator and officiating educational material. This material is designed for and recommended for use as either a supplement to existing programs which exist in your country or as your core program.

The IIHF and the National Associations are in a “Partnership for Progress” to enhance the game of ice hockey globally.

Mission Statement

Our challenge is to support each member National Association in the growth and development of hockey within their country in order to foster and develop the game of hockey around the world.

We will teach National Associations to educate their own hockey membership.

In our quest to develop coaches, hockey players, administrators and game officials our aim is also to develop life skills in the youth of the world through the game of ice hockey.

Vision

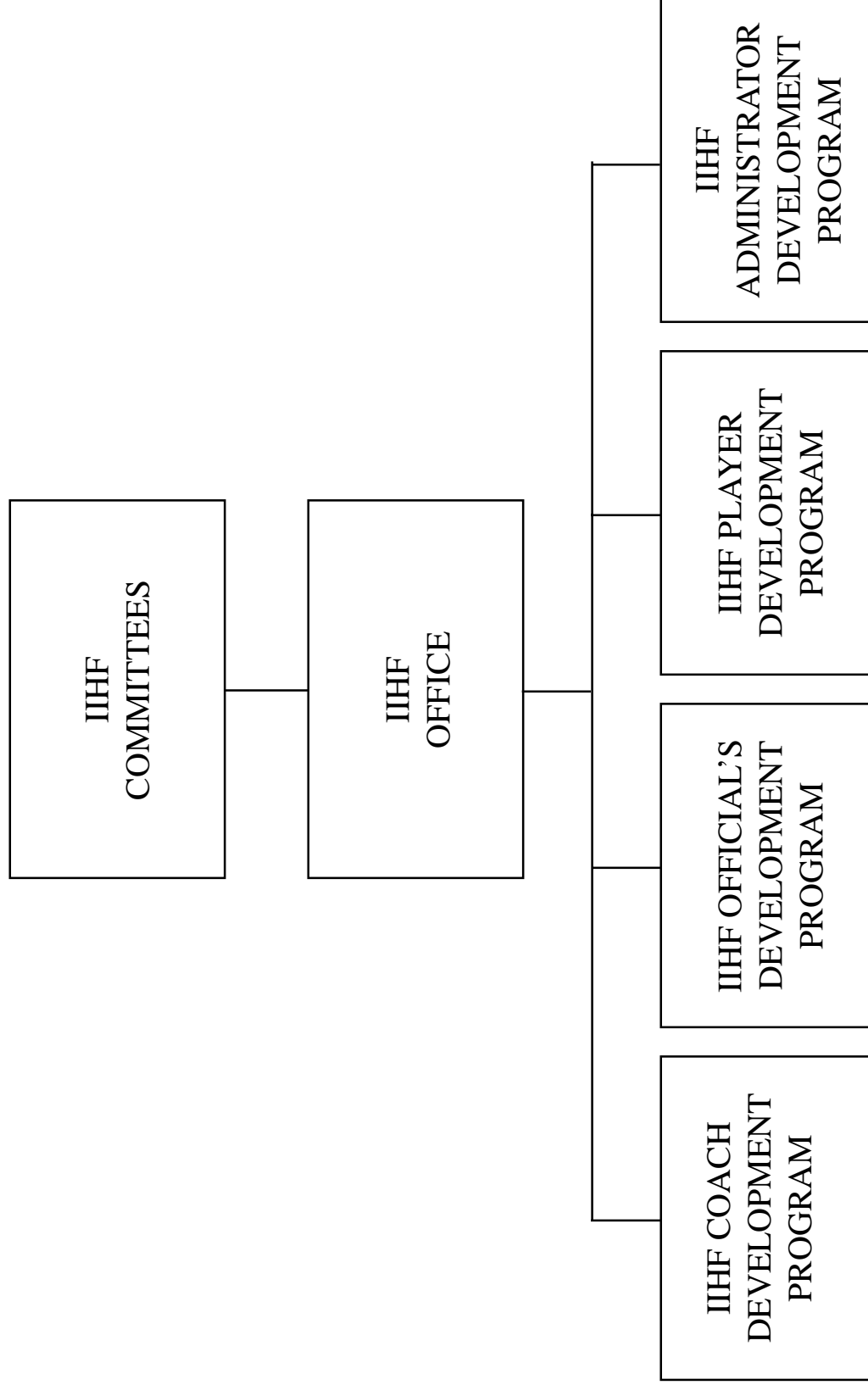
Our aim is to compile an international library of coaching, player, administrator and officiating educational materials, including books and videos which have been developed by the IIHF and National Associations, and to create a centre where coaches, players, game officials and administrators can come in to look at and purchase the material of their choice.

We will discuss each country’s requirements and provide them with the best assistance possible to develop the game within their own country’s culture and hockey situation.

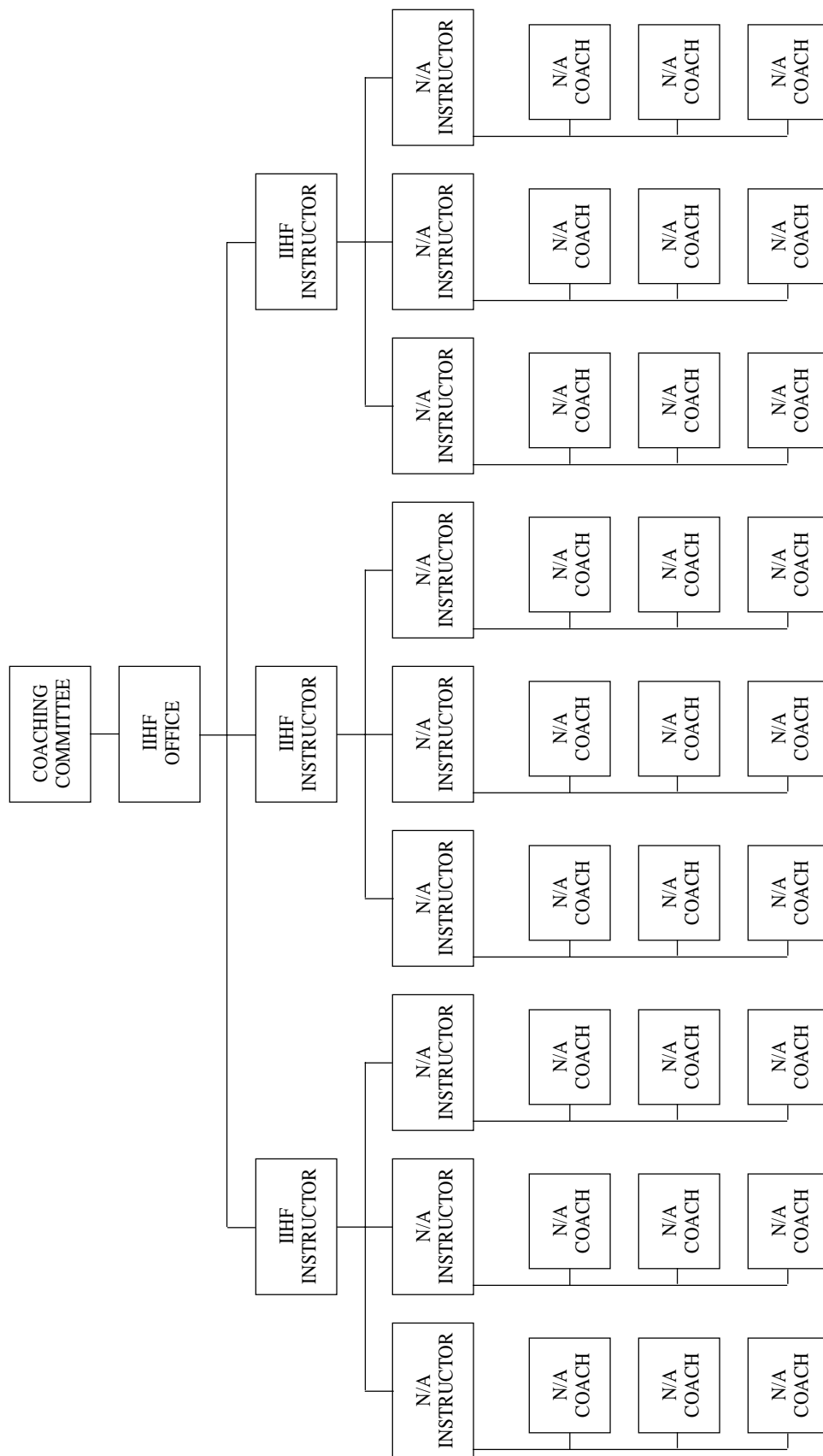
The following four educational programs which are listed below, and are illustrated in more detail in the following pages, make up the IIHF Sport Development Program.

- IIHF Coach Development Program
- IIHF Official’s Development Program
- IIHF Player Development Program
- IIHF Administrator Development Program

1.2.2 IIHF Sport Development Program Organizational Chart



1.2.3 IIHF Coach Development Program Organizational Chart



* N/A = NATIONAL ASSOCIATION

1.2.4 IIHF Coach Development Program Organizational Chart Description

IIHF Coaching Committee

The IIHF Coaching Committee is responsible for developing the strategies and plans, as well as overseeing the operation of the IIHF Coach Development Program, including course curriculum and contents. This includes the contents of the resources and the various training seminars. This educational program is designed to follow the “Partnership for Progress” strategy whereby the program operates as a joint venture between the International Ice Hockey Federation and National Associations. That is to say that, when a National Association has committed time, people and resources, the IIHF will reciprocate.

IIHF Office

The IIHF office will manage the daily operations of the IIHF Coach Development Program from the office in Zurich, Switzerland.

IIHF Instructor

The IIHF will recruit and train IIHF Instructors. Their role will be to:

- Conduct seminars for the training of National Association Instructors at various times throughout the year.
- Assist the National Association Instructors in conducting coaching clinics within their country for their membership.
- Remain as a resource person for the National Association Instructors.
- Compile information from National Association Instructors and make recommendations to the Coaching Committee.

National Association Coach Instructor

The National Association Instructors will be nominated by the National Association following the “Recommended Selection Criteria for National Association Head Instructors”. Their role will be to:

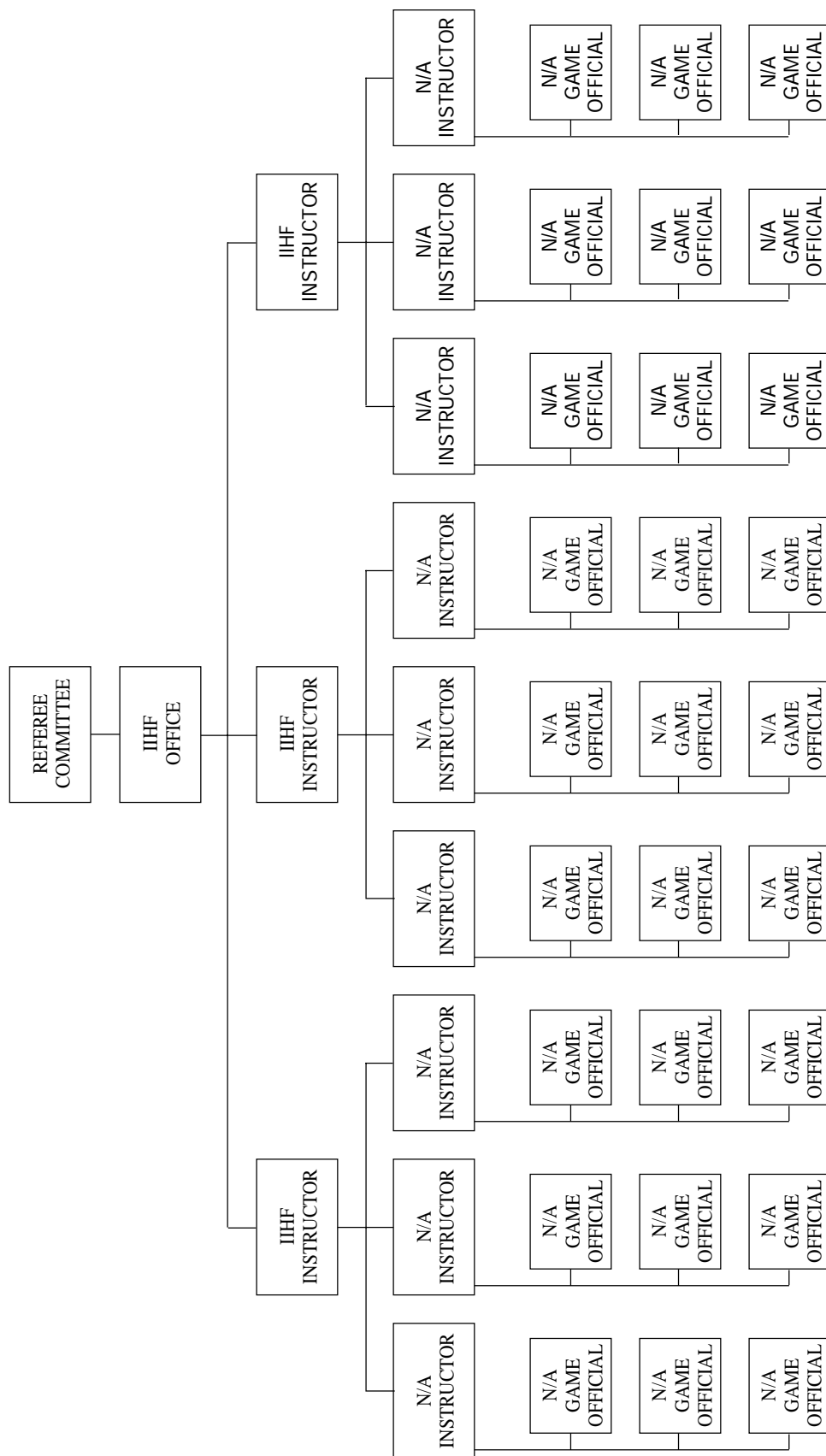
- Attend an Instructor Seminar which will be conducted by an IIHF Instructor.
- Conduct coaching clinics within their country with the assistance of an IIHF Instructor for their members.
- Remain as a resource person for the National Association Coaches.

National Association Coaches

The National Association coaches will be selected by the National Association. Their role will be to:

- Attend coaching clinics which are organized by the National Association. The clinics will be conducted by the National Association Instructors who will at times be assisted by an IIHF Instructor.
- The coaches will continue to use their National Association Instructor as a resource person for the IIHF Coach Development Program.
- Whereas hockey has its roots in the club system, it is important that coaches are provided with the best possible resources to ensure that the game is played in a safe and proper environment and as defined by the playing rules. With respect to this, coaches play a very important role in the growth and development of hockey in their country.

1.2.5 IIHF Official's Development Program Organizational Chart



* N/A = NATIONAL ASSOCIATION * GAME OFFICIAL = REFEREE AND LINESMEN

1.2.6 IIHF Official's Development Program Organizational Chart Description

IIHF Referee Committee

The IIHF Referee Committee is responsible for developing the strategies and plans, as well as overseeing the operation of the IIHF Official's Development Program, including course curriculum and contents. This includes the contents of the resources and the various training seminars. This educational program is designed to follow the "Partnership for Progress" strategy whereby the program operates as a joint venture between the International Ice Hockey Federation and National Associations. That is to say that, when a National Association has committed time, people and resources, the IIHF will reciprocate.

IIHF Office

The IIHF office will manage the daily operations of the IIHF Referee Development Program from the office in Zurich, Switzerland.

IIHF Instructor

The IIHF will recruit and train IIHF Instructors. Their role will be to:

- Conduct seminars for the training of National Association Instructors at various times throughout the year.
- Assist the National Association Instructors in conducting officials' clinics within their country for their membership.
- Remain as a resource person for the National Association Instructors.
- Compile information from National Association Instructors and make recommendations to the Referee Committee.

National Association Referee Instructor

The National Association Instructors will be nominated by the National Association following the "Recommended Selection Criteria for National Association Head Instructors". Their role will be to:

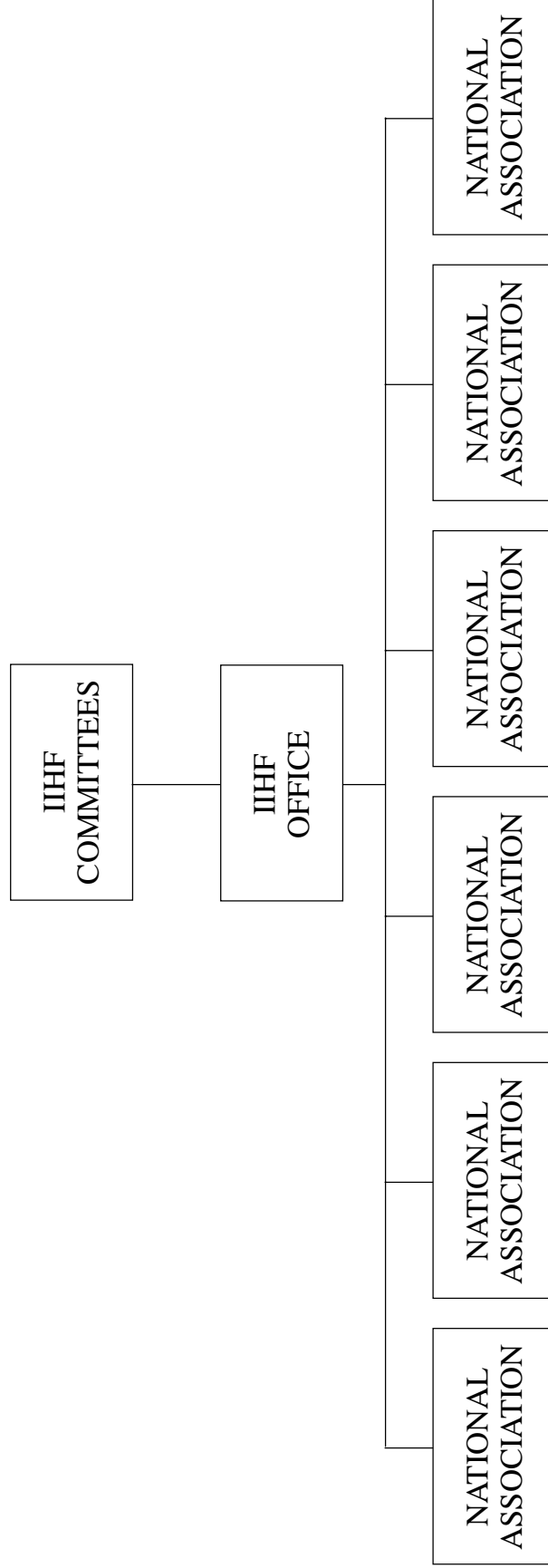
- Attend an Instructor Seminar which will be conducted by an IIHF Instructor.
- Conduct referee and linesmen clinics within their country with the assistance of an IIHF Instructor for their members.
- Remain as a resource person for the National Association game officials.

National Association Game Officials

The National Association game officials will be selected by the National Association. Their role will be to:

- Attend referee clinics which are organized by the National Association. The clinics will be conducted by the National Association Instructors who will at times be assisted by an IIHF Instructor.
- The game officials will continue to use their National Association Instructor as a resource person for the IIHF Referee Development Program.
- Whereas hockey has its roots in the club system, it is important that game officials are provided with the best possible resources to ensure that the game is played in a safe and proper environment, and as defined by the playing rules. With respect to this, referees and linesmen play a very important role in the growth and development of hockey in their country.

1.2.7 IIHF Player Development Program Organizational Chart



1.2.8 IIHF Player Development Program Organizational Chart Description

The IIHF Player Development Program is one of the four disciplines within the IIHF Sport Development Program which has been designed to work in a cooperative fashion between the individual National Associations and the IIHF. This “Partnership for Progress” strategy is an integral component to the operation of IIHF Sport Development Program. Together, the IIHF and the respective National Associations are responsible for developing the best possible training programs and competitions to allow the players participating in our sport to develop in a positive fashion.

IIHF Committees

IIHF Committees are responsible for developing the strategies and plans, as well as overseeing the contents and the operation of the various educational programs utilised within the IIHF Player Development Program. This will also include the facilitating of workshops and seminars between the developing hockey nations to better understand and identify their individual and collective needs in order to provide the necessary materials and resources for the development of hockey within their individual countries.

The allocation of junior and female hockey equipment to the developing nations is one component of the IIHF Player Development Program. The goal of this initiative is to allow National Associations to promote and encourage the development of junior and female hockey within their country.

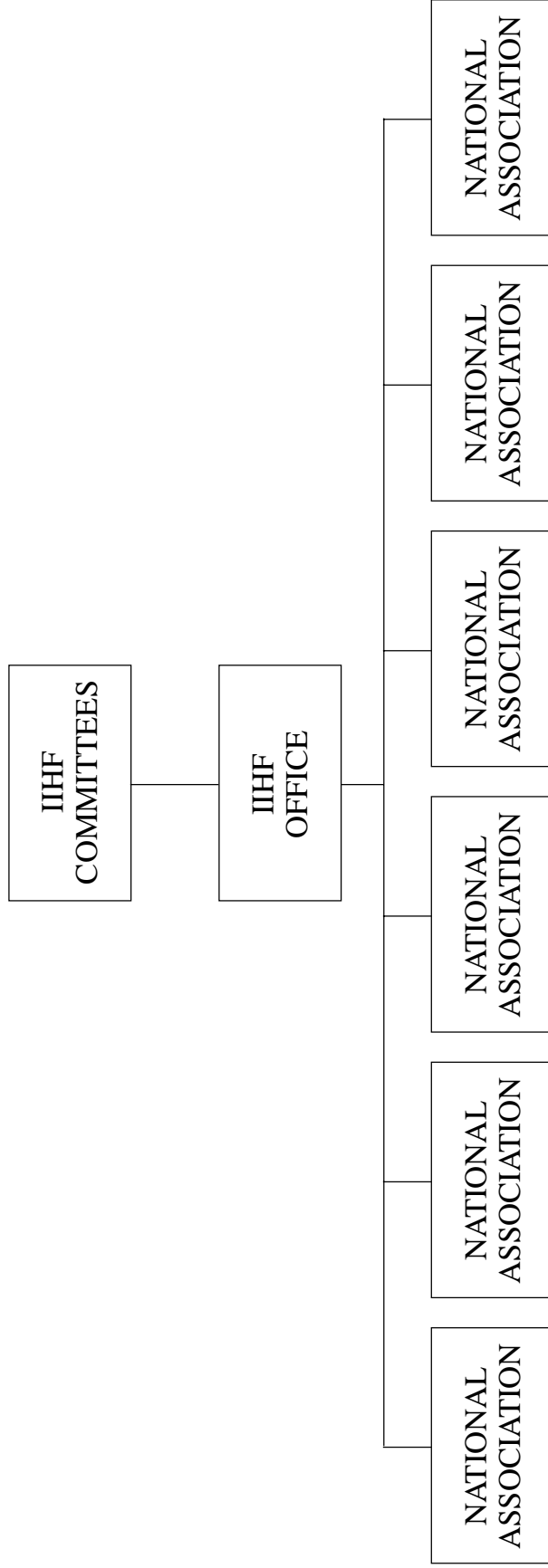
IIHF Office

The IIHF Office will manage the daily operations of the IIHF Player Development Program from the office in Zurich, Switzerland.

National Association

A National Association is responsible for identifying their needs to best develop the sport within their unique hockey situation. This information is passed along to the respective IIHF Committees responsible for assessing these needs and then designing and developing applicable Player Development Programs and resources to further develop the game of hockey in that particular country.

1.2.9 IIHF Administrator Development Program Organizational Chart



1.2.10 IIHF Administrator Development Program Organizational Chart Description

The IIHF Administrator Development Program is one of the four disciplines within the IIHF Sport Development Program which has been designed to work in a cooperative fashion between the individual National Associations and the IIHF . This “Partnership for Progress” strategy is an integral component to the operation of IIHF Sport Development Program. Together, the IIHF and the respective National Associations are responsible for developing the best possible environment for the athletes participating in our sport.

IIHF Committees

IIHF Committees are responsible for developing the strategies and plans, as well as overseeing the contents and the operation of the various educational programs utilised within the IIHF Administrator Development Program. This will also include the facilitating of workshops and seminars between the developing hockey nations to better understand and identify their individual and collective needs in order to provide the necessary materials and resources for the development of hockey within their own countries.

IIHF Office

The IIHF Office will manage the daily operations of the IIHF Administrator Development Program from the office in Zurich, Switzerland.

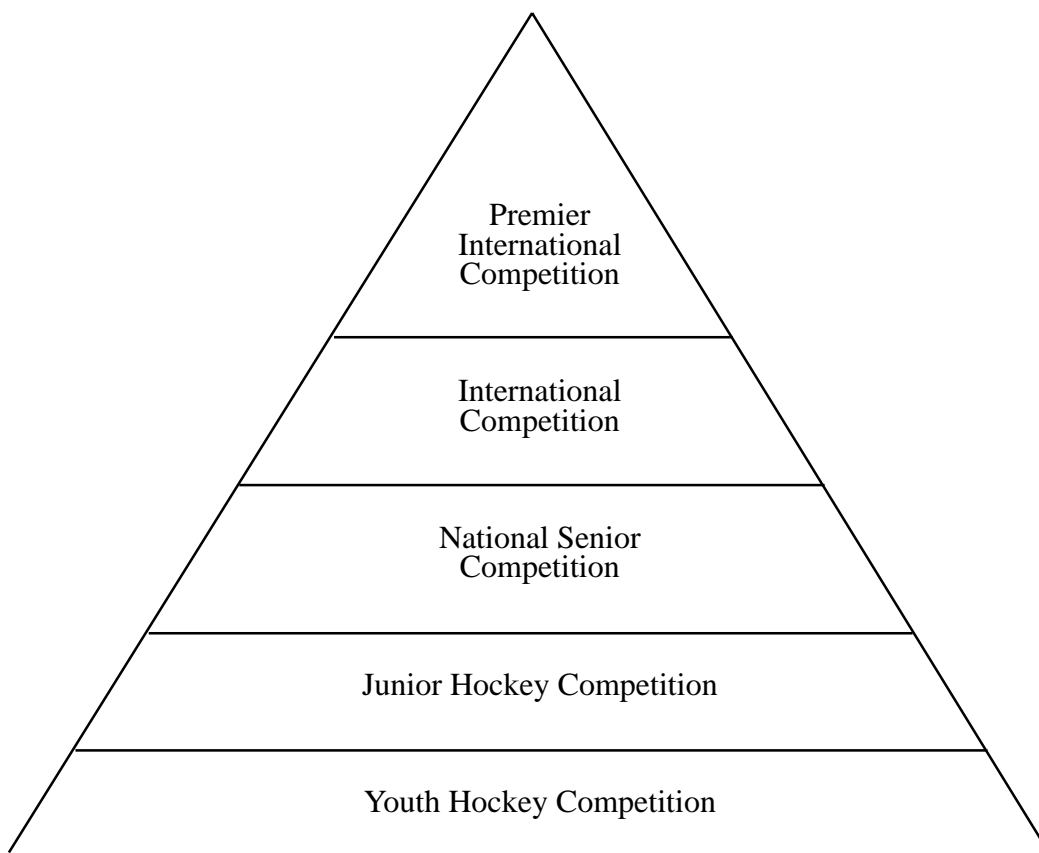
National Association

A National Association is responsible for identifying their administrative educational and resource needs to best develop the sport within their unique hockey situation. This information is passed along to the respective IIHF Committees responsible for assessing these needs and then designing and developing applicable administrative programs to further develop the game of hockey in that particular country .

1.3 IIHF CLASSIFICATIONS OF COMPETITION

The International Ice Hockey Federation has identified five classifications of competition in hockey being played around the world. These classifications are:

1. Youth Hockey Competition
2. Junior Hockey Competition
3. National Senior Competition
4. International Competition
5. Premier International Competition



Description of the Classifications of Competition

In order to understand the relationship between the classifications of competition and the levels of the IIHF Coach Development Program, it is important to understand what each classification addresses.

Within each of these classifications, each individual National Association will set up age groups, sub-levels of classifications and the criteria for each age group to best fit their unique hockey situation.

Following are brief descriptions of the classifications and suggested contents and objectives as to what they could offer for their participants.

1.3.1 Youth Hockey Competition

Youth hockey is the “Grass Roots” level of hockey . This is where the base of all programs begin and this is where the leadership and initiative of the National Association is very important to have a successful program. All players begin their hockey careers here and emphasis should be on ENJOYMENT and SKILL DEVELOPMENT . This classification should include players up to 16 years of age.

Objectives:

- Have fun
- Stimulate interest in hockey and a desire to continue participation
- Develop basic hockey skills
- Introduce individual and team tactics
- Obtain a sense of achievement
- Promote physical fitness
- Introduce players to the concepts of developing “Life Skills” such as COOPERATION, SPORTSMANSHIP , and LEADERSHIP
- Encourage initiative
- Provide a game to fit the needs of the participants
- Allow players equal ice time
- De-emphasize the importance of winning
- Assist in an individual’ s physical development
- Create a social environment
- Allow and encourage an individual to participate freely in other sports and activities
- Encourage the oldest youth hockey players to officiate for the younger age groups

1.3.2 Junior Hockey Competition

After having had a positive experience in youth hockey and developed the skill base necessary , as well as basic individual and team tactics, the players will move into junior hockey competition. During these very important formative years of development in a hockey player , and more importantly in a young person, it is very important that the National Association take positive and progressive measures to ensure that everyone involved has a positive experience in all aspects. This classification should include players up to 20 years of age.

Objectives:

- Have fun
- Refine basic hockey skills
- Refine individual and team tactics
- Promote physical fitness
- Continuing development of “Life Skills” such as COOPERATION, SPORTSMANSHIP , and LEADERSHIP
- Provide a game to fit the needs of the participants
- Assist in an individual’ s physical development
- Create a social environment
- Allow and encourage an individual to participate freely in other sports and activities
- Encourage players to officiate in youth hockey competition

1.3.3 National Senior Competition

Within this level of competition is the “elite” or “first” division as well as other sub levels of senior competition.

At the top level, males and females continue to develop and hone their technical skill as well as their level of individual and team tactics. This is the highest level within the country.

The “recreational” player, or the player who does not play at the “elite” level, also plays at this level of competition. It is here that a player is allowed to prolong his or her career in the spirit of fun, fitness, relaxation and fellowship.

Objectives:

- Have fun
- Further refine basic hockey skills
- Further refine individual and team tactics
- Role model function for the team, club and association
- Promote physical fitness
- Continuing development of “Life Skills” such as COOPERATION, SPORTSMANSHIP, and LEADERSHIP
- Provide a game to fit the needs of the participants
- Assist in an individual’s physical development
- Create a social environment
- Achieve a degree of excellence according to the player’s interest and potential
- Provide an opportunity to progress to a higher level of competition (international competition)
- Encourage players to participate in youth hockey competition

1.3.4 International Competition

This classification encompasses the international competitions from youth hockey to senior hockey, excluding the Olympic Winter Games, World Senior Championship Pool “A” and the World Junior Championship Pool “A”.

Objectives:

- Have fun
- Further refine basic hockey skills
- Further refine individual and team tactics
- Role model function for the National Association and the sport of ice hockey
- Promote physical fitness
- Continuing development of “Life Skills” such as COOPERATION, SPORTSMANSHIP, and LEADERSHIP
- Assist in an individual’s physical development
- Provide an opportunity to progress to a higher level of competition (premier international competition)

1.3.5 Premier International Competition

This level of competition provides the players who have special talents a chance to represent their country at the Olympic Winter Games, World Senior Championship Pool “A” and World Junior Championship Pool “A”.

Objectives:

- Have fun
- Provide an opportunity for the players who have dedicated themselves to the sport to play at the highest level in the world
- Role model function for the National Association and the sport of ice hockey
- Continuing development of “Life Skills” such as COOPERATION, SPORTSMANSHIP, and LEADERSHIP

1.4 IIHF Coach Development Program

As is outlined on page 1.1 1, the directives for the IIHF Coach Development Program are given by the IIHF Coaching Committee. Each National Association is encouraged to use the IIHF Coach Development Program resource materials, either as a supplement to existing programs which exist in their country, or as their core program in the education of their coaches.

The objectives of the IIHF Coach Development Program are:

- To cooperate with National Associations in a “Partnership for Progress” to educate the coaches within their country,
- To provide coaches from around the world with the most current coaching information and technology,
- To take a pro-active role in solving the coaching challenges in modern day hockey,
- To encourage coaches to provide a positive, fun and healthy atmosphere for the growth and development of hockey players.

1.4.1 IIHF Coach Development Program Overview

Within the IIHF Coach Development Program there are four educational levels; Level I, Level II, Level III and Level IV. Levels I and II have manuals that contain topics in the ten subject areas: Leadership, Teaching/Learning, Organization and Planning, Communication, Physiology, Psychology, Technical, Tactical, Safety and Risk Management and Rules and Regulations (see IIHF Coach Development Program Overview page 1.23).

Levels III and IV have no actual manual but the curriculum still follows the ten subject areas as outlined above. Level III refines the topics which were presented in the first two levels. Specialists in the ten subject areas are brought together to present the course content to the Coaches.

Level IV of the Coach education is for top level Coaches from around the world who are working at the elite level and/or in the high performance programs within National Associations. These Coaches will meet three or four times a year to listen to specialists in certain subject areas and they will also network with each other and discuss hockey at the elite level. The Level IV Coaches will also be given tasks that they must complete during the year while working with their teams. These tasks will be reviewed and discussed when the Coaches meet during the season.

Certification

The IIHF does not certify coaches. Certification is the responsibility of each National Association.



IIHF COACH DEVELOPMENT PROGRAM OVERVIEW

SUBJECTS	LEVEL I	LEVEL II	LEVEL III
LEADERSHIP	<ol style="list-style-type: none"> 1. Structure of the IIHF and the IIHF Sport Development Program 2. Role of the Coach 	<ol style="list-style-type: none"> 1. Structure of the IIHF and the IIHF Sport Development Program 2. Role of the Coach 3. Athlete in Today's Society 4. Bench Management Principles 5. Hockey as a Quality Life Experience 	To Be Developed
TEACHING / LEARNING	<ol style="list-style-type: none"> 3. Teaching Techniques 4. Skill Analysis 5. Developing Hockey Sense 	<ol style="list-style-type: none"> 6. Teaching Techniques 7. Skill Analysis 8. Developing Hockey Sense 	
ORGANIZATION AND PLANNING	<ol style="list-style-type: none"> 6. Practice Organization 7. Yearly Planning 8. Female Hockey 	<ol style="list-style-type: none"> 9. Yearly Planning 10. Player Selection 11. Statistics 	
COMMUNICATION	<ol style="list-style-type: none"> 9. Communication Principles 10. Communication in the Hockey Environment 	12. Team Building	
PHYSIOLOGY	<ol style="list-style-type: none"> 11. Growth and Development 12. Physical Preparation 13. Developing Fitness 	<ol style="list-style-type: none"> 13. Growth and Development 14. Hockey Specific Training 15. Nutrition And Performance 	

SUBJECTS	LEVEL I	LEVEL II	LEVEL III
PSYCHOLOGY	14. Building Self-Esteem	16. Recognise and Manage Stress 17. Motivation	
TECHNICAL	15. Goalkeeping 16. Skating Skills 17. Puck Control Skills 18. Checking Skills	18. Goalkeeping 19. Skating Skills 20. Puck Control Skills 21. Checking Skills	
TACTICAL	19. Individual Offensive Tactics 20. Offensive Team Tactics and Principles 21. Drills	22. Individual Offensive Tactics 23. Individual Defensive Tactics 24. Defensive Team Tactics and Principles 25. Team Play Systems 26. Special Situations 27. Drills	
SAFETY AND RISK MANAGEMENT	22. Safety 23. Hockey as a Quality Life Experience	28. Recognise and Manage Injuries	
RULES AND REGULATIONS	24. Rules 25. Rule Communicues	29. Rules 30. Rule Communicues	

1.4.2 IIHF Participation Levels

IIHF Participation Levels chart on page 1.26 demonstrates the correlation between the IIHF Participation Levels and the IIHF Coach Development Program educational levels.

The IIHF Participation Levels of Youth U-16, Junior U-20 and Senior can be subdivided into the following three categories:

Recreation

These players are boys and girls, men and women who make up the majority of amateur players in all countries. They play in all three levels and are participating for the love of the game.

Competitive

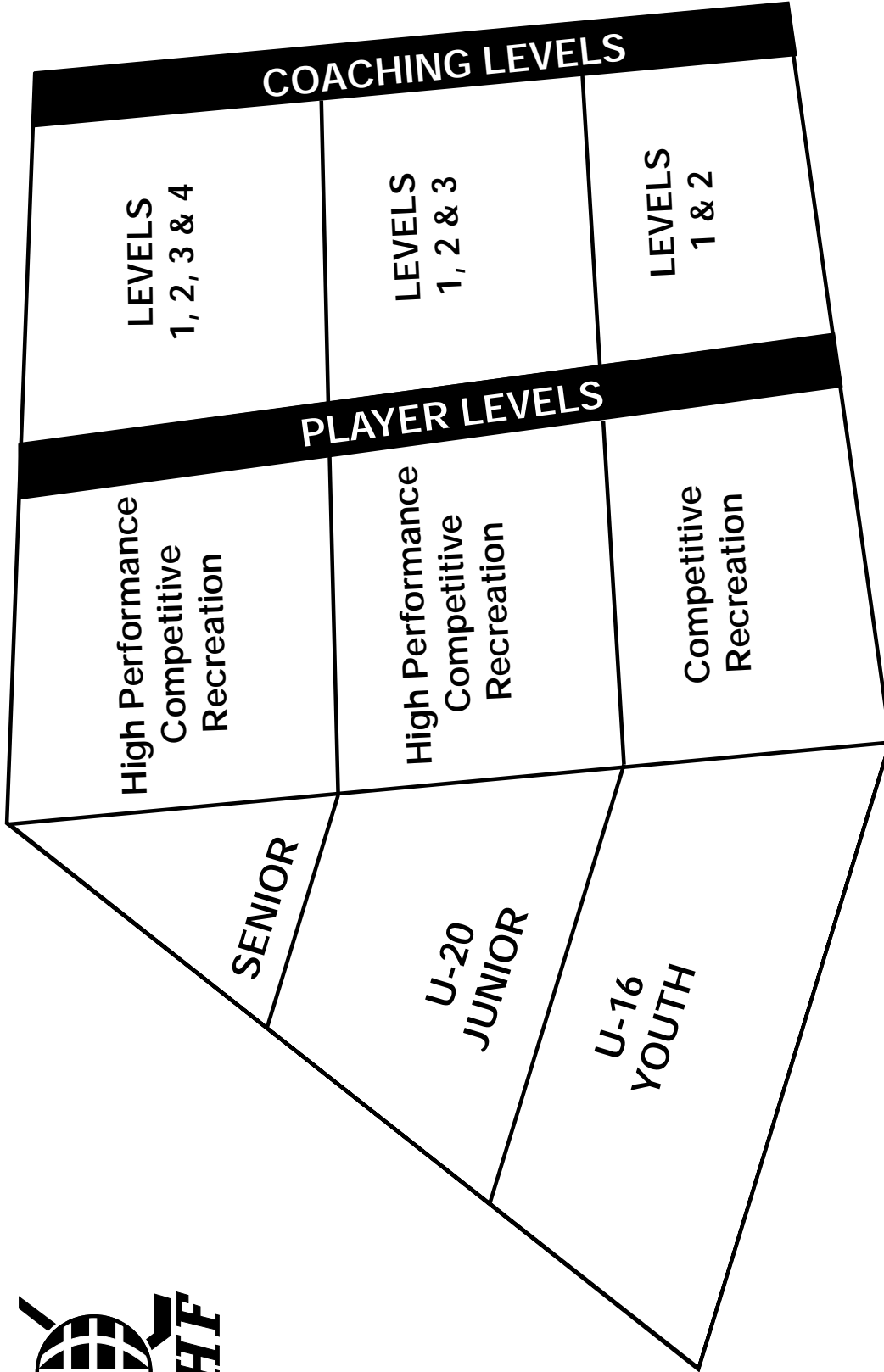
The competitive players are those who have the desire and ability to play at a high level of competition and who are willing to invest a reasonable amount of time in on and off-ice training. They compete in club, inter club, national and lower level international competitions.

High Performance

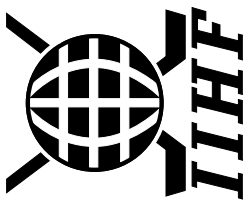
This level of participation is for the players in the Junior and Senior levels. It offers players who are dedicated to the game the opportunity to develop to their maximum potential by participating in higher level international and premier international competition.



LEVEL 1



IIHF PARTICIPATION LEVELS



SUMMARY

- The International Ice Hockey Federation cooperates with its member National Associations in a “Partnership for Progress” to develop hockey around the world.
- The IIHF Sport Development Program is designed to educate and develop coaches, on-ice officials, players and youth hockey administrators.
- The IIHF Coach Development Program is dedicated to the education and development of coaches internationally .



2. ROLE OF THE COACH

2. Role of the Coach

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

- *identify, and understand the specific roles of the coach as a;*
 - *leader, by appreciating the influence you have on athletes,*
 - *teacher, by realizing the importance of teaching athletes,*
 - *organizer, by recognizing the value of an organized program.*

In order to run a successful hockey program, the Coach must be prepared to fill various roles and accept many responsibilities. Coaching is much more than simply teaching the basic skills of hockey. You do not usually realize how much there is to coaching until you become involved in it! If you have the commitment to be an effective coach, you will have the motivation to make the time to do all that is necessary to be effective at coaching.

THE ROLES OF THE COACH

The three major roles of the coach are:

- The Coach as a Leader
- The Coach as a Teacher
- The Coach as an Organizer

Coaches have the potential to exert tremendous influence on their athletes. The type and amount of influence you will have on your players is determined by your personal skills. How effective a leader, teacher, organizer are you? How supportive and encouraging are you of your athletes? How enthusiastically do you interact with your athletes? How concerned are you with your players' total development?

To have a positive and lasting impact on the athletes you coach, you need to be effective as a leader, teacher, and organizer; encourage and support your players; coach enthusiastically, and express genuine concern for the athletes' total well-being.

You significantly affect your athletes' motivation to achieve and the enjoyment they receive from participation in hockey. The impact you will have on your players is enhanced if their decision to participate was voluntary. How much your athletes respect you and the longer and more frequently you are together with your players will increase the influence you have on them. Your athletes' decisions about long-term participation in sport are largely determined by the type of impact you have on them.

Your role as a coach becomes very important when you consider that the tremendous influence you have on your players extends well beyond the contact you have with them in the immediate sport environment.

2.1 The Coach as a Leader

An important role of the coach is to be an effective leader. As a leader the coach must be able to:

Establish Seasonal Goals and Objectives

Start by suggesting five or six general goals that you want your athletes to be able to achieve by the end of the season. These goals should reflect your league's philosophy, and should be consistent with the general goals. For example general goals could be: The players will be able to demonstrate 1) basic hockey skills necessary to participate in practices and games at a level appropriate for their age, ability, and maturity; 2) sportsmanship in practices and games.

After having established the general goals, it is then necessary to more specifically define each goal, keeping in mind what your athletes will need to learn in order to achieve the goal. For example, under goal number 2, sportsmanship, there could be listed such objectives as; a) demonstrate respect for referees, opponents, teammates, coaches, and parents; b) use of appropriate language; c) control of emotions; and d) play by the rules.

Other examples of specific observable and measurable goals could include the following: a) to be able to skate well both forwards and backwards; b) to be able to change from forward skating to backward skating and vice-versa; c) to increase the number of positive comments given to each other; and d) to reduce the number of penalties received in a game.

The examples given illustrate that goals are set both in skill performance areas and behavioral areas. Be sure to receive input and feedback from assistant coaches, players, and parents on the goals you have suggested. The players will show a greater commitment to achieving the goals if they participated in the setting of them.

Set both short and long-term goals. The attainment of short-term goals provides feedback of improvement to the athletes and charts progress toward the attainment of an ultimate long-term goal. Also, remember that the goals you and your athletes set should be challenging but realistically attainable.

Use a Democratic Coaching Style

The goals you want your athletes to achieve are expressed through your coaching style and behaviours. Most coaches will indicate the following goals in the prioritized order given: a) to assist athletes to develop physically (e.g., to learn basic hockey skills), psychologically (e.g., to develop positive self-images), and socially (e.g., to learn to cooperate with each other in practices and games); b) to have fun; and c) to win.

How do you prioritize the goals? How important is winning to you? Does your coaching behaviour reflect your priority of goals? If winning is the least important to you of the three goals, then be sure to behave in a manner which shows that the athletes' development and having fun are more important than winning. Striving to win provides healthy competition, provided the proper significance is placed on the winning. To keep winning in the proper perspective will allow for the optimal development of your players while having fun.

A democratic coaching style is most appropriate in achieving these goals. Coaches who use this style understand their responsibilities in providing leadership and direction to their athletes while allowing the athletes the opportunity to share in the decision-making and responsibilities.

Using a democratic coaching style does not mean that the athletes have input on all the decisions made. It is necessary for you to provide an appropriate amount of structure and rules to allow for the optimal total development of your athletes. In so doing, you give direction and make decisions when it is necessary, but you also realize when it is more beneficial to let the athletes make the decisions and take the responsibilities.

If you provide too much structure, an autocratic coaching style will become your dominant coaching style and will result in decreasing the satisfaction athletes could receive from their participation. Providing just the right amount of structure that is optimal for the athletes you coach is the objective of the democratic coaching style.

Using a democratic coaching style will enhance your players' abilities to make decisions and become responsible, independent adults. A democratic coach places more trust in the abilities of the players, which has a very positive effect on their self-images. As well, this coaching style improves communication between the players and the coach and improves the motivation of the athletes to achieve and feel more personally satisfied with their participation.

Provide an Appropriate Role Model from Whom Your Players can Learn

You are a very significant role model for the athletes you coach. Set an example that is desirable for your players to follow. For example, demonstrate a healthy lifestyle with respect to physical fitness and the use of alcohol.

Develop Leadership Abilities in Your Athletes

Athletes deserve the right to share in the decision-making of their participation in hockey. Along with the right to make decisions comes responsibilities. Allow your players to take responsibilities for their participation. For example, let your athletes run parts of the warm-ups and design new drills. Under your leadership, your players will develop into individuals who will accept themselves, others, and responsibilities.

Establish a Positive Relationship with the On-Ice Officials

You demonstrate leadership to your players by establishing a positive, respectful relationship with officials. The coach should be a model of sportsmanship toward referees. The coach's behaviour should demonstrate to the athletes the proper behaviour they should have toward the officials. As well, through the coach's behaviour the players should become aware of the necessary role of officials in hockey to make the game fair and more enjoyable for the players.

Deal Effectively with Well-Meaning but Difficult to Handle Parents

Parents sometimes place unrealistic expectations on their children and the coach. Remind parents that hockey is only part of their children's lives and that it needs to be kept in the proper perspective. Parents need to be reminded that the game is for the players, not the parents. Be sure you explain to the parents the goals and objectives of your program and encourage them to provide positive support to the players in their striving to achieve the goals. Through meetings and discussions with parents, the coach should be able to effectively handle problems that arise with parents.

Demonstrate a Sincere Interest in Helping Athletes to Maximize their Potential

Your enthusiasm as a coach will encourage your players to improve their skills. Athletes deserve to have a qualified, sensitive leader who has a genuine concern for their development.

2.2 The Coach as a Teacher

Being an effective teacher is an important role of the coach. As a teacher the coach must be able to:

Teach the Necessary Hockey Skills

Being skilled in hockey does not mean that you can teach the skills well, although it is beneficial to be able to perform the skills you will be teaching. You need to be knowledgeable in the skills, rules, and strategies of the game to be able to teach them. Teaching is a skill that needs to be learned. As a teacher, you should always be learning how to improve on this important skill. As effective communication is necessary to becoming a good teacher, you may wish to review the chapter entitled "Communicate with Players." As an effective teacher, you will enhance the enjoyment your athletes receive from learning new skills.

Teach Skills Using the Proper Sequences and Progressions

Develop a list of the skills to be taught and identify the order in which they should be taught. Basic skills (e.g., skating, passing, shooting) should be taught first. Not all basic skills are easy to learn. The most fundamental skill in hockey is skating but it is a difficult skill to learn well. After teaching the basic skills, the remaining skills should then be taught in the order of simple (e.g., back-checking) to more complex (e.g., positional and team play).

Each skill should be taught using the correct progression. Your athletes will have less risk of injury and frustration if skills are taught properly. Teaching skills using the proper sequences and progressions will enhance learning by your players and will be more enjoyable for you and your athletes. More specific and detailed information on how to teach hockey skills is presented in the chapter entitled "Demonstrate Proper Use of Teaching Techniques."

Teach Skills Using Understandable Language

Remember the age and skill level of your athletes when teaching skills. Use language that is easily understood by all your players. Use simple key words to reinforce the main points of a skill. Take no more than three minutes to demonstrate and explain the total skill. Make use of appropriate audio-visual materials to supplement your explanation and demonstration.

Understand that Athletes Differ in their Readiness to Learn a Skill

The athlete's prior experiences and level of maturation affect the athlete's readiness to learn a skill. All athletes are not ready to learn the same skill at the same age. Carefully evaluate the skill levels of your athletes to be able to select those skills which your players are ready to learn.

Understand that Athletes Acquire Skills at Different Degrees

Your athletes will learn different levels of skills in one season. Athletes differ in their abilities to comprehend the information. Try to individualize your teaching to account for differences among your athletes. Provide time at each practice for athletes to work on those skills in which they are weakest.

Teach More Than Just Hockey Skills

Participation in sport provides a tremendous opportunity for athletes to learn many more skills than just those necessary to play hockey. Through playing hockey, athletes can learn physical, psychological, and sociological skills necessary for everyday life. Players will respect your ability to teach them other skills (e.g., sportsmanship, emotional control) from the respect you have earned from them by your ability to teach them hockey skills.

2.3 The Coach as an Organizer

An important role of the coach is to be an effective organizer. As an organizer, the coach must be able to:

Plan Effective Practices

Schedule your goals and objectives into the practices for the season. Practices should provide athletes with an opportunity to maximize their learning in a fun and safe environment. Practices need to be well-organized to make effective use of practice time. Maximize the activity of your players while making the best possible use of the ice surface. Do not always view the ice as one large area but divide it into sections using the markings that are already present on the ice surface. This will allow you to have a number of drills going at the same time. For example, you can divide the ice into stations with separate groups of players simultaneously taking shots on your goalkeeper, practising backward skating, and scrimmaging across-ice. This will allow you to efficiently utilize the ice surface, your assistant coaches, and also to have most of your players active at any one time.

Rotate by groups of players from one drill to another so that each group can receive instruction and practice in each drill (if appropriate). This will maintain the athletes' interest in the drills, especially when running two to three drills simultaneously. Individual instruction can also be readily given with this ice set-up as the coach can easily move from group to group and work with players who need individual attention.

Select Assistant Coaches who will Provide Maximum Benefit to Yourself and Your Players

Select your assistant coaches carefully. They will reflect you and your hockey program. Your assistant coaches should have a coaching philosophy and style that is consistent with yours. Select your assistants on the basis of skills they possess which will complement your skills. Look for assistant coaches who are knowledgeable in hockey, good teachers, possess good communication skills, demonstrate leadership, and show enthusiasm. It is also important to select individuals with whom you enjoy working.

Plan your goals and objectives and practices with your assistant coaches. Assign each of your assistants specific responsibilities for practices and games. Review practice plans with your assistants so everyone clearly knows their responsibilities. Selecting assistant coaches who are effective teachers, well-organized, and prepared for the practices will most benefit the players.

Seek the Assistance of the Parents of your Players in Running the Activities of Your Program

Parents can be of invaluable assistance to you in your program. They can be used to organize car pools for practices and games, carry out fundraising activities, arrange team socials, and take statistics at games. Your time is at a premium. Letting others assist you means more time for you to commit to your other life activities.

ROLE OF THE COACH

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	Needs Improvement
Leader			
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 referees _____
- 6. Interact effectively with parents _____
- 7. Help athletes maximize their potential _____

Teacher

- 1. Teach the necessary hockey skills _____
- 2. Teach 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 _____

Organizer

- 1. Plan effective practices _____
- 2. Select very good assistant coaches _____
- 3. Have parents assist in the program _____

SUMMARY

- To be an effective coach, you must develop the necessary skills and have the time to fulfill your roles and responsibilities as a leader, teacher, and organizer.

