

# *2011 National Aboriginal Hockey Championships Evaluation Report*



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## **1.0 Introduction**

The 10<sup>th</sup> Annual National Aboriginal Hockey Championships were held in Saskatoon, Saskatchewan April 25 – 30, 2011. This was the first time that the Indigenous Sport Council of Alberta has taken an active role in the coach and team selection process leading up to the 2011 National Championships.

During the 2011 Championships an evaluation was conducted on behalf of the Indigenous Sport Council of Alberta. This evaluation includes:

- A review of the overall purpose of the National Aboriginal National Championships;
- The role of the Aboriginal Sport Circle;
- The NAHC technical package and competition organization
- Team Alberta coaching and management selection;
- Team Alberta player selection process;
- Partnership development;

## **2.0 National Aboriginal National Championships**

### **2.1 Purpose**

The stated purpose of the National Aboriginal Hockey Championships as established by the Aboriginal Sport Circle, the National Governing Body, is as follows:

*The Aboriginal Sport Circle (ASC) was established to promote personal excellence through sport and to support the holistic development of Aboriginal athletes and coaches. As a program of the ASC, the National Aboriginal Hockey Championships (NAHC) reflect those priorities while serving as the premier competition for minor level Aboriginal hockey in Canada.*

*The NAHC provide a forum for elite Bantam/Midget age Aboriginal hockey players, which attracts participation from First Nations, Inuit, and Métis within each of the thirteen Provinces and Territories of Canada. The long-term vision for the NAHC is to establish a competitive structure that will serve as the impetus for grassroots and regional Aboriginal hockey development. The event will help foster cultural unity and pride and celebrate the athletic abilities of Aboriginal athletes from across the country.*

The Aboriginal Sport Circle is recognized by Sport Canada as a Multi-Sport Service Organization. Funding is allocated to the ASC based on the criteria such:

- a) The service strengthens the Canadian sport community through interaction and capacity development...*
- b) The service is focused on the practice of sport as defined by Sport Canada*
- c) The delivery of the service directly promotes technically and ethically sound and safe sport based on and consistent with established National Sport Organization Long Term Athlete Development Models and Canadian Sport for Life Principles*

Over the years there have been players who participated in the NAHC advance to Canadian National Team programs, colleges in Canada and the US, Junior programs etc. However in the majority of cases these athletes were identified prior to participation in the NAHC. The stated programs begin to identify potential athletes at 14 – 15 years of age.

## 2.2 Financial Contribution by Sport Canada to the Aboriginal Sport Circle

Through the criteria as established by Sport Canada the ASC can allocate funds as follows:

### **Allowable Expenses/Projects - Organizations:**

- Activities and programming undertaken by the MSO in the delivery of its core service and in accordance with its strategic plans.

### **Allowable Expenses/Projects – Games Missions:**

- Site visits;
- Athlete/coach/volunteer travel;
- Meals and accommodations;
- Medical services;

### **Restrictions and Conditions:**

- The purchase of team uniforms is NOT covered.
- The purchase of medals/trophies and banquet costs are NOT covered.

There has been no direct contribution from the ASC to the Championship host to help offset initial start-up costs.

## **2.3 General Overview of the 2011 National Aboriginal Hockey Championships**

### **2.3.1 Publicity/ Promotion**

- There was no visible Aboriginal Sport Circle presence at these Championships other than provincial representatives who had a primary affiliation with their respective provincial/territorial team.
- Minimal coverage of the Championships by local media.
- No visible signage at host hotel welcoming competitors to the Championships.

### **2.3.2 Venue**

- The calibre of hockey ranges from Junior A, AAA to B/C categories
- Seven year age difference in the female category needs to be addressed.
- Not all officials are of the quality to officiate higher elite level games.
- Four sheet facility ideal for this competition.
- Small dressing rooms for some of the teams.

### **2.3.3 Financial Considerations**

- The ASC receives approximately \$650,000.00 from Sport Canada however there is no financial contribution towards the hosting of these National Championships.
- There is an expectation that the host will underwrite all the costs associated with the Championships including the purchase of any medals that are awarded to the top three teams in the male and female category.
- Host committee is to be commended on developing the Championships on such short notice.

#### **2.3.4 Recommendations**

As the continuation of the Aboriginal Sport Circle is in question at this time, recommendations directed towards the ASC would be premature.

However, if a National Aboriginal Hockey Championship is an end goal consideration should be given to the creation of a hosting cycle:

- 2012 Saskatchewan
- 2013 Alberta
- 2014 Ontario
- 2015 Manitoba
- 2016 Eastern Door and North
- 2017 British Columbia

#### **2.4 The NAHC Technical Package**

The Technical package has been adapted from the hockey rules and regulations for the Canada Winter Games

##### **2.4.1 Age Categories**

###### **CLASSIFICATION:**

Competitors must be Bantam and/or Midget age as of the competitive 2010/2011 season

**Year of Birth:** 1993 to 1997 inclusive

###### ***Note: BOTH CATEGORIES***

***As a developmental measure, it is highly recommended that each team carry a minimum of three (3) players age 14 and under with the birth year being 1996 to 1997 for the 2011 NAHC.***

***Note: FEMALE CATEGORY Of the 24 players, teams may choose to carry five (5) overage players on the roster that are born in the years 1991 to 1992 inclusive.***

- In the female category you have 14 year old players competing against 20 year old participants.
- Eastern Door and North, Manitoba, Ontario and Saskatchewan had no male players with the birthdates 1996 to 1997.

#### **2.4.2 Eligibility**

The technical package states:

*All players and coaches must be registered with their Hockey Canada Branch, on or before the January 11, 2011, Hockey Canada registration deadline. In addition each P/T team must submit a signed roster form from their Hockey Canada Branch as supplied by the ASC.*

*All players and coaches must hold permanent residency in the Province/Territory for which he/she competes.*

“Permanent residency” is defined as an athlete's permanent domicile or actual residence within the recognized boundaries of the province or territory they are representing. An athlete can have only one domicile. Generally this is for a time period at least the 180 days prior to the opening of a national competition.

The issue that arose at the 2011 NAHC was with respect to a Saskatchewan player with dual citizenship and land rights etc.

Unfortunately this issue is broader than dual citizenships and could have had severe repercussions for the player who is a member of the United States Hockey Association.

In order for the player to register with Hockey Canada by the stated deadline, the player would have required a release from the USHA immediately at the conclusion of the World under 18 Women’s Championship.

As the Aboriginal Sport Circle is an Associate Member of Hockey Canada, the Aboriginal Sport Council therefore operates at arm’s length from Hockey Canada, and can operate under its own set of Rules and Regulations.

### 2.4.3 Recommendation

- If the long-term vision for the NAHC is to establish a competitive structure that will serve as the impetus for grassroots and regional Aboriginal hockey development. There a need to revisit the age groups and adopt the Long Term Athlete Development Model (Appendix A)
- Exceptions to the domicile requirement will be possible if the athlete can demonstrate a commitment to the province or territory she or he wishes to represent by such means as having been a member of a club or provincial sport organization in that province for the entire previous competitive season, having represented that province or territory at a previous national or regional championship, or having attended school full-time the previous academic year, or a recognized national training centre full-time during the previous 12 months. Other similar circumstances may be considered.
- The Hockey Committee of the Aboriginal Sport Circle needs to consider the following:
  - Alberta to host a national meeting to discuss the Aboriginal Hockey Program, the Championships and the philosophy.
  - A complete review and rewrite of the Technical package needs to be undertaken to meet the needs of the NAHC and not adapted from the Canada Games technical package from eligibility through to Team Colours.
  - If the NAHC is to be developmental in nature that consideration should be given to the age group of 15 and under and allow for the addition of up to 5 players being 16 years of age in both categories

## **3.0 Team Alberta**

### **3.1 Acknowledgements**

The contribution made by the respective Team Alberta Coaches and Support Staff needs to be acknowledged:

#### **Female Team (Bronze Medal):**

- Ms Leiha Crier, (Head Coach)
- Ms Priscilla Swampy (General Manager)
- Ms Constance Saddleback (Trainer)
- Mr. Clyde Goodswimmer (Assistant Coach)

#### **Male Team:**

- Mr. Bruce Littlechild (Co-Head Coach)
- Mr. Marcel Saulteaux (Co-Head Coach)
- Mr. Jerome (Max) Yellowdirt (Trainer)
- Mr. Marty Wildman (General Manager)

The coaches did an excellent job in bringing their teams together in such a short time period.

As well the extra effort of Indigenous Sport Council of Alberta staff needs to be acknowledged:

- Mr. Ted Hodgson, Executive Director
- Ms Colleen Buffalo, Office Manager
- Ms Alicia Maxime, Office Assistant

Thanks to members of the ISCA Hockey Committee

- Mr. Ron Buffalo, Chair
- Madame Holly Johnson - Rattlesnake
- Mr. Hector Lamouche
- Mr. Layne Gauchier

## **3.2 Players Overall Championship Perspective**

The players were asked to respond to a questionnaire with respect to their experiences at the NAHC. These responses have not been edited. Where responses were similar a notation has been made.

### **3.2.1 When you think about your participation at the 2011 NAHC, what stood out for you?**

- n/a (7)
- The good players and the organizational skills (6)
- Everything, organization was good; the organizers are nice and committed (4)
- Level of hockey (4)
- It was an organized tournament/high caliber hockey (3)
- Nothing (2)
- My teammates
- The pride shown by all of the athletes representing their Provinces
- It was well organized
- Not enough time before tournament to get together as a team.
- We played with great skill but not enough heart.
- Venue: Positive-allowed for several games to occur simultaneously; Negative – not so spectator friendly
- The teams and their participation, it was GREAT!
- High intensity of the game, fast speed of players
- Playing hockey, Duh
- I thought it was fun and it's a good way to represent native hockey in Canada.
- The excitement of everyone and the way everyone came together
- The Opening Ceremonies
- The Jerseys were nice

### **3.2.2 Were there any negative experiences for you?**

- No (22)
- When we are losing. (3)
- The hot stuffy bus on the way to Saskatoon.
- Coaches shouldn't swear on the bench when we get down.
- Just how we lost a coach a day before we left.
- Not getting any ice time during periods, especially since there is a short bench.
- Just not getting played enough and not a whole lot coach to player talk.

- Indian medicine.
- Just not enough heart and commitment from the team.
- The “Tech Pack” & “Code of Conduct”, not followed and broken by a lot of teams.
- When I did not score.
- Small dressing rooms.
- I didn’t like the way we shared a bus.
- Enjoyed it a lot.

### **3.3 Coach/ Management Team Selection**

As mentioned previously the coaches did an excellent job based on the short time frame. If there is a commitment by the ISCA to participate in the 2012 National Aboriginal Hockey Championships coach selection needs to begin in the late summer, early fall.

#### **3.3.1 Recommendations**

- All Team Alberta coaches need to have a minimum of Intermediate Level Certification and Developmental 1 Training. In addition all members of the coaching staff must have completed the Aboriginal Coaching Manual Program
- All Team Alberta coaches must go through an interview process (Appendix B Sample Questions)
- No Team Alberta coach should have members of their immediate family on the team
- The Head Coach needs to be involved in the selection of assistant coaches and training staff.
- ISCA should appoint an overall Team General Manager and General Managers who shall work with the respective Head Coaches.
- Clear job descriptions should be developed by the ISCA for all team positions.

### **3.4 Team Selection Process**

As the awarding of the 2011 AHC did not occur until February 2, 2011, there were challenges with respect to the selection of the teams. The original concept was to hold tryout camps in North, Central and South locations. However during this time period Hockey Alberta zone and provincial playoff were underway. This would have resulted in minimal turnout for camps.

An on-line registration system was developed as well as identification of potential players through various contacts throughout the province. Once these players had registered/ or identified selection took place by utilizing the provincial competitions held by Alberta Native Council and Alberta Treaty Hockey.

The following is the players' perspective on the selection process.

#### **3.4.1 Players' Perspective**

**Do you feel the player selection process was fair? If not, what changes would you suggest?**

- Yes, it was fair (22)
- No try-outs would be better because you could have had a bad tournament and not even gotten asked? (5)
- Goalie ice time
- For the amount of time we had to work on player selection it was good.
- For this year it was considering the times constraint we faced; having 4 camps (1) north, south and central then a final. Once a team is selected enter the Native Provincials as a tune-up for the NAHC.
- Try to get the best players possible. Scout more province wide and your guaranteed to have a good team.
- Players should commit to the roster, they should pick their team ahead of time in order to all know each other. Coaches make a fair selection.
- It was not at first because a parent of some of the players was a coach and I did not think that was fair.
- Yes all the players worked hard.

#### **3.4.2 Recommendations**

- Development of an overall budget.
- Three talent identification camps held Grande Prairie, using the Hockey Alberta Development Centre, Edmonton and Calgary –Winsport Venue/ Hockey Canada.

- The selection process should begin in late summer early fall through On – Ice Hockey Talent Identification and Skill Instruction and Classroom Instruction provided by qualified coaching instructors through the Indigenous Sport Council of Alberta, and partners such as Hockey Alberta, Hockey Canada, Alberta Native Hockey Council, and Alberta Treaty Hockey.
- On Ice instruction would include skating, passing, checking and shooting drills; positional play and goaltender coaching.
- Classroom instruction to include staff/participant introductions and a review of the camp rules (code of conduct), overall camp activities and selection/designation of team groups. Schedules were handed out to all participants;
  - A review of the basic rules of hockey – to know, understand and appreciate them, plus be aware of changes which affect them;
  - A mini-Aboriginal Coach Manual (ACM) Clinic
  - A dry land training session (including weight training) - participants learned about various training techniques which they could incorporate and use within their own regular season activities.
- A conditioning and Evaluation Camp should be held during the Christmas and/or Easter Break with final team selection.
- Three day mini-camp held prior to departure for the Championships.

### **3.5 Outfitting of Team Alberta**

The players were asked what “perks” should be provided. The following is a recap of the responses:

- Hockey Bags (18)
- Team equipment – helmets, gloves, sticks etc. (12)
- Sweats instead of tracksuits/ warm up gear (6)
- Shells (4) (choice we wear them)
- No it was all good (3)
- Jacket and shirt no tie
- Gatorade between periods and chocolate milk after game.
- Jersey (s)

#### **3.5.1 Recommendation**

- Perks need to be budgeted or obtained through a corporate sponsor.
- Alberta needs to develop a colour scheme that meets their needs.

### **3.6 Transportation**

Transportation to competitions is always a challenge. However, there is also the issue of liability that needs to be addressed. As players, coaches and managers are representing Team Alberta under the auspices of the Indigenous Sport Council of Alberta, the ISCA has a responsibility to ensure the safety of all. This safety starts and ends leading up to the competition and returning home.

There was concern expressed that only one bus was used and priority appeared to be given to the male team. This is an issue that needs to be addressed. In the ideal world with money no object than two buses could have been used. This would have resulted in an increase in registration fees charged by the ISCA. The cost of a second bus was approximately \$10,000.00 which results in an additional charge of \$225.00 per player.

An option would be to rent two 15 passenger vans at the host site or request internal bus transportation at the competition.

### **3.7 Partnership Development**

Partnerships and/or alliances create opportunities for organizations with complimentary competencies to combine these within a event to gain greater advantages. In preparing a team to compete at the National Hockey Championships partnerships/ alliances may have to be developed.

For the 2011 NAHC a working relationship was developed with the Alberta Native Hockey Council and the Alberta Treaty Hockey Association.

Although every partnership is a unique, the best ones happen when the partners are equal or, at least, make proportional investments for which they get proportional returns. Unequal partnerships tend to function more like hostile takeovers or even hostage takings!

#### **PARTNERSHIPS & STRATEGIC ALLIANCES: FIVE GOLDEN RULES**

1. Do not join an partnership/ alliance unless your objectives cannot otherwise be achieved.
2. Do not join an alliance unless both you and your partners will be significantly better off in an alliance than out of it.
3. Do not join or create a partnership/ alliance until you have thought through all the consequences.
4. It is easier to create a partnership/alliance than to enter one late. If you think it likely you will have to be involved, join early.
5. Think the problems through anew each time....all partnership/alliances are very different.

#### **3.7.1 Recommendations**

- The ISCA needs to identify and assess potential partners with whom they wish to work looking at benefits gained through the partnership – i.e. fundraising, program development, talent identification.
- Meetings need to be held with the potential partners to discuss mutual benefits and expectations.

## **Appendix A**

# **Developing a Long Term Athlete Development Model –FUNdamentals**

The ISCA is committed to working with Hockey Canada, Hockey Alberta, Native Hockey Council and Alberta Treaty Hockey in providing increased opportunities for young athletes both male and female to enhance their opportunities..

### **What are some of the Challenges?**

- Young athletes under-train, over-compete.
- Adult competition superimposed on young athletes.
- Training in early years focuses on outcomes (winning) rather than processes (optimal training).
- Under development between 6-16 years cannot be fully overcome (athletes will never reach genetic potential)
- Limited coaching education provided to those working at the youngest age groups.
- Parent's education is neglected with regards to long-term athlete development

### **Simple Truth for all sports:**

- If kids don't love it, they won't play it and excel at it. As with all sports, we need to begin with the FUNdamentals (Ages 5-8)
- Learn all fundamental movement skills and build overall motor skills. Skill development in the FUNdamentals stage should be well-structured, positive, and FUN!
- The skill of skating speed can be developed quickly with players this age. Coaching should focus on developing skating speed in repetitions of less than 5 seconds
- The ABC's of agility, balance and coordination should be emphasized through the teaching of skills and small games to emphasize the ABC's
- Ensure that the skills the player acquires during the FUNdamentals stage will benefit them when they engage in recreational activities, enhancing their quality of life and health
- The following criteria should be followed when designing modified games:
- Played on an area smaller than full ice – half ice, two thirds ice or one third ice are appropriate options
- Format modified to encourage fun and fair play. Examples of this would be not keeping score, rotating goalies, more than one puck, more than 6 players on per team
- Use of a light weight puck

### **FUNDamentals to do list for Players**

- Develop the basis athletic skills of the game through non-structured activities like skateboarding, biking, skipping, street hockey, in-line skating, catching and throwing games and other modified activities.
- It is not about being the best it is about doing “your” best
- Develop a positive self image through the game
- Learn the basic playing rules of the game

### **FUNDamentals to do list for Coaches**

- Teach appropriate and correct balance, agility, edge control, skating, turning and puck control skills using the ABC’s of athletics.
- Introduce children to the simple rules and ethics of sports.
- Develop the skill of speed in players through short (5 seconds or less) repetitions
- Utilize the Hockey Canada Initiation or Novice manual to deliver appropriately structured practices.
- Limit technical and tactical information communicated to the players
- Use clear and precise terminology adapted to the children
- Have some knowledge about child growth and development
- Ensure players enjoy the game and want to continue to play in the future
- NCCP training in the Intro Coach Program or the Coach Stream program. These programs are focused on parent meetings, team communication, teaching skills, organizing practices and an introduction to appropriate games for young players
- Coach Training through the Aboriginal Coach Manual

### **FUNDamentals (Female ages 5-9)**

#### **Focus: FUNDAMENTAL MOVEMENT SKILLS — Agility, Balance, Coordination, Speed**

- Generic skills used in many sports
- Minor games to introduce rules, ethics, fairness
- Simple awareness games
- Have FUN trying

## **Learning the Skills (age 8-12)**

### **Focus: FUNDAMENTAL SPORT SKILLS**

- Fundamental sports skills like skating, basic puck skills, and stick skills
- Introduce readiness – being physically and mentally prepared to play
- Very basic hockey tactics and positional play
- Thinking and emotional skills – belonging to a team
- Teach skills in challenging formats

### **THE SERIOUS PERFORMER PROGRESSES FROM HERE**

## **Train to Train (age 12-15)**

### **Focus: BUILD FITNESS AND SPECIFIC SPORT SKILLS**

- Fitness training
- Detailed mental training
- Sport-specific skill development including reading the game and tactical understanding
- Decision-making
- Detailed and extensive feedback, evaluation, and correction

## **Train to Compete (Age 15 – 19)**

### **Focus: SPECIFIC POSITION SKILLS IN COMPETITION**

- Position-specific training
- Physical conditioning
- Technical and tactical preparation
- Advanced mental practise
- Under competitive conditions

## **Strive to Win (Ages 20+)**

### **Focus: MAXIMIZE PERFORMANCE IN COMPETITION**

- Refinement of all above BUT WITH MORE COMPETITIVE MODELLING

## **The Commitment**

The commitment of the athletes at each stage is critical to their development. Hockey is characterized by being very high (some say the highest) in the sports that require the most fine motor skills used under changing and challenging conditions. Consider balancing on a thin blade

of metal, on a slippery surface, controlling a round piece of rubber with an implement while someone is deliberately trying to knock you off balance!

The acquisition of fine motor skills cannot be accomplished by games alone. In a sixty-minute game, players have the puck on their sticks for an average of only 8 seconds and take an average of only 1-2 shots on goal. Ninety-nine percent of the feedback coaches give players is when they have the puck BUT the players only have the puck .2% of the game. Therefore, for the serious athlete, the formative years for skill development must emphasize the fundamental building blocks so that the GAME can be learned and enjoyed at later stages.

Although the following is approximate, it is designed to give you some indication of the commitment involved in the pursuit of excellence.

## **Appendix B**

### **Sample Coach Interview Questions**

These sample questions have been grouped into five sections. Some questions will not apply to amateur levels or calibers of minor hockey. Thus, the interview committee must select which questions are relevant and/or important. When interviewing a number of candidates for the same position it is recommended that you first determine a bank of questions that will be asked of all candidates.

## **I. PHILOSOPHY APPROACH TO COACHING**

1. Can you describe for us what you did in this situation... It was halfway through the 2nd period and it was a tight game. You have a line that was not as strong as your other two. You wanted to win.
  - a. What have you done?
  - b. Tell us about a time when the outcome was favourable?
  - c. Tell us about a time when the results were not as favourable?
  - c. What comments did you have to handle and how did you handle them?
  - d. Describe for us what you expect your players to sacrifice in order to win?
2. For your last team what, if any team or individual objectives did you set?
  - a. How did you determine what they would be?
  - b. Were the objectives achieved?
  - c. Would you have changed any if you had to do it all over again?
3. You have outlined (assuming application form was completed) your interests in coaching the coming year with this association. Outline your general philosophy and coaching objectives.
4. As a coach, it is necessary for you to have a standard for the management of your players and support staff before a game, during a game, at a practice, on a road trip? Please explain.
5. What is your attitude with respect to off-ice activities? eg. Dry land training, school sports, other social activities.
6. What is your philosophy o formation of lines?
7. What is your feeling about players playing more than one position?
8. What are your coaching objectives in order of importance?
9. What is the percentage of time you place on fundamental skills versus hockey strategy?
10. How important is "winning"?

## II. TEACHING AND INSTRUCTION

1. What type of practice preparation would you do to ensure that you receive optimum performance from your athletes in readiness for game play?
2. Tell us about a situation when it was important that one of your players learn a new skill. Why was it important?
  - a. What was the skill?
  - b. How did you go about teaching the skill?
  - c. What was the result?
3. How do you define player development?
  - a. Please explain how the athlete learns new skills?
  - b. How do you teach new skill development?
4. What is skill analysis?
5. Describe briefly offensive and defensive team play.
6. Why is sound yearly planning essential to the successful operation of a hockey team?
7. How do you teach disciplined play?
8. In tryouts, what skills are you looking for and how do you plan to evaluate them?
  - a. Is it necessary to provide feedback to your athletes on their progress?
  - b. When should this be done?
  - c. Would you prepare any formal evaluations for your players?
9. How do you organize your practices with respect to time for warm-up, cool down, main teaching time, fun activity and other coaches' responsibilities?
10. Do you agree that to be a good coach you must also be a good educator? Specifically, how is this true?

### III. COMMUNICATION WITH PLAYERS

1. How are your team rules communicated to the players?
  - a. Tell us about a time when you had to discipline a player and either the player or his teammates felt the discipline was unfair. How did you handle this situation?
  - b. Give us an example of when your discipline was proven to be unjust or inappropriate.
    - i. How did you handle this?
    - ii. What was the result?
2. Tell us about an occasion you are proud of when you were able to instil a sense of motivation into one or more players.
  - a. What was the situation?
  - b. What did you do?
  - c. What was the result?
3. Do you see yourself as a role model for the athlete? Why?
4. How do you handle the player who does not get along with teammates?
5. Explain your approach to individual and team discipline. (i.e. Older groups out beyond curfew, younger players late for practices consistently).
6. How do you handle:
  - a. The aggressive player who gets frequent penalties?
  - b. The player who does not pass the puck?
  - c. The superstar versus the weakest player?
  - d. The player who complains about ice time?
7. What is your approach when dealing with players who have suggestions?
8. How would you handle a situation where there is jealousy between two players or where two players dislike one another?
9. How do you handle behaviour changes of your players at the specific age group?

#### **IV. COMMUNICATION WITH PARENTS**

1. Describe how you would handle a parent who has a different philosophy or game plan than yours.
2. What is your approach when dealing with parents who have criticisms and/or complaints?
3. What is your approach when you hear that a parent is criticizing you “behind your back” and hasn’t approached you to discuss their concern?
4. How would you approach the parent who is excessively vocal and negative in the stands knowing that it is affecting either their own child or the team?
5. How would you handle a complaint from a parent that his/her child does not play enough?
6. What are the most important steps in a dispute resolution?

#### **V. GENERAL QUESTIONS**

1. *If applicable:* How do you feel about coaching your child? What are the advantages and disadvantages?
2. What is it about coaching that you find most difficult or you need to work on the most?
3. Tell us about a situation that shows the most positive side of you.
4. Outline one coaching experience you think best characterizes you as a coach.
5. Why do you want this particular team?
6. Would you work as an assistant coach?
7. How would you handle dealing with your affiliate team throughout the season?
8. Should the coaching position not be available, would you consider accepting another position at a different level? What are your preferences?
9. What is your opinion about coaches holding a position on a minor hockey executive?
10. Do you have anyone who would work with you as assistant, manager, and/or trainer?
11. Have you ever been suspended under any hockey regulations as a player or coach? Explain