



FLHA Coaches Meeting Introduction to the Player Development Model

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Prepared By
Player Development Committee Members:

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Today's Agenda

- Welcome – Steve Hunt
 - FLHA Mission (How, Why, When it was developed?)
 - Key Coaching Guidelines / Philosophies
 - The Role of the PDC
 - Commitment to Long Term Player Development
- Player Development – Definition of the Model – C. Brandt
- Age Appropriateness – Cognitive, Social & Physical Development – K. Thompson
- Season & Practice Planning – C. Brandt
- Measuring / Monitoring of Player Outcomes – Age Appropriate
- Small Groups Discussions By Level of Play – PDC Members
 - Learn to Skate & Mites
 - Squirts
 - PW & Bantams
- Direction / Input from Coaches – What do you want the PDC to address?
 - Mentoring
 - Player Evaluations
- Equipment Distribution



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- What is Long Term Player Development (LTPD)
- Focus of Player Development Committee
- What is new model of Long Term Player Development
- Next Steps:
 - Identify FLHA's Strengths and Weaknesses (Coaches Perspective)




Introduction

Background

- The Forest Lake Hockey Association serves approximately 425 (?) youth hockey players and one public high school that currently has both boys and girls varsity & JV varsity programs
- The concept of Player Development has been generally accepted by the FLHA Board of Directors. They established the first Player Development Committee in 2006 (?)
- The PDC Committee is committed to supporting the players & coaches
- The PDC needs to develop, present and execute a player development plan approved by the Board for implementation in Spring of 2011

Approach

- The PDC is currently a five (5) member committee that has been approved by the Board
- Selection of the committee members was based upon an adequate balance of: i) hockey & youth athletic experience; ii) level-specific experience, and; iii) parent interest to further the development of all players
- *The PDC is charged with the responsibility to develop and recommend a “Long Term Player Development Plan (LTPD)” to the Board. In addition the PDC is also responsible for the execution of the plan*
- To date, a limited number of recommendations of been forwarded to the Board of Directors



Introduction to Long Term Player Development (LTPD)

- It is the “core” business of a hockey association, club or related organization
 - Participation, Learning, Growth & FUN!
 - It is a change in philosophy for USA Hockey & Hockey Canada
 - Based on teaching / coaching principles that are age & level appropriate based on developmental characteristics of the players at each level



Principles of LTPD

By Hockey Canada, USA Hockey

- Doing the right thing for the player at the right age in their development
- Player centered model – “each player is unique”
- Increase participation & retention of players at the foundation levels
- Viewing player development as long term
- Align player development with coach development
- Need to educate parents regarding LTPD

Player Development: Focus of Learning Objectives By Level of Play

- *Skills are the predominant focus of early development, whereas emphasis begins to shift towards competition when players reach the Bantam/U14 level*

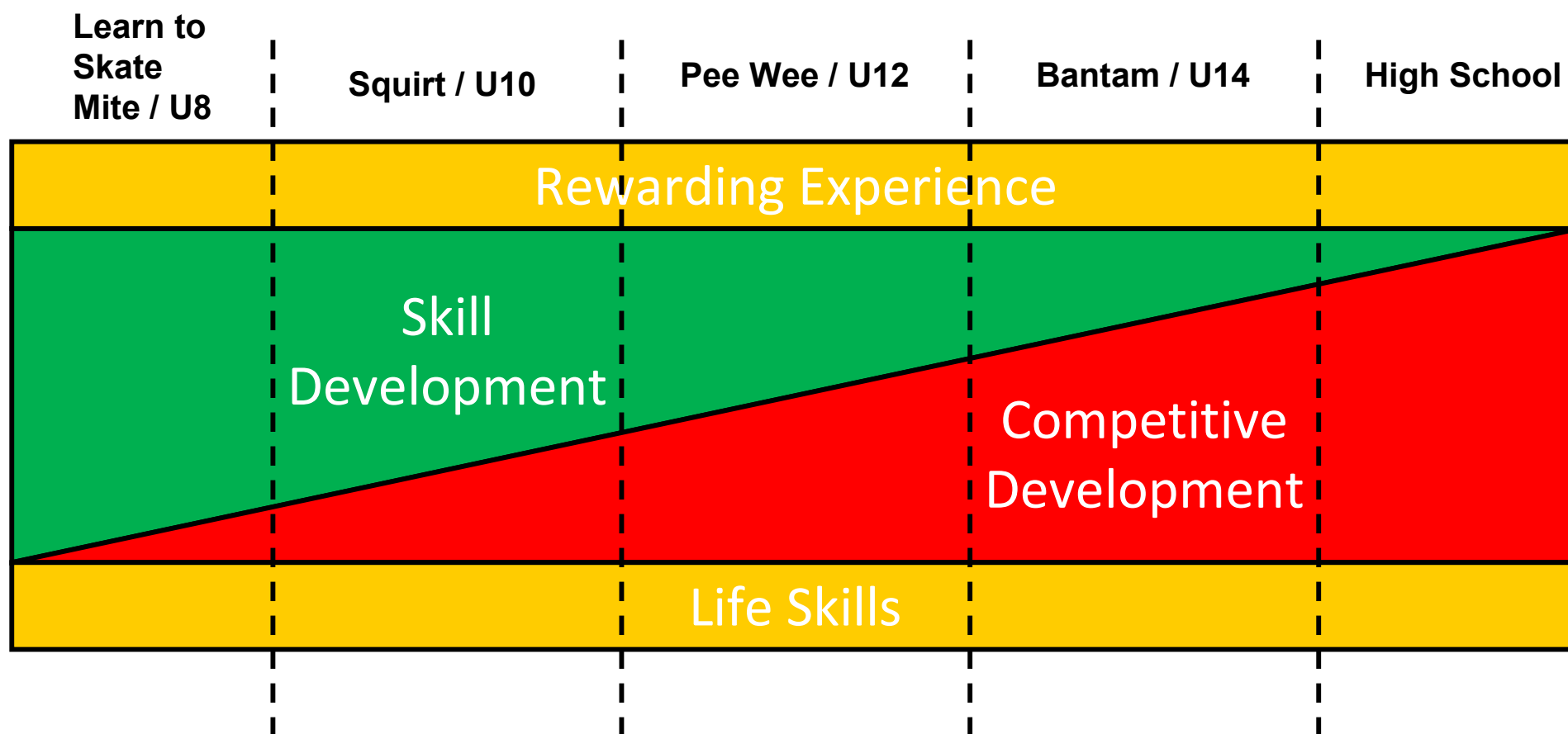


Diagram Developed Woodbury Hockey Assoc.



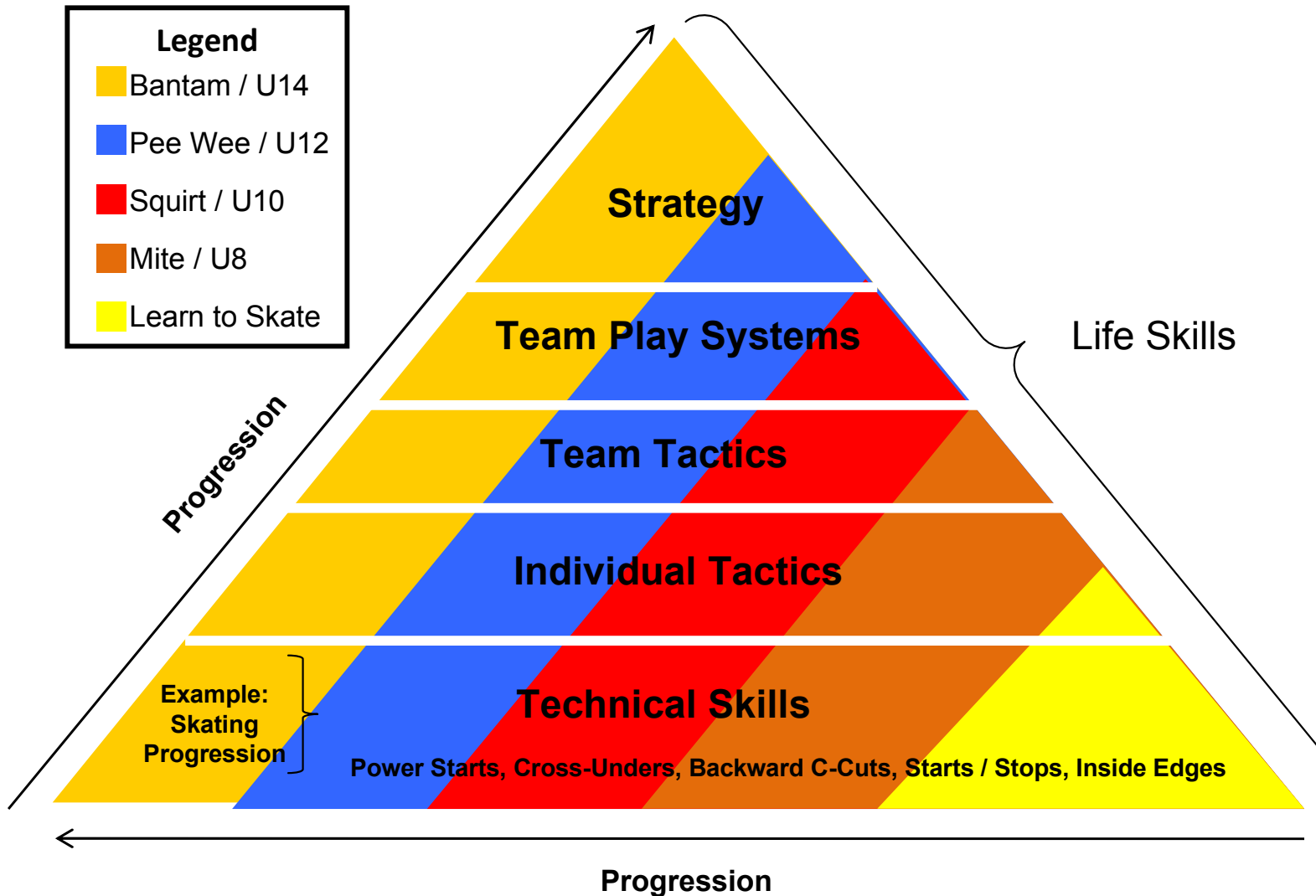
Most Frequently Asked Question?

“When is it appropriate to start teaching the systems that our high school coach uses so our youth teams can be on the same page?”

- *Answer: I believe the success of our program is getting coaches to effectively teach players to execute what you want them to do at an extremely high level (skills, tactical awareness and understanding of the system that is best suited for the players at that level of play)*
- *Answer: Need to teach players to execute the system that best fits the players skills and abilities*
- *Fact: If a team / player's skill are deficient, combined with a lack of tactical skills, the execution of any team play or system will be adversely impacted.*

Development Framework: Model

NOTE: The FLHA will look to build out the model below over time



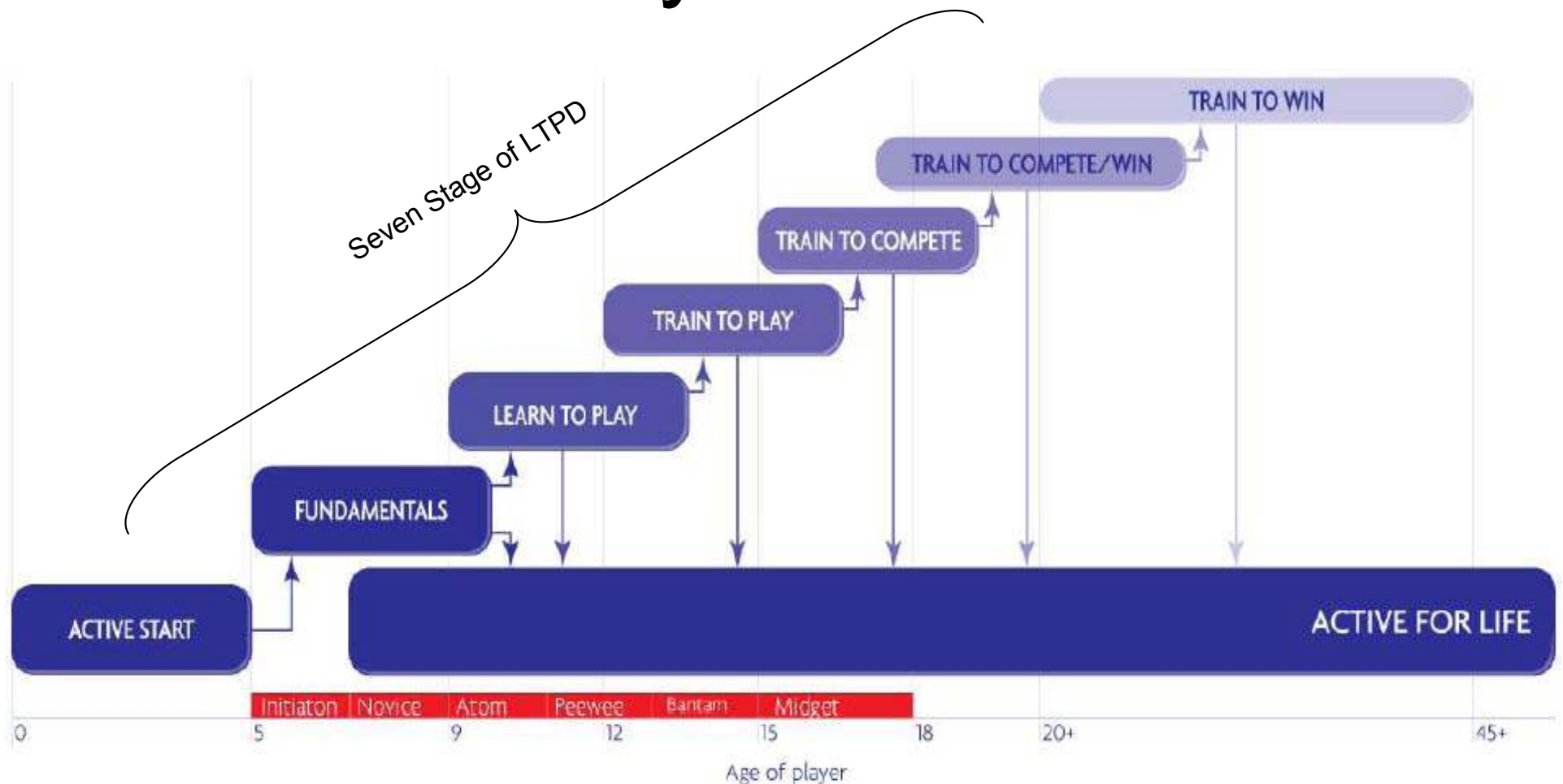


Definition of Pyramidal Terms

By Hockey Canada

- Strategy: Selection of team play systems to impose upon the opposition, the style of play & tactics which will build on the coach's, team's strengths and neutralize those of the opponent while at the same time taking advantage of the opponent's weaknesses
- Team Play Systems: A pattern of play in which the movement of all players is integrated in a coordinated fashion in order to accomplish an offensive or defensive objective (e.g., 2-1-2 fore-checking system)
- Team Tactic: A collective action of two or more players using technical skills in order to create an advantage of an opponent. A tactic may be classified as offensive or defensive. (e.g., 2 vs. 1, 3 vs. 2)
- Individual Tactic: Action by one player using one or a combination of technical skills in order to create an advantage or to take away the advantage of an opponent. A tactic may be classified as offensive or defensive (e.g., 1 on 1 offensive fake & driving to the net)
- Technical Skills: The Fundamental skills that are required to play the game (e.g., skating shooting, passing, etc...)

Long Term Player Development Model – Hockey Canada



Darker blue indicates more active participants.

11/26/2010

Prepared by FLHA PDC



Primary Focus of the FLHA Player Development Committee (PDC)

- To develop and recommend a Long Term Player / Athletic Development Plan for 2011 that focuses on the following:
 - The recruitment, retention & **support of coaches** to teach & train our players the “right way at the right age in their development”
 - Support includes formal continuing education, mentoring & evaluation
 - Commitment to the “long term development” of our players.....Is it in the best interests of the player at this point in their development?
 - Need to educate parents on the principles of LTPD



FLHA PDC's Framework for Developing a LTPD Plan

- Review, research and investigate current LTPD models
 - USA Hockey's "American Development Model"
 - Hockey Canada's "The Canadian Development Model"
 - Other local hockey associations commitment to LTPD models
 - Examples: Wayzata, Woodbury
- Involve all of the "key participants" in the process especially in the following areas:
 - Education of Coaches and Parents
 - Documentation to support the process
 - Clear communication of goals and objectives
 - Align program goals with the governing bodies (ex. MN & USA Hockey) and industry-leading research
- Incorporates the principles of positive, consistent & constructive feedback to players and coaches
 - Measurable outcomes by level of play
 - Maintained over long period of time
 - Includes a developmental plan for the off season (player & coach)
- Recognition that the implementation & execution phase of the LTPD plan needs to be phased in at the early levels of play
- Must be consistent with the FLHA's Mission Statement

Mission Statement & Objective

- The Player Development Strategy must support FLHA's overall mission statement:

“Supporting and participating in the positive development of Youth”

- What does “Positive Development” mean?
 - Need to recognize the physical, emotional & social development of our youth in any athletic activity
 - De-emphasize winning at all levels and encourage training & competitiveness
 - Inclusive vs. exclusive attributes of current “elite” level teams (e.g., emphasis on A level)
 - Setting standards for appropriate number of hockey activities to allow support for academic performance & other school activities based on age / level of program
 - Support multi-sport vs. single sport activities
 - Facilitate overall athleticism vs. hockey dedicated development
 - Continuous vs. sporadic and inconsistent feedback to players and coaches
 - Creating practice plans to accommodate all players on our teams
- Does the current culture of the local hockey community support the positive development of youth?
 - What are the issues & hurdles to be addressed?
 - The notion that games are the best method to develop hockey players is (e.g., AAA teams, Elite Clubs)
 - Do we need to change “how we teach & coach?”
 - Who will resist the change? Parents, Players, Association Leaders?
 - How do we change the current culture of playing all year around?



Issues & Topics for Further Discussion

- Organizational / Leadership structure to maximize Mission Statement
- Coaching Guidelines: What will be necessary to insure successful development for ALL kids?
- Policies / Procedures to help guide coaches, players and parents:
 - Event Frequency Policy (Practice vs. Game Ratios, Tournaments)
 - A policy that defines how often players should be engaged in club-related hockey activities at various levels. This is to insure that time commitments at all levels are reasonable and support family, school and/or other activities
 - Player Evaluation Methodologies (Long Term)
 - Coaches Evaluation Methodologies (Long Term)
 - Equal / Fair Play Policy
 - Positional Play Policy
 - Review of Player and/or Coaching Contract
 - A signed contract that emphasizes adherence to the above-mentioned policies and relevant guidelines
 - Review of “Code of Conduct” for Players, Parents & Coaches
 - Appropriate guidelines/rules for conduct specific to the primary club constituents
- How do we increase the participation in our hockey program?
- Recruitment & Retention of Quality Coaches
- Coach Forums / Educational Opportunities
- Incorporation of high school coaches & advisors
- Off – Season Training Programs

USA Hockey Recommendations – Club Structure - New Model

	Learn to Skate Age 5-6	Mites U8's Age 7-8	Squirts U10's Age 9-10	Peewees U12's Age 11-12	Bantams U14's Age 13-14	Jr. Gold U16's Age 15-17
Season Length		20 Wks	28-29 Wks	28-29 Wks	28-32 Wks	38-32 Wks
Ice Sessions / Yr.		50-60	95-100	105-120	120	120
Ice Sessions / Wk.		2-3 / Wk	3-4 / Wk	4 / Wk	3-4 / Wk	3-4/ Wk
Off Ice Sessions / Wk.		1 / Wk	2 / Wk	2 / Wk	LTAD	LTAD
Ice Time / Session		60 min.	60 min.	60 min.	60-80 min.	60-80 min.
No # of Teams /Session		4+ Teams	3 Teams	2 Teams X 2 1 Team X 1	1 Team	1 Team
Practice : Game Ratio		3 : 1	3 : 1	3 : 1	2 : 1	2 : 1
Type of Game	Cross Ice	Cross Ice ½ Ice	Full Ice	Full Ice	Full Ice	Full Ice
Roster Size		9 – 13 (S) No FT Goalies	10-12 (S) 1 Goalie	15 (S) 2 Goalies	16 (S) 2 Goalies	16 (S) 2 Goalies



SWOT Exercise for FLHA LTPD - Coaching Staff

Please list five observations / issues for each category and return

<h2>Strengths</h2> <p>➤ FLHA Board supported the establishment of the PDC</p> <ol style="list-style-type: none">1.2.3.4.5.	<h2>Weaknesses</h2> <p>➤ The process to evaluate coaches is poor at best!</p> <ol style="list-style-type: none">1.2.3.4.5.
<h2>Opportunities</h2> <p>➤ How do we grow the girls' program? How do we grow the whole program</p> <ol style="list-style-type: none">1.2.3.4.5.	<h2>Threats</h2> <p>➤ Poor attitudes and inappropriate behavior of players have been more evident at various times and levels. How do we establish a culture of "hard work and good sportsmanship" with our players?</p> <ol style="list-style-type: none">1.2.3.4.5.



FLHA Coach Meeting Practice Plans

“A well coached team has the advantage of thoughtfully designed practice plans that are implemented with the sole purpose of preparing players to instinctively execute in games.”



Practice vs. Games

The “AAA” Myth: More games are better!

Fact: Kids quit hockey because they get to the level where they can’t compete due to lack skill – therefore it is no longer fun!

By Hockey Canada

A Practice by the Numbers:

The following facts and figures relate to a 60-minute practice session:

- ☐ One efficient practice will give a player more skill development than 11 games collectively.
- ☐ Each player should have a puck on his or her stick for 8 - 12 minutes.
- ☐ Each player should have a minimum of 30 shots on goal.
- ☐ Players will miss the net over 30% of the time in a minor hockey practice.
- ☐ Coaches should try to run 4 - 5 different drills / games / activities each practice. More is not better; execution of what you do is development.
- ☐ No more than 5 minutes should be spent in front of a teaching board each practice.
- ☐ If you have 10 players on the ice, strive to keep 4 - 5 players moving at all times.
- ☐ If you have 15 players on the ice, strive to keep 9 - 10 players moving at all times.
- ☐ If you have 20 players on the ice, strive to keep 14 - 15 players moving at all times.

A Game by the Numbers:

The following statistics were recorded during a 60-minute Peewee level hockey game:

- ☐ Players will have the puck on their stick for an average of 8 seconds per game.
- ☐ Players will take an average of 1 - 2 shots per game.
- ☐ 99% of the feedback coaches give players is when they have the puck. Ironically players only have the puck on their stick for 0.2% of the game.
- ☐ One efficient practice will give a player more skill development than 11 games collectively.



Critical Elements of a Well Executed Practice Plan

- Communication
 - Purpose of the drill, tactic or strategy
 - Relate it to the big picture (game or individual situation)
 - Write it down.....draw it out...it will help you & the players to understand
- Demonstration
 - Use assistant coaches or other players to demonstrate
 - Help players visualize what they need to do
- Participation
 - Involve all players in the drill.....goalies too!
 - Use / position assistant coaches to maximize instruction & feedback
 - Break into groups (e.g., forwards...defensemen) to maximize ice time
 - Reward players
- Evaluation
 - During practice
 - After practice
 - Before practice



Practice Plan - Key Considerations

- **First & foremost...Be prepared!** Avoid the temptation not to do one!
 - If you prepare....they will perform!
 - “Winging it” is tough to do even for the most experienced coaches
 - Lack of preparation leads to falling back to what you did before
 - Lack of preparation creates uncertainty and loss of confidence
- **Select a practice plan worksheet that meets your needs**
 - Format: Minimal Requirements
 - Date / Time of Practice
 - Plan objectives
 - Estimated time allocated to each drill
 - Provide 3 – 5 rink illustrations to diagram drills & activities
 - Space for making notations (e.g., emphasis of the drill)
 - Other Formats:
 - Check list of types of drills (e.g., Warm-up, skill work, individual tactics)
 - Outline: Ability to list & describe each drill
 - Ability to record attendance
 - Evaluation of actual practice (e.g., what worked or did not work, actual changes to the practice plan)



Practice Plan - Key Considerations

■ Take time to formally evaluate your players

- Need to determine a “base-line” assessment for each player
 - Skill Level: The most sophisticated drill or play will not work unless all players can execute the underlying skills emphasized in the drill
 - Facilitates your ability to tailor skill & tactical progressions to build the foundation of your team
 - A drill progression needs to incorporate the skill level for all players
- Consider utilizing pre-season testing techniques to measure & document base line skills for each player
 - Time Trails
 - Shooting (# of Targets Hit)
 - Agility tests
- Provide a base line for “end of season” player evaluations

■ Allocate time in your daily routine schedule to be prepare for practice

- It is not only for the players.....do your homework!
- Avoid preparing the practice plan right before practice
- Prepare 1-2 days in advance.



Practice Plan - Key Considerations

- **Allocate time in your daily routine schedule to be prepare for practice (continued)**
 - Benefits:
 - Allows coach to visualize the process & drills, especially with the introduction of a new skill, tactic or system
 - Drawing the drill in advance will help to introduce & describe the purpose, process & outcome of the drill
 - Allows coach to access other resources (e.g., drill books, videos, practice plans) to choose drills, illustrations and descriptions to accomplish the practice objectives
 - Enhances communication with Assistant Coaches & Players
 - Helps to identify in advance any additional equipment needed for the practice
 - Allows for smooth transition by choosing drills that “build” on or complement one another
- **Practice Plans should also take into the consideration the season, situation & level of play**
 - Season Plan: Look ahead & conceptualize your plan related to what is on the schedule
 - Pre-season:
 - Allow time for player evaluations
 - Emphasis on individual skill & tactical development
 - Introduce team tactics & systems



Practice Plan - Key Considerations

- Mid-Season
 - Allow time to assess player & team development (Are we on the right track?)
 - Continue to expand skill progressions for individual & team tactics
 - Introduce new / additional concepts or modify pre-season objectives
- Yr. End / Tournament Play
 - Emphasize execution of individual & team tactics and systems
 - Allow time formally evaluate players
- **Be creative with the equipment...Do not be afraid to try something new**
 - Pucks: Have a lot of them.....always!
 - Type of Pucks: Weighted, smaller / light weighted for younger age groups
 - Tires vs. cones
 - Stick handling boards (e.g., practice dekes, fakes, pulls, wrap-arounds)
 - Baskets, Benches & Chairs
 - Create obstacles
 - Provides visual cues
 - Identifies “space....where to go & not to go”
 - Adds element of fun
 - Spray Paint (water based)
 - Goalie deflectors



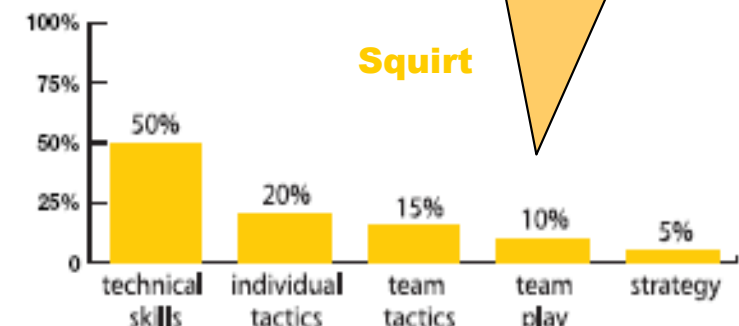
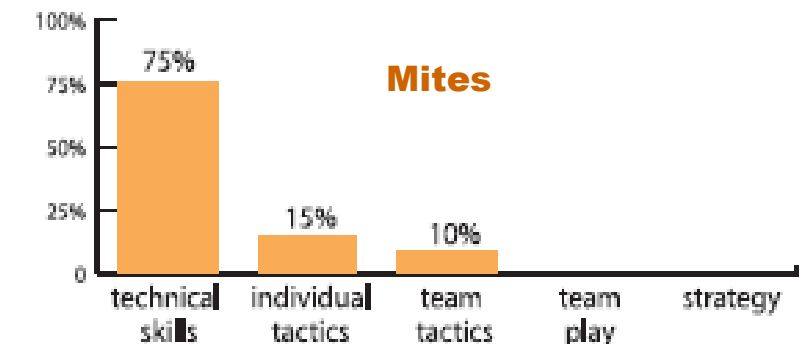
Key Characteristics of an Effective Practice Plan

- Well balanced based on age & level of play
 - Drills & activities appropriate for all players
- Hi – Tempo vs. passive
- Creative vs. routine (e.g., add a “twist” to the drill)
- Adaptable & flexible
- Measurable
- Practice resources are maximized
- Well executed.....create good habits

Key Characteristics - PP

- **Practice plan should always reflect the age & level of play**
 - Well balanced related to the time devoted to the skill progressions

The underlying component of any time spent on team tactics & systems in practice is the ability of players to execute individuals skills instinctively and repetitively





Key Characteristics - PP

■ High Tempo vs. Passive

- Keep Players active & involved
- 1st & 2nd drills usually set the pace
- Utilize multiple “stations” as needed (e.g., shared ice time)
- Maximize entire ice sheet
- Minimize time spent “illustrating drills”

■ Creative vs. Routine

- Use different equipment....visual cues on the ice (e.g., cones vs. tires)
- Add a “twist” to the same drill used in a prior practice plan
- Reward “high intensity – high energy” practices w/ free time, competitive games at the end of practices

■ Adaptable & Flexible

- Consideration should be given to what happens if the drill / activity is not working
- Allow yourself to change / scale back the progression of the drill or activity



Key Characteristics - PP

■ **Measurable**

- Ability to document outcomes as part of the practice plan
- Identify the level of the progression achieved

■ **Practice Resources are Maximized**

- Assignment & use of Assistant Coaches are made throughout the practice
- Equipment & training tools and resources are accessible
- Ice sheet is used effectively for all phases of the practice
 - Shared vs. Full Ice Sheet

■ **Practice Plan is Well Executed**

- Attention is given to the proper execution of the drill
 - Poor execution contributes to bad habits for all participants
- Devil is in the details
 - Coaches are positioned correctly to observe and instruct
 - Pucks / equipment are spotted correctly on the ice
 - Players are positioned correctly to start the drill to minimize confusion & interference
 - Identification of the process & timing of whistles to initiate or stop play
 - Identify the start and end point of the drill
 - Name the frequently used drills

Sample Drill

What type of drill is this based on Pyramidal Definitions?

Draw a © where coaches should be position on the ice.

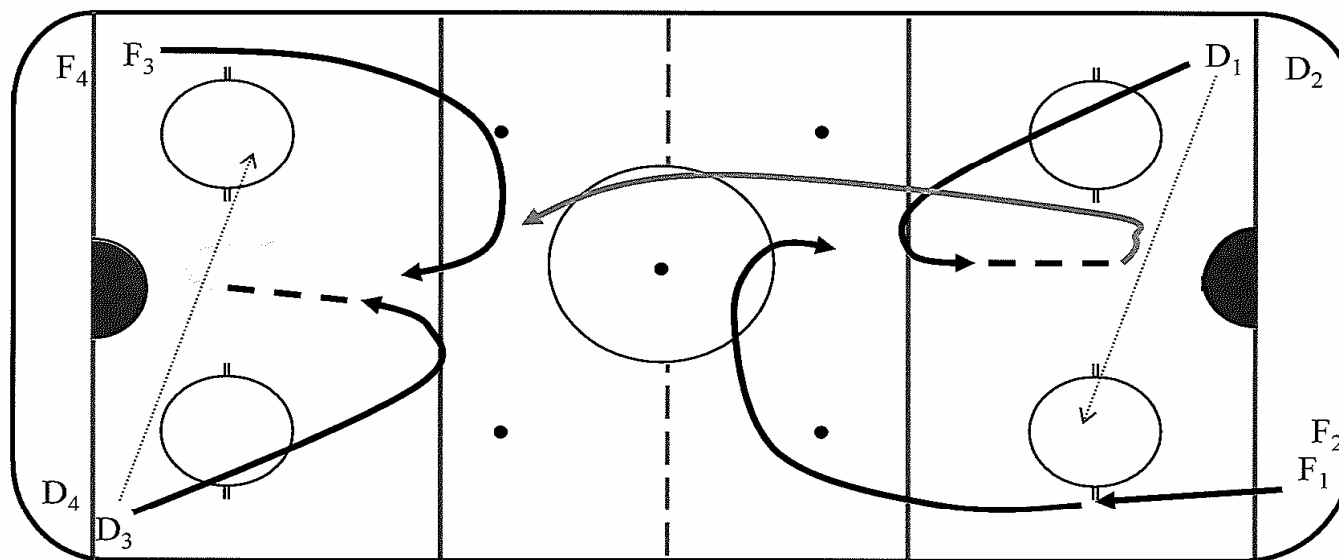
Team Drill: “Maine 2 on 1”

Identify three
”Individual
Tactics” in this
drill.

- 1.
- 2.
- 3.

Identify three
”Individual
Skills” in this
drill.

- 1.
- 2.
- 3.



Team Drill Name: “Maine 1 on 1 to 2 on 1”

Key Points to Review:

- F₁ and D₁ start on the whistle, D₁ makes a pass to F₁ who skates into the neutral zone and attacks D₁ who has followed his pass.
- F₁ & D₁ go 1 on 1 until the whistle. D₁ skates to down to the other end of the rink and supports F₃ who is attacking the net 1 on 1 against D₃
- Encourage the D to jump into the play, the coach is able to control the 2 on 1 by the whistle.