

High Performance Project Portfolio

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Introduction

One of my primary motivations in pursuing a Master's degree through UBC was that I felt I had "maxed-out" the learning that I could do within the existing structures in hockey. In my current role as a coach and program facilitator (administrator) with BC Hockey, we are building a program that will support our elite female officials from the U15 and U18 leagues, all the way through to the senior international level and the Olympics. It was my opinion that in order to do this, we needed to look for expertise outside the traditional officiating community.

Having said that, there are experts in officiating from whom I can learn a great deal. In completing this project, I was very fortunate to receive guidance from Kevin Muench, the Senior Director of Officiating for the Western Hockey League. The Western Hockey League is considered to be the preeminent development league for hockey players and the same is true of officials. Eighteen of the National Hockey League's sixty four current full-time officials have come through the Western Hockey League. Therefore, any guidance or best practices that I could glean from the Western Hockey League's officiating department would be hugely valuable to improving our program.

In engaging in this project, I identified five areas for growth, both for me personally and for the program as a whole. Those areas, and the learning objectives thereof, were as follows:

1. Performance standards and evaluation practices: construct a set of performance standards for my officials that are in line with NSO requirements but engages the expertise of the WHL and their standards for on-ice performance.
2. In-game coaching practices: adapt established in-game coaching guides and protocols, as well as possibly creating program-specific protocols in line with the performance standards laid out above in Objective #1.
3. Use of video: construct a framework for utilizing video-based feedback consistently across our program. This includes what areas should be addressed in a program-wide webinar and what should be addressed in individual video review.
4. Training camps: Construct a philosophy for each of our training camps (2-4 annually) with goals, curriculum, and training objectives/methods. It may not be possible or financially feasible to run all of these events every year but the existence of such a document will help justify budgetary requests and ensure maximum benefit.
5. Management of coaching staff: Refine job descriptions for coaching staff and ensure all roles are aligned to maximize efficiency and use of available person-hours. Possibly include communication procedures or an operational outline for the coaching staff through the season, if applicable.

Obviously, the Covid-19 pandemic created continuing uncertainty throughout the 2020-21 season. In October, when I first drafted my objectives, we had just begun limited game action and were anticipating a modified but complete season. Within six weeks, we were forced to pause, and that proved to be the end of the competitive season. The Covid pandemic was a field-leveler. While the Western Hockey League was able to adapt and execute their intra-provincial shortened season, their operations were significantly hampered by the protocols necessary to protect their participants.

As a result, the theme of this portfolio is the process of learning and development to ameliorate athletic and system gaps, rather than the accomplishment of the specific objectives laid out above. As I will detail below, many of the objectives that I identified were simply not possible to achieve in the way that I had originally imagined. Nevertheless, through this year, I believe I was able to make meaningful progress in all of these areas and that will ultimately benefit both my own coaching practice and the operation of our program. This portfolio has been organized as follows, with each section containing background, results, and future directions:

- I. Performance Standards
- II. Video Coaching
- III. Training Camps
- IV. Coaching

I. Performance Standards

Background

One of the major challenges in officiating is the lack of concrete performance measures. Especially for officials who are hopping between leagues they must possess a separate skill of balancing expectations: they must be able to balance what Hockey Canada wants, with what the International Ice Hockey Federation (IIHF) wants, with what junior hockey leagues want. This is not necessarily a bad thing: different competitive levels and contexts require different responses from officials. The challenge is when officials are judged and promoted or demoted based on criteria that are nebulous and unclear.

From a practical perspective, the lack of clearly-defined performance standards is a systems gap. Elite officials make hundreds of successful decisions per game; it is extremely difficult to separate these individuals from their peers. When they do make errors, those errors are costly and threaten the integrity of the game. As an officiating coach or technical lead, the objective is not only to develop these athletes but also select the right officials for the big games. The question is how confident should we be that those decisions are being made correctly?

It is also important to recognize that, particularly in female hockey, there is one, singular pathway through which officials advance. Officials are promoted through their Provincial Sport Organization (PSO) to Hockey Canada’s national pool. From there, they earn assignments to the U18 and USport national championships, as well as IIHF events. If a PSO or Hockey Canada determines that an official should not progress, that is the end of the discussion. While male junior (U21) leagues are increasingly open to female officials, they are so few in number that this cannot yet be considered a legitimate path. Therefore, in my role as a PSO technical lead, we have a moral responsibility to ensure the pathway is marked by clearly-defined signposts.

With this in mind, I was excited to delve into the Gold Medal Profile (GMP) assignment as part of my KIN 515 coursework. This represented the opportunity to delve into the research and try to construct a set of performance standards that would inform officiating practice. The “final” result was incomplete but promising.



All GMP performance indicators are rated on a 5-point scale.

The objective is to combine observational with empirical evaluation, while reducing evaluator bias.

	1	2	3	4	5
Rating					
Time to Olympics	-8+ years		-8 to -5 years	-4 to -2 years	-2 to 0 years
Standard	Gold medal standard in U18 provincial competition	Gold medal standard in U18 national competition	Gold-medal standard in U18 IIHF or U23 national competition	Gold-medal standard in senior IIHF or Top Div. U18 IIHF competition	Gold-medal standard in Top Div. senior IIHF or Olympic competition
Primary Sport Org	Provincial EXCEL		National	International	
Current Alignment	Provincial Level 3	Provincial Level 4	National Level 5/IIHF B License	IIHF A License	IIHF A License

Results

I won't recap the entire GMP because the details are clearly outlined in my presentation.¹ Instead, I will highlight a few areas of success and challenge, as it pertains to the application of the GMP.² The real challenge lies in marrying empirical research with practical considerations in building a GMP.

One of the major limitations in building the GMP was the lack of research into officials and the relative lack of research into hockey players of either gender. Having said that, the strongest area of the GMP was the physiological domain because I was able to directly translate physiological characteristics for international women's hockey players into the attributes and fitness levels necessary to officiate at those levels. The technical domain was also relatively straightforward, as I was able to construct rubrics from expertly-devised Hockey Canada resources on skating technique. These domains may need to be refined, through consultation with other experts in the field but I believe the conceptual foundation is very strong.

The areas that were the most challenging to construct performance standards were the tactical and psychological domains. In the tactical domain, I did original research into the top referees at the senior international level and attempted to measure their tactical abilities based on penalties called, penalties not called, and positioning errors.³ Based on a very limited sample size, the returns were promising but it would require a proper study before we could consider applying these measures to an officiating program. The psychological domains were based on conceptual transfer from other areas and other sports. So, they are empirically-based but have not been tested or tried in the context of officiating hockey and should be tested before they are applied.

Future Directions

As I discussed with Kevin Muench, this is not the first time that someone has attempted to implement more rigorous "scoring" systems in elite officiating. The issues that he identified from previous attempts include:

- A scoring system that is too cumbersome to apply in game situations

¹ <https://youtu.be/YIWPEr1wqJM>

² <https://blogs.ubc.ca/danhhpc/2021/01/14/beyond-a-winning-style-of-play/>

³ <https://www.youtube.com/watch?v=wn2z4LgF6Kk>

- Lack of inter-rater reliability
- Over-focus on scoring rather than anecdotal feedback
- Un-weighted criteria do not reflect that some skills are more important than others

Ultimately, this is moot without further research. My hope is that through the two years of the HPCTL program, I will have the opportunity to begin some of that research and produce something more concrete, and therefore, practically-applicable. However, Kevin's insight has been key in highlighting previous pitfalls that will need to be avoided.

I believe the GMP can have value, particularly at the highest levels of officiating. Given the nature of the criteria and the performance standards that I have developed, I believe this framework would be most valuable in a context where officials are developing over a long period of time. One example of this would be the IIHF or Hockey Canada gauging the potential and progress of official who has entered the National pool with their eyes on an Olympic Games in 6-10 years. Another example would be the National Hockey League tracking official entering the American Hockey League (second-tier professional league) and deciding who should be hired to a full-time contract in the most elite league in the world. Given the nature of the GMP and what would be required to implement it, I think it is unlikely to be practical at lower levels and would require a certain level of resource and long-term planning, in order to be successful.

Projecting into the future, I believe the GMP will eventually split itself into two categories: game-to-game performance indicators and long-term measures of success. Game-to-game performance indicators would ultimately represent very few of the performance standards in the GMP. These are aspects that would be useful in a game-to-game measurement, including: positioning errors, penalties called/not called, communication, and emotional restraint. The second, larger, category consists of aspects that are either too difficult to measure, not relevant, or fluctuate too greatly on a game-to-game to be useful. However, measuring them over a longer period of time (i.e. over a season or an Olympic cycle) could provide us with the data to confidently rank one official above the other. I will discuss further possibilities for applications of these in the subsequent sections.

II. Video Coaching

Background

Without question, the tool that has changed officiating the most in the last decade is the ease with which game video can be utilized. Even in 2009-10, when my high performance career was beginning, it was a big deal to have someone come to a game with a video camera to collect high quality video of your performance. Now, virtually every game at the U15AAA level or above, is webcast and archived, which represents a massive opportunity for officiating development programs that was previously confined to professional or major junior leagues. However, with that tool comes the potential for both benefits and pitfalls. The research on use of video in sport is clear: the tool is good if used correctly.⁴

The potential of video-based training is magnified in my current context: a PSO program with athletes spread across the province of British Columbia. The distances involved makes centralized training time infrequent and expensive. In 2018-19, our program delivered 489 hours of in-person coaching to its officiating athletes, in addition to holding three training camps during the season. Additionally, in 2019-20, our program provided each of its athletes with an average of 11.25 hours of remote-delivered video analysis, both in an individual and group setting. It is unlikely that we can grow the hours of in-person coaching without a fundamental change in our financial paradigm. However, the possibility of video-based coaching provides a possibility for expansion and increased benefit. Therefore, my hope was to use the experience of the Western Hockey League, with years of access to video technology, to help build our protocols.

Results

Obviously, the Covid-19 pandemic impacted every sector of sport. In our program, we had approximately six weeks of game action in 2020-21, when our season is usually 30-35 weeks long. Additionally, even when games were being played, we were limited in terms of which officials were available and our access to arenas. Oddly enough, the Covid-19 pandemic was an equalizing factor across the board and in discussions with Kevin Muench, the Western Hockey League was dealing with protocols which were similarly limiting.

The experiences of the 2020-21 season affirmed that video-based coaching works as a supplement to in-person coaching, rather than a substitute. So many important actions that officials take don't show up on cameras that are designed to follow the puck. Therefore, if there is no coach in the building, watching the game with their own eyes, the analysis provided via video will be necessarily shallow. Ultimately, video is a tool, rather than a practice.

Unfortunately, it was not possible to make a great deal of progress in this area in 2020-21. Isolated video clips can be useful as examples of specific performance aspects, such as positioning or penalty standard, and we continued to utilize video in this way. However, these

⁴ Groom, R., Cushion, C., & Nelson, L. (2011). The delivery of video-based performance analysis by England youth soccer coaches: Towards a grounded theory. *Journal of Applied Sport Psychology*, 23(1), 16-32. <https://doi.org/10.1080/10413200.2010.511422>

specific uses have a very firm ceiling, which we have reached. They are useful informational pieces for officials but, in isolation, they aren't really part of "coaching" or development. However, as part of my coursework in KIN 586, I was able to make some progress in other uses for video-based coaching and those present avenues for future innovation.

Future Directions

During the 2020-21 season, I was able to implement two interventions via video-based platforms that returned promising initial results that merit further investigation. As the season got underway, we made a group decision to limit virtual training hours, due to the uncertainty around game action and the high volume of online hours necessitated by working and attending school from home.⁵ So, our implementation was limited in terms of time and scope but the initial results present promising directions for further innovation and growth in this area.

The first was a tactical training initiative that I detailed in a previous blog post, as well as in my final presentation for KIN 586.⁶ The question was whether or not the training intervention detailed by Moreno et al.^{7,8} could be adapted to officiating and whether it could improve the tactical performance of elite officials. This is critical because a perceived deficiency in "game sense" or "Hockey IQ", common synonyms for tactical understanding, can spell the end of an official's career. However, these judgements rarely come with an action plan and officials must attempt to rectify these deficiencies on their own. This represents both an athletic gap and a system gap, making it a high priority for future research. While the intervention had no control group or empirical method of measuring the outcome, the initial response and conceptual uptake from the participants was positive and this certainly merits further discussion on the use of video technology to improve.

The second was a mental training initiative that I detailed in another recent blog post.⁹ Mental skills are treated similarly to tactical understanding in officiating, in the sense that athletic gaps are identified but no plans or tools are offered to ameliorate those gaps. The result is that mental skills are something that is "addressed" rather than built. We never progress beyond the basics and there is no sense that we are building towards a defined end goal. The objective of our intervention was to begin building those mental skills through remote-delivered sessions that would prepare officials for the demands of competitive games. The first phase is focused on the pre-competitive state and, at a later date, we will progress to the competitive state. This intervention has a modicum of measurement, we administered the Referee Self-Efficacy Scale¹⁰

⁵ <https://blogs.ubc.ca/danhhpc/2020/10/23/problem-solving-connecting-and-training-meaningfully-during-a-pandemic/>

⁶ <https://blogs.ubc.ca/danhhpc/2021/02/11/when-the-research-doesnt-exist-finding-creative-solutions-to-research-gaps-in-sport-problem-solving/>

⁷ Moreno, M. P., Moreno, A., García-González, L., Ureña, A., Hernández, C., & Del Villar, F. (2016). An intervention based on video feedback and questioning to improve tactical knowledge in expert female volleyball players. *Perceptual and Motor Skills*, 122(3), 911-932. doi:10.1177/0031512516650628

⁸ https://youtu.be/E80D_DmCDoY

⁹ <https://blogs.ubc.ca/danhhpc/2021/04/16/innovative-practice-for-mental-training-interacting/>

¹⁰ Myers, N. D., Feltz, D. L., Guillén, F., & Dithurbide, L. (2012). Development of, and initial validity evidence for, the referee self-efficacy scale: A multistudy report. *Journal of Sport & Exercise Psychology*, 34(6), 737-765. <https://doi.org/10.1123/jsep.34.6.737>

(REFS) prior to the intervention and will administer it again before the start of the 2021-22 season. This isn't a perfect measure, particularly because officials completed the REFS in March, at least three months since their last competitive action. However, it does present a modicum of analysis as to the success of the intervention.

Despite the disappointing season resulting from the limitations of the Covid-19 pandemic, I was able to make progress in this area, even if it was not the progress that I had intended. Moreover, the mutual experience of our program and that of the Western Hockey League affirmed that the initial basic uses of video technology are useful but limited. The interventions that I began to implement in my coaching context have been initially successful and provide promising future directions for the use of video in elite officiating.

III. Training Camp Objectives

Background

In 2017, when I took on a leadership role with BC Hockey's Female High Performance program, my first priorities were obtaining a full evaluation of the pool, as it stood at present, establishing a culture, and beginning to ameliorate some of the gaps that were immediately obvious. With that in mind, my first action after my appointment in June was to convene a training camp in late August. The response was excellent; officials cleared their schedules, attended, participated, and left me with positive feedback about their experiences. This emphasized the importance of training camp environments if the program was going to continue to improve and grow.

Since 2017, we have expanded to host a minimum of three centralized training camps per year and I am pushing for a fourth. What is interesting is that as I push to expand our training camps, other officiating programs are cutting back their offerings. In discussions with other leaders, the primary motivation for reducing or cutting training camps was cost. This is understandable and a major hurdle for our program as well. However, there was also a not-so-subtle implication that they felt training camps were not a valuable use of money and time. I find it difficult to believe that having athletes in one place for centralized training and development is not valuable. Therefore, with the greatest respect to my colleagues, I must conclude that the de-valuing of training camps is an individual issue, rather than a methodological one. Therefore, I was fortunate to connect and engage with Kevin Muench of the Western Hockey League, which continues to hold their annual training camp at no small expense.

My objective in this area was to refine the objectives and activities for each of our current training camps. This would not only make our current delivery and training more efficient but it would also provide a modicum of replicability, in the event that the program experiences a change in leadership. It would also allow our program to serve as an exemplar to which other programs should aspire, which is a long-term goal of mine.

Results

July – Officiating Program of Excellence Camp

Each July, we hold a five-day camp for 6-8 officials in conjunction with the U18 Team BC selection camp. The invitees for this camp are traditionally officials who are on the cusp of joining our program. The objectives for this camp are as follows:

- Prepare officials with experience in U15A and U18A leagues to perform in the U18AAA and USport leagues.
- Communicate expectations and instill habits of excellence in officials
- Provide coaching and feedback to build the skills necessary for the above

With that in mind, our training focuses for this camp are:

- Physical testing and training habits; both education and in-gym demonstrations and group workouts
- Mental preparation and focus strategies to be applied in game situations
- Tactical understanding and skills required in game situations
- Habits of self-reflection and self-assessment to facilitate building the above skills

August – Female High Performance Camp

In late August, prior to the start of the competitive season, we hold a weekend camp for all officials within our program. The invitees range in age, stage, and experience: from 16-year old attendees of our July camp, to 25-year old officials in our EXCEL (NextGen) stream, to 45-year old officials who are in the “Competitive for Life” stage of athlete development. The objectives for this camp are as follows:

- Instill team culture and values¹¹
- Value and reinforce commitment to fitness and professional habits
- Provide officials with the tools necessary to train in a geographically-distributed environment for the balance of the season
- Prepare officials for the technical and tactical demands of the competitive season

With that in mind, our training focuses for this camp are:

- League-specific rules and procedures
- Skating technique and execution
- Mental and tactical strategies that build upon previously-developed skills
- Team-building either through explicit activities or as a by-product while building other skills/knowledge

October – EXCEL Camp

In late September or early October, the officials in our EXCEL stream¹² gather for a weekend camp. Our EXCEL stream is for officials who are competing for national and international assignments. The camp is held approximately six weeks prior to the U18 National Championships, which is the major domestic tournament in women’s hockey. The shortlist for the tournament is confirmed following the conclusion of the camp. The objectives of this camp are as follows:

- Evaluate fitness and wellness and make corrective changes to training plans
- Prepare officials for the technical and tactical demands of a national championship
- Reinforce team culture and values in the context of a high performance environment¹³

¹¹ <https://blogs.ubc.ca/danhhpc/2020/06/16/valuing-my-coaching-philosophy/>

¹² <https://blogs.ubc.ca/danhhpc/2020/11/27/interacting-creating-the-athlete-agreement/>

¹³ <https://blogs.ubc.ca/danhhpc/2021/03/12/communicating-with-empathy-and-constructiveness-during-the-pandemic-valuing/>

With that in mind, our training focuses for this camp are:

- Evaluation of physical fitness and co-creation of training plans
- Refinement of skating technique and execution
- Refinement of in-game tactical strategies and mental performance strategies
- Refinement of interpersonal skills and strategies with a focus on in-game application

Future Directions

At this stage, our program has maxed out our budgetary space and expansion of our training camp offerings is not yet possible. However, we are hoping for an injection of funding, as proposed to the board of directors in February 2021. If we did receive that additional budgetary flexibility, part of that funding would go towards one of two additional training camps.

The first priority would be a female development camp, targeted at officials who are two to three years or more away from being part of our program. Development of female officials continues to be neglected around the province. Previously, women's hockey was deliberately ignored but presently, there has not been an impetus to ameliorate those historical disparities; therefore, women's hockey, and especially female officials, are playing catch up. The objectives of this camp would be to provide training and in-game coaching/development for female officials while also providing a female-only environment to help stimulate social connection, development, and positive experiences in officiating. The goal of this camp would not necessarily be to deliver officials to the High Performance program; whether officials progress into our program or simply continue a life-long involvement with hockey, that would be a success.¹⁴

The second priority would be a secondary EXCEL camp in late December or early January, ahead of the competitive season. The objectives would be similar to the current October camp but with the goal of ensuring officials are prepared for international tournaments, league playoffs, and spring national championships. At this stage, our program's officials do not feature prominently at this level and therefore, this camp is not a necessary expenditure at this time. However, the skill and reputation of our officials has grown considerably in the last three years and if they continue to improve on this trajectory, the events in the second half of the season will be of greater importance and it is crucial that we are in a position to support these officials through the entirety of their progression through the competitive pathway.

¹⁴ <https://blogs.ubc.ca/danhhpc/2020/06/29/leading-defining-inclusion-in-high-performance-sport/>

IV. Coaching

Background

The initial objectives around the topic of coaching were around in-game coaching protocols and management of the coaching staff. However, one result of the ongoing Covid-19 pandemic is that there were few, if any, takeaways from this season from a coaching perspective. As I have detailed in previous sections of this portfolio, our ability to conduct in-game coaching was severely limited in 2020-21. What's more, given the individual impacts of the pandemic, each official required a different approach from a communication perspective – some needed constant contact while others needed to put hockey on the back burner. This was felt across officiating programs at different levels and reflected in my conversations with Kevin Muench. The theme of this year was adaptation to the requirements of the situation, rather imposition of our philosophy and goals upon the situation. Ultimately, this was a poor moment to be attempting to develop systems of excellence.

Additionally, our program went through with a planned expansion of our coaching staff in September 2020. However, due to the unforeseen circumstances associated with the pandemic, many of these individuals did not have the opportunity to engage in their new roles and a few of them simply had to defer assumption of their new responsibilities until a later date. An additional factor is that our team applied to BC Hockey's board of directors for a substantial increase in funding. If the board were to approve this increase, it would completely change our operational structure. Therefore, with uncertainty on multiple levels, I decided these areas were no longer a realistic line of inquiry for this project. Instead, I chose to focus on my own experience in the HPCTL program as an example of a community of practice and how I could replicate that in an officiating context.

Results

One of my goals in undertaking a Master's degree was to elevate the practice of coaching within the officiating community. Over the last two decades, officiating has moved from the term "evaluator" to "supervisor" to "mentor" and now finally to "coach". However, I am concerned about the possibility of adopting the terminology without adopting the education, training, and practices of coaching. Because our officials need coaching, there is no question about it; an official pursuing success at the highest level needs a coach. However, if we are going to adopt the terminology, that must be part of a philosophical shift, not simply a cosmetic one.

To that end, my involvement in the HPCTL program has been very valuable. My professional training is as a teacher and in education, we talk about the concept of a "community of practice". Which is to say that, even in secondary schools, we are not individuals operating in subject-specific silos. Rather we are a team of educators, pursuing the same overall goals in educating the students in our school. Because "officiating coaching" is in its infancy, I have struggled to find that community of practice in my hockey circles. However, coming into the HPCTL program, a space that is designed to be multi-sport, I found an opportunity to discuss and share with my peers who were also approaching the practice of coaching from a high conceptual level.

My experience of a community of professional coaching practice was primarily influenced through the blogs and reflections on the National Coaching Certification Program core competencies. I enjoyed not only producing the blogs but reading and commenting on other coaches' blogs and as David Hill can attest to, I enjoyed the dialogue that took place in the comments that allowed us to reflect and experience growth in these areas. Overall, my experience in the HPCTL program has re-invigorated my commitment to instilling the values of coaching in the officiating community.

Future Directions

The concept of coach education obviously extends beyond the high performance level. However, I believe it can be the rising tide that lifts all boats. A coach education initiative that addresses all levels of the game will naturally raise the quality of coaching and create that community of practice that is not exclusive to the high performance sphere. The appetite for education is there; it is a failing of PSOs and the NSO that the framework doesn't exist. I will provide two anecdotes that exemplify this point.

In the autumn of 2019, I delivered a pilot run of officiating coaching "courses" in the Lower Mainland. Each course consisted of two four-hour sessions, modeled on the NCCP "Teaching and Learning" and "Making Ethical Decisions" modules. These "courses" were attended by a total of 28 individuals and post-course surveys showed a high degree of satisfaction, providing an average feedback score of 4.13 out of 5. The pilot run illustrated that there is both an appetite for and appreciation of coaching education for officiating leaders and mentors.

In the summer of 2019, I was tasked with leading the instructional elements of BC Hockey's "Summer Officiating Schools"; two, week-long, intensive development camps for young officials across the province. For the first time in BC Hockey's history, we convened remote-delivered training for our instructors ahead of these camps. Previously, all that was required was a Criminal Record Check and completion of the Speak Out/Respect in Sport modules. As a veteran of eight previous Summer Officiating Schools, I had never seen such motivated, engaged, compassionate instructors and camp leaders as I did in our 2019 camps. Following the camp, the instructors themselves sought me out to say that they felt more comfortable and more prepared to coach and mentor their young charges than ever before.

These two anecdotes are certainly not a representative data sample but they do show that the desire for coach education exists. If we build it, they will come, and the result will be that we will provide better, safer, more professional coaching to our athletes. The proposal that our delivery group submitted to the BC Hockey board of directors, which I referenced in the previous section, included a grant for leadership development and coach education in officiating. This would give us the financial resources to address the following areas through training and facilitation of a community of practice¹⁵ in officiating coaching:

¹⁵ Coaching Association of Canada, *Communities of Practice*. <https://coach.ca/sites/default/files/2020-10/CoP%20FINAL-EN.pdf>

- Basic education on topics including but not limited to safe sport, coaching and leading effectively, planning and delivering training, and managing conflict.¹⁶
- A framework to track the delivery of coach training and promote trained coaches.
- A mentorship initiative to ensure that trained coaches can continue to receive mentorship and guidance in an applied setting.
- Partnerships with local sport organizations to place trained coaches in formal positions of leadership across the province.

¹⁶ <https://blogs.ubc.ca/danhhpc/2020/09/08/critical-thinking-safe-sport-in-hockey/>