



## **Rep Team Selection Policy Guidelines:**

The existence of a rep team program necessitates the implementation of a rep team selection process. The association's responsibility is one of facilitating a credible evaluation opportunity; with equally credible selection participants; using defined selection mechanics. This includes independent observation and grading, as well as a series of evaluation meetings until a consensus emerges of the players assignments.

The evaluation criteria include three general areas:

- (1) Individual skills include skating, passing, shooting, etc.
- (2) Team skills include positional play, play making, game sense, etc.
- (3) Attitude includes work ethic, self discipline, coachability, practice intensity etc.

\*These skills assessment will also consider a candidates performance trajectory.

We have implemented rather uncomplicated method to stratify these players which assist in communicating and validating the process and provide timely results. Providing some structure during the exercise makes the selections smoother and helps ensure that any selection discussions throughout the process are more about the players and not about the process itself. The structure is consistently applied across all divisions for all players.

Individual player assessments made by each evaluator (using all the tools and experience they can bring to the process) form the basis of generating a final consensus among the evaluators. Players are placed when a majority of the committee places a player and are not expected to be unanimous; therefore a single evaluator can not determine the outcome. The evaluators are nominated by the Rep Director in consultation with TDs. The Rep Team Director ensures the process complies with current association rep guidelines and only when those criteria have been satisfied will submit the player placements to the executive for approval. The Rep Director does not participate in any discussion about individual players, maintaining an observer status only, and input is limited to procedural issues. Once the selection recommendations have been made and submitted to the executive the selection committees are dissolved. The evaluators are required to sign confidentiality agreements and members are prohibited to discuss the process or the results with them. Parents and players are required to read and sign a declaration of goodwill which states their agreement with the evaluation process and their participation, it also declares their acceptance of the assignments once complete. Parents and players do not have to participate in the rep team evaluation process but no accommodation will be made for a player after the selections have been completed. Players are expected to play where they are assigned.

The executive's responsibility is to provide a credible evaluation mechanism; it does not assume any responsibility in ensuring every player is placed on a Rep Team. Any enquiries of the selection process itself can be addressed with the Rep Director but the results of the process will not be addressed. Therefore, only procedural issues will be addressed by the rep director. The executive also assumes the responsibility of selecting the head coaches for rep teams, the executive will only assign one head coach since that position becomes the individual ultimately responsible for that team. At this point, the selection process is complete.

### **Rep Team Selection Procedural Guidelines**

The selection committee would be asked to grade players in the alphabetic manner described below in an attempt to standardize the process across and within divisions. The number of players assigned per team within each division is determined by the executive.

There will always be players that for a variety of reason might not fit comfortably into a category by any one evaluator. The blended score lets the evaluator describe his/her inclination when a player graded somewhere between 2 teams. These types of evaluation will ultimately become part of the

discussion about how best to place an individual player and hear the rationalizations of the other evaluators. This is where the evaluators discuss, exchange views, advocate or critique, and eventually reach a consensus on the most appropriate placement.

Note: Pee Wee, Bantam and Midget players are to be evaluated by their positional preference as indicated on the Rep form. Atom players also indicate positional preference but aren't strictly used for evaluation purposes. Positional preferences aren't binding on the coaching staff, although generally speaking will be considered by the coaches.

Each evaluator will grade the players with an A, A/B, B/A, B, B/C, C/B, or C

#### Samples of Grading Rationale:

A- is a straight up A player within this group for example a second year player who performed well on the A team last season and gave no reason to reconsider reassigning that player back on that team. Other A's would be bona fide players from the A stream in a lower division such as best players off Atom A moving up into Pee Wee division.

A/B - indicates in the evaluators mind a player who they are inclined to believe is an A player but for some reason they have some reservation or area of concern. This player might be a player who was very good in a lower division but the evaluator might wonder if they are actually ready for the higher degree of competition. Reasons such as, an identified weakness in the players game, or hesitation over maturity, or even a lack of familiarity, etc. It allows for some wiggle room on the part of the evaluator which can be addressed later in the process through the grading discussion.

B/A- indicates a player the evaluator could see as a solid B candidate and given certain consideration could be an A player. For example, Pee Wee is a contact game; a B/A player might not have all the skill elements of the typical A player but is proficient enough to play at an A level and could provide some physical fortification and the skills trajectory is going in the right direction. This category of evaluation might apply to a player who has performed solidly at the B level and has a skills trajectory which will allow him to have a successful experience. This category might also apply to the player who has many of the skill components of the better players but lacks a positive attitude, or a work ethic, or may be viewed as a behavioral liability.

B- this would indicate a solid player who might have a component of his game which needs further development. For example, this could apply to a good player who likes to compete but needs improvement in some area of basic skill development such as skating. This category is readily applied to a new player into a division possibly off the A team in a lower division who needs more time to evolve and mature into their current division. In many cases it serves the player well to place them at a level where they succeed and get more rewards and positive reinforcement for their level of play rather than experience frustration by feeling pressure to perform outside their comfort zone.

B/C- this evaluation reflects a player who for any number of reasons might leave the evaluator some doubt whether their full endorsement as a B player is warranted. The prefacing of the B first indicates leaning that way but with some hesitation.

C/B- this might best be described as the C player who with some rather achievable skill development would make a nice contribution to a higher level than their current skills evaluation. Kids who have a high degree of coachability and compete hard deserve to be considered for an upgrade should the opportunity present itself.

C- is by default everyone else who wants to play and the priority here has to be on a positive learning experience. The C player should always feel through hardwork they can improve. (C)

(\*Player upon request could be supplied with a strengths and weakness, or areas requiring improvement type statement.)

.

### **Rep Team Organization and Structure Policy**

The Head Coach of a rep team has been assigned subject to an application process. The Head Coach ultimately is responsible for his assigned team. The head coach will choose his staff which will include a manager, an assistant coach and a trainer. At the discretion of the head coach other asst. coaches may be assigned or other team tasks delegated but not necessarily. The managers position is a key role in the success of a rep team and will contribute greatly to the success of any rep team experience. Among other duties the managers role includes a liaison between parents and coaches. It is expected that coaches are expected to deal with all on ice issues and while the head coach is responsible for the organization in its entirety as a practical matter the managers function includes many off ice issues. Each Head Coach is free to structure his "team staff" in a way that achieves the desired results and the head coach should articulate those expectations early in the year. There should be a mechanism to address parental issues which may or may not include direct contact with the coaches. Coaches are free to assign players to positions which may not be the positional preference indicated during the evaluation process. Coaches are free to discipline players appropriately, which might include, on ice remediation, verbal or written comments. Players may be asked to leave the ice surface during a practice or be benched during a game, discipline could include suspensions from team activities. Should a suspension be deemed appropriate notification should be made to the executive through the Rep Team director and the matter possibly referred to the disciplinary committee for adjudication and recording. Coaches are required to adhere to the ice time allocations as defined by HNL for their corresponding division.

It would be wise for parents to be familiar with these policies prior to the beginning of the season; they are different depending on your division. The rep team director and/or manager of a team should be able to clarify the requirements if necessary. It is expected that all coaches, parents and players are familiar with the various code of conduct requirements and adhere to them, any perceived deviations shall be addressed in writing to the rep director for an appropriate course of action.

#### CONFIDENTIALITY AGREEMENT

I agree that any and all discussions of the evaluation committee are confidential. Any comments made within this context can only be perceived as part of the process intended to achieve the desired results within the mandate of the committee. All the evaluators have a right to expect that their comments are received in the strictest of confidence. I do accept this confidentiality requirement and realize that a violation will require sanction. Members of the association have been informed that all members of the selection committees are not to discuss the process and to attempt to address this is highly inappropriate.

### GOODWILL AGREEMENT

I have agreed to submitting \_\_\_\_\_, to the evaluation process defined by the executive for the purposes of selecting various rep teams. I accept the process being utilized and therefore will accept and comply with the ultimate placements. I have read and agree to adhere to the parent's code of conduct for the best overall experience for the players, and all members of the EVMH association.

I \_\_\_\_\_, promise to give my best efforts during the rep team selection process and accept the possibility that I my placement might be different than my expectations. I also accept that there are many variables to consider before a final placement is made and it is the responsibility of the selection committee to make the best overall decision with respect to the association and to me as a player. It is my responsibility to accept my placement and work hard to make my rep team experience as rewarding as possible, for myself, my teams, and my coaches. I will adhere to the player's code of conduct and be the best ambassador of the EVMH association I can be. I'll look forward to all the challenges and rewards of the up coming season.