

Coach & Athlete Development - Building Sustainable Programs

by Lynne LeBlanc



**Volleyball
Canada**



Goal:

Provide safe, fun and positive experiences to athletes and participants through quality coaching

Session Outcomes

- Reflect on your **Athlete Development Pathway** and its impact on building sustainable programs
- Reflect on your **Coach Development Pathway** and its impact on building sustainable programs

Fostering Long-Term Development

Long-Term Development in Volleyball

Why do we need the LTD model?

- Athlete preparation is too often geared to the short-term outcome – winning – and not to the development process.
- Drop-out rates in sports for youth are high – particularly for girls and not all sport programs are accessible (parents perceived impact of sport, low-income families, etc...)
- Fundamental movement skills and foundation sport skills are not taught properly therefore participants are less physically literate.
- Differences in developmental age are ignored when sport is organized using chronological age groups.

Long Term Development in Volleyball

The reality

- Coaches have limited time with players and tend to skip ahead to the skills and strategies necessary to compete in games or win tournaments instead of building physical literacy – and having fun.
 - How do coaches deal with late bloomers?
 - How do coaches deal with the awkward adolescent who is just trying to understand their changing bodies?
- If coaches only focus on the athlete and player, they forget that there is a young person underneath just trying to understand themselves first, let alone trying to learn new skills and perform for their coach
- This limits kid's athletic options and reduces their potential for long term athletic success and perpetuates the dropout rate.

WHAT IF COACHES SHIFTED THEIR FOCUS FROM SIMPLY COACHING THEIR SPORT TO...

Truly putting THE PERSON FIRST as they grow into ATHLETES and PLAYERS!

Long-Term Development in Volleyball

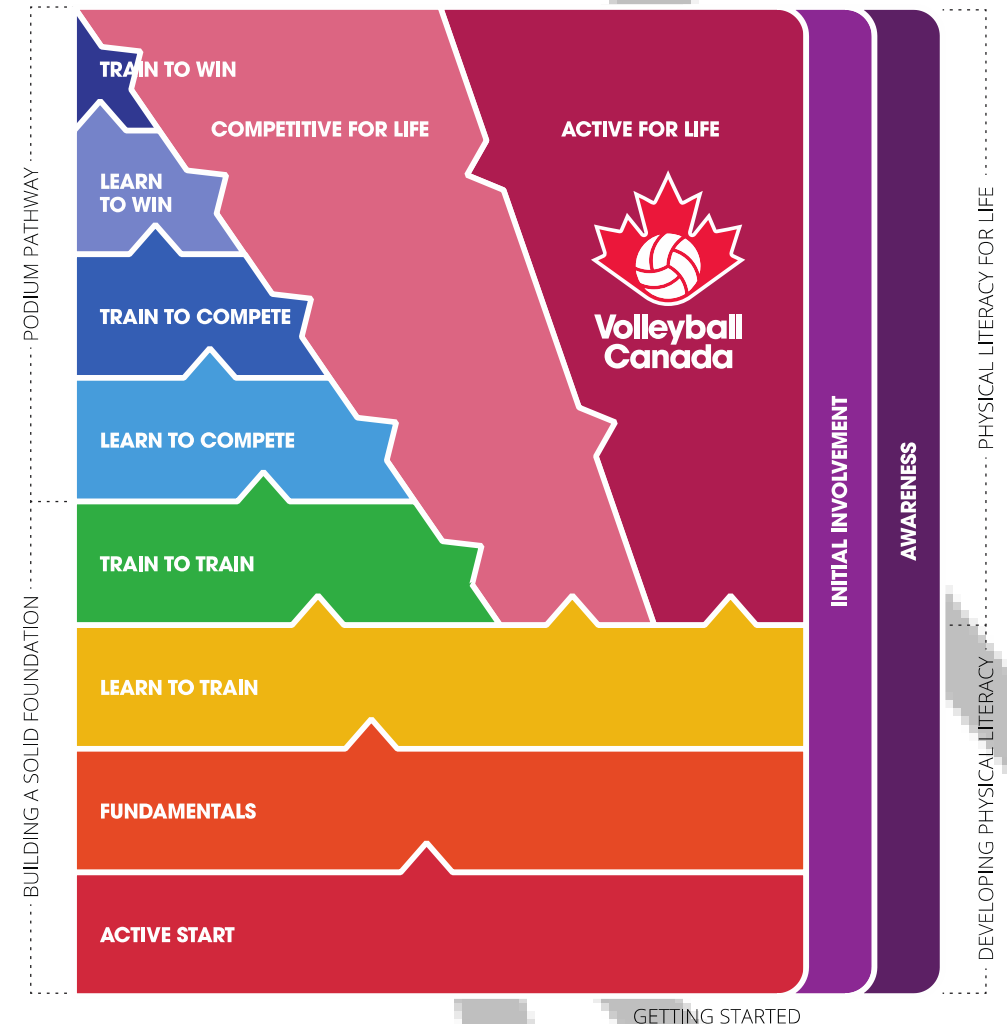
LTD in Volleyball is a **framework** for the development of every child, youth, and adult to enable optimal participation in our sport.

It helps create a vision and alignment for how you will support participants as they partake in your sport programs.



Long-Term Development in Volleyball

- It can be as simple or complex as you need it to be.
- What does your federation strive for (your definition of success) ?
 - Physical literacy development,
 - Excellence in sport,
 - For everyone to be active for life...
- How will you implement it?

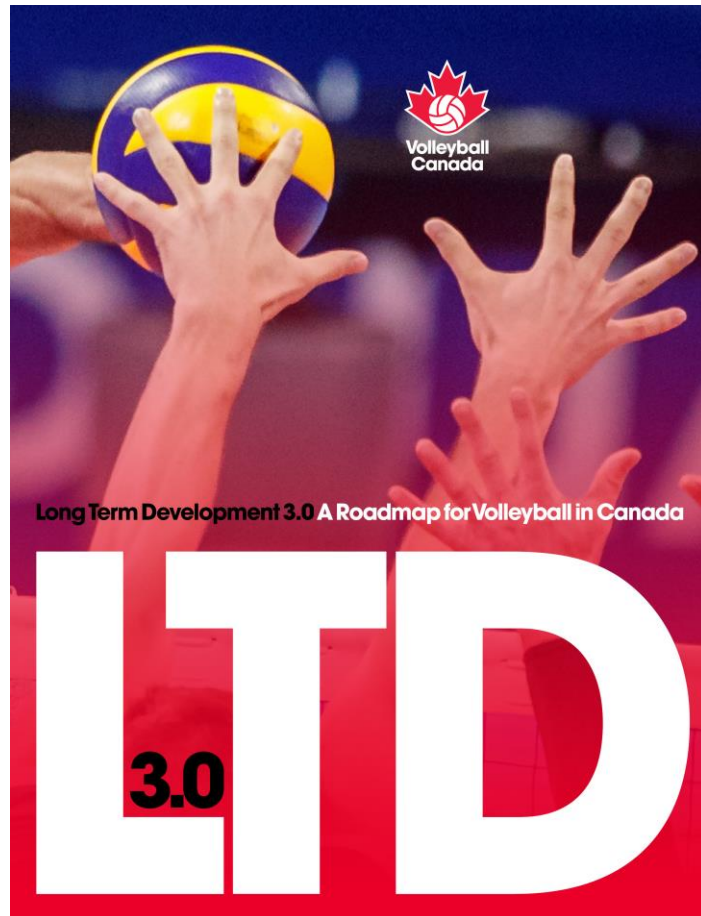


Long Term Development in Volleyball

Ways coaches can promote long term development of young athletes

- Build an athletic foundation
- Encourage play
- Promote multi-sport athletes
- Focus on the process and not only on the win
- Understand athletic timelines
- Identify talent and potential

In the LTD 3.0, you will find...



Stage-Appropriate Competition



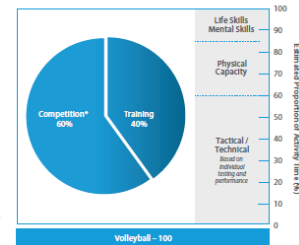
Train to Compete

Dependent on sport progress — beyond end of adolescent growth spurt. Athletes generally at provincial, junior national or early national level.

Requires specialized coaching in a specialized training environment

The stage for specialization in sport, position or event then specific training design for physical conditioning and technical/tactical preparation to maximize development.

- Test tactics and practice under competitive conditions.
- Evidence-based training built on testing to identify strengths and weaknesses
- Optimize ancillary capacities, and balance sport, work/school, and family/friend life obligations.
- Advanced mental preparation, and practice under highly competitive conditions
- Strengthen ethical approach to sport including respect for opponents, fair play, and commitment to doping-free sport
- Single, double or triple periodization
- Sport-specific technical, tactical and physical capacity training nine to 12 times per week



Stage-Appropriate Competition

	LEARN TO COMPETE	TRAIN TO COMPETE	LEARN TO WIN
AGE RANGE	≈ 16 to 19	Generally at provincial, junior national or early national	Around the age of Olympics, Paralympics, and World Championships
GAME	Standard Volleyball		
POSITION SPECIALIZATION	Full specialization or 2 positions (Setters/Liberos, Left Sides/Liberos, Middle/Right Sides)	Full specialization	
TEAM SYSTEMS	6-2 or 6-1 Offensive Systems / Bunch Read System	6-1 Offensive Systems / Bunch Read System	
ROSTER SIZE	10-14 players	14-16 players	16-20 players
PLAYING TIME	Suggested: All players have played a minimum of 30% of match time over the course of the season.	Roles are identified by the coach	
COMPETITION LEVEL	Some regional & provincial, some interprovincial, some national, some international for national teams.	Some regional & provincial, some interprovincial, some national, some international	National and international

Developmentally-Appropriate Training



Train to Compete

Developmentally-Appropriate Training

	LEARN TO COMPETE	TRAIN TO COMPETE	LEARN TO WIN
INJURY PREVENTION	Learn functional movement tests and work with trainer to develop mobility and stability exercises	Can self-assess and address mobility and stability issues and uses strength training to prevent over-use injuries	
SEASON LENGTH	32-40 weeks	38-45 weeks	44-48 weeks
PRACTICES PER WEEK*	A) 3 practices/week B) 4-7 @ 120-150 min	5-7 @ 90-150 min	5-8 @ 120-180 min
MATCHES PER WEEK	1.5 @ 90 min (best of 3 sets) or 1 tournament every 3 weeks	1.5 @ 90 min (best of 5) or 1 tournament every 3 weeks	1.5 @ 90 min (best of 5) or 1 tournament every 3 weeks
PRACTICE TO COMPETITION RATIO	40/60	40/60	30/70
PHYSICAL TRAINING PER WEEK	3-4 @ 30-60 min	3-4 @ 60 min	4-5 @ 60-90 min
MENTAL & LIFE SKILLS	Integrated into annual program. See Development Matrix for details.		
OTHER SPORTS	Indoor and/or beach, indoor and/or Sitting		Indoor, Beach, or Sitting
MAXIMUM TOTAL ACTIVITY	Max 12 sessions/week (1 session = 90 min of a practice, match, or work out) For example: 9 volleyball + 3 physical training = 12... or 6 volleyball + 6 physical training = 12 All athletes should have 6 hours between practices if doing two practices a day and have 1 full day off per week. Coaches in this stage should monitor the total number of activities the players participate in order to build the players' capacity to withstand training and minimize burnout and injuries. Coaches should also monitor the estimated volume of jumps for each practice. The number of jumps should gradually increase to meet the demands of training and competition events. Sharp increases in jumps from day-to-day or week-to-week greatly increase the risk of chronic or acute injuries. Training load can be recorded and monitored within the practice plan with great specificity or with simple symbols (↓↑→).		

*Two options for practice amounts are presented in the Learn to Compete stage to demonstrate the options available for different pathways. The minimum number of practices per week required to develop skills and progress toward "personal excellence" is 5x/week. A maximum range of training sessions in these stages is listed above. However, more is not always better. The quality of the practice environment created by the coach is a critical factor. Practice must be fun.

Links to the LTD 3.0 and other relevant material can be found in your Coach Workbook and are downloaded from the VC Coaching Center.

Building from the LTD Framework, the Volleyball Development Matrix...

Lays out in the detail what a player should be able to do at each stage of their Long Term Development:

- WHAT do I teach?
- WHEN do I teach it?
- WHAT does success look like?

How to Refine intermediate Skills & Systems

Train to Compete - INDOOR & SITTING			
Refine INTERMEDIATE Skills & Systems			
Basic and Intermediate Skills			
*Intermediate Skills are Bolded			
SERVE	Front	Line, Cross-court	Consolidation: Athlete can perform the skill with correct form. Control and rhythm are good in easy-to-able conditions. Some elements of performance can be maintained under pressure or in competitions but performance is inconsistent.
	Jump Pass	Top, Flat	
	Jump Pass - Power (indoor only)	Top of backcourt's hands	
PASS	Jump Spin - Control (indoor only)	Inside movements	Refinement: Athlete can perform the skill with good form, speed, precision and control. The performance is very consistent, even under very demanding conditions. Only minor fine-tuning may be necessary. All components of the movement have been automated, which allows the athlete to make rapid adjustments during play.
	Forearm Pass	Outside backcourt movements	
	Overhead Pass	2 person blocking movements & defensive movements within a Bunch Read & Spread System	
VOLLEY	Free Ball Pass	2 person blocking movements & defensive movements within a Spread System	*Systems are taught in the ADV DEV Coach Workshop
	Non-entry 2nd set set		
	11 (Block Set)		
SET/SPIN	11 (Block Attack)	Blocking the serve (Set only)	SYSTEMS
	Backcourt sets (1, 3, 2)	Basic Dig	
	Combinations (1, 3 and 2)	Ball Pursuit and Material	
ATTACK	41, 61, 31	Overhead Dig	INTERMEDIATE
	Step Around (61 & 71)	Overhead Dig	
	Fast Outside sets (12 & 12)	Overhead Dig	
DEFENSE	Fast 6 (61s), and Fast 6	Overhead Dig	SYSTEMS
		Overhead Dig	
		Overhead Dig	

How to train Speed, Strength, Suppleness, Stamina

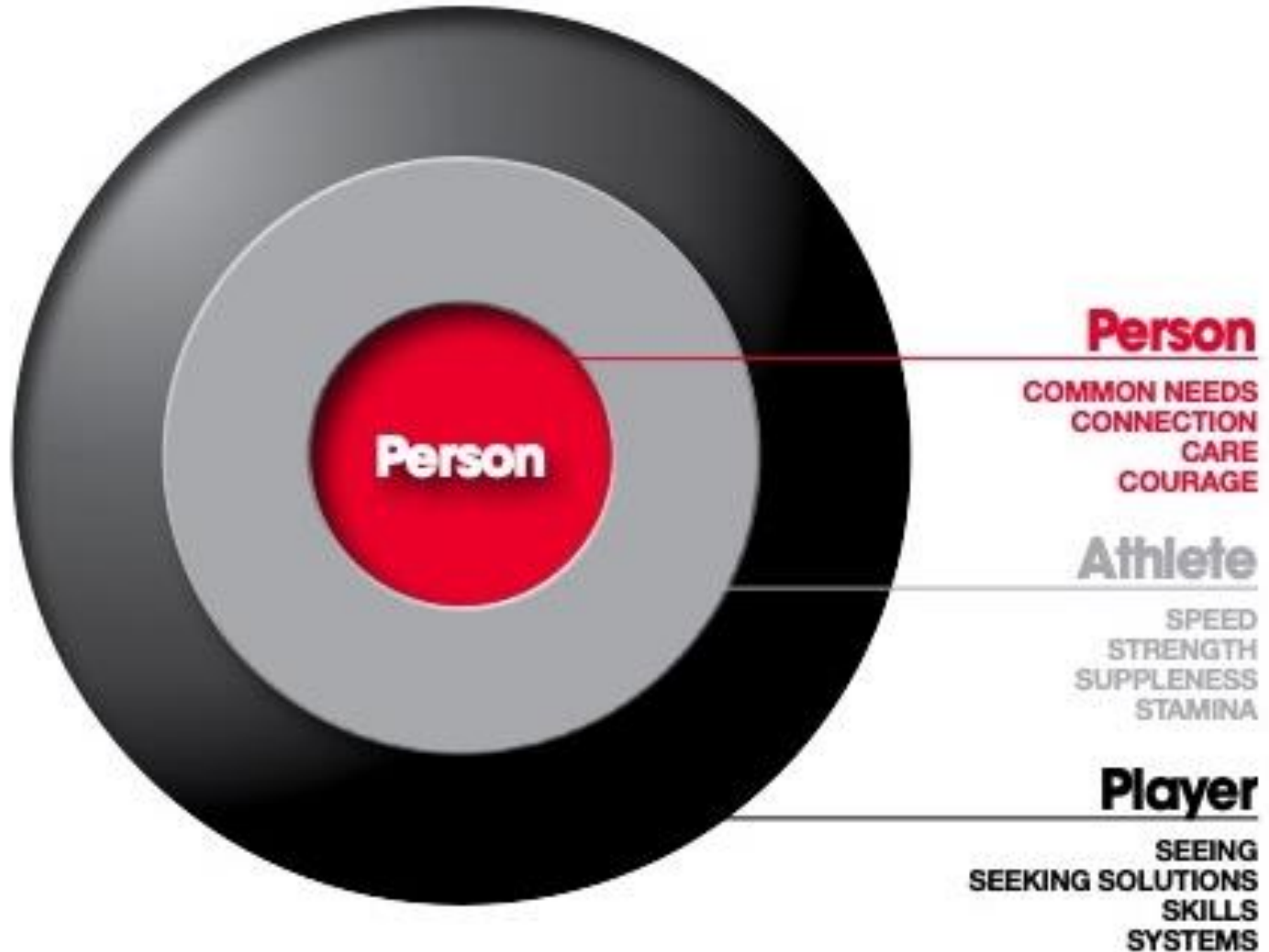
Train to Compete	
Speed	
Speed can be trained year round and in every LTD stage. Speed can be trained within the practice setting, for 5 minutes every practice, after warm-up, as a minimum. In addition, athletes can complete two 30-minute sessions per week as part of their Strength and Conditioning regimen, based on identified on-court deficiencies. For on-court speed training, athletes must exert maximum effort for no more than 5 seconds, and have a full recovery before starting the next action movement. Multi-directional and Segment speed can be achieved through the simulation of game-like actions. A combination of many of these training objectives can be achieved through the simulation of game-like actions. Some sample training methods are: Sprint training, Skipping, Plyometrics, Ultra-short interval training.	Multi-directional activities Segment speed activities
Strength	
Strength and recovery programs are individually tailored to a greater degree. At this stage, athletes should have completed several years of consistent physical training. A certified Strength and Conditioning Coach provides tailored plans that include all a strength training objectives for the athlete. Strength training about 2-3 times per week. Exercises should now begin to align with on-court deficiencies while still continuing to develop all aspects of strength. Athletes should now have mastered lifting techniques and feel confident with all resistance training exercises. Using tests performed with submaximal loads, muscular strength should be estimated at least twice a year; training loads for specific exercises should then be adjusted accordingly. At this stage, where possible, load velocity and jump performance profiling could be conducted.	Lifting examples
Suppleness	
Participants should have pain free mobility through the joint. Warm-up and cool down activities are independently led by the athletes. Warm-up can include mini-games like 1 v 1, 2 v 2 to encourage the development of reading and gaining additional contacts. It is recommended to include a pre-practice mobility routine and dynamic stretch routine prior to a ball warm-up. As part of the cool-down, athletes lead dynamic or PNF stretching activities, as well as foam roller and ball massage routines. Athletes regularly self-assess muscle tightness and use ball massage or other devices outside of practice or book massage or physio appointments.	Pre-practice mobility routine Dynamic stretch routine Cool down and roller
Stamina	
Stamina is developed through the weekly volleyball training activities. Athletes incorporate aerobic training as part of an individualized yearly training program as a way to enhance recovery and improve endurance.	

Physical Assessment Protocols and Data

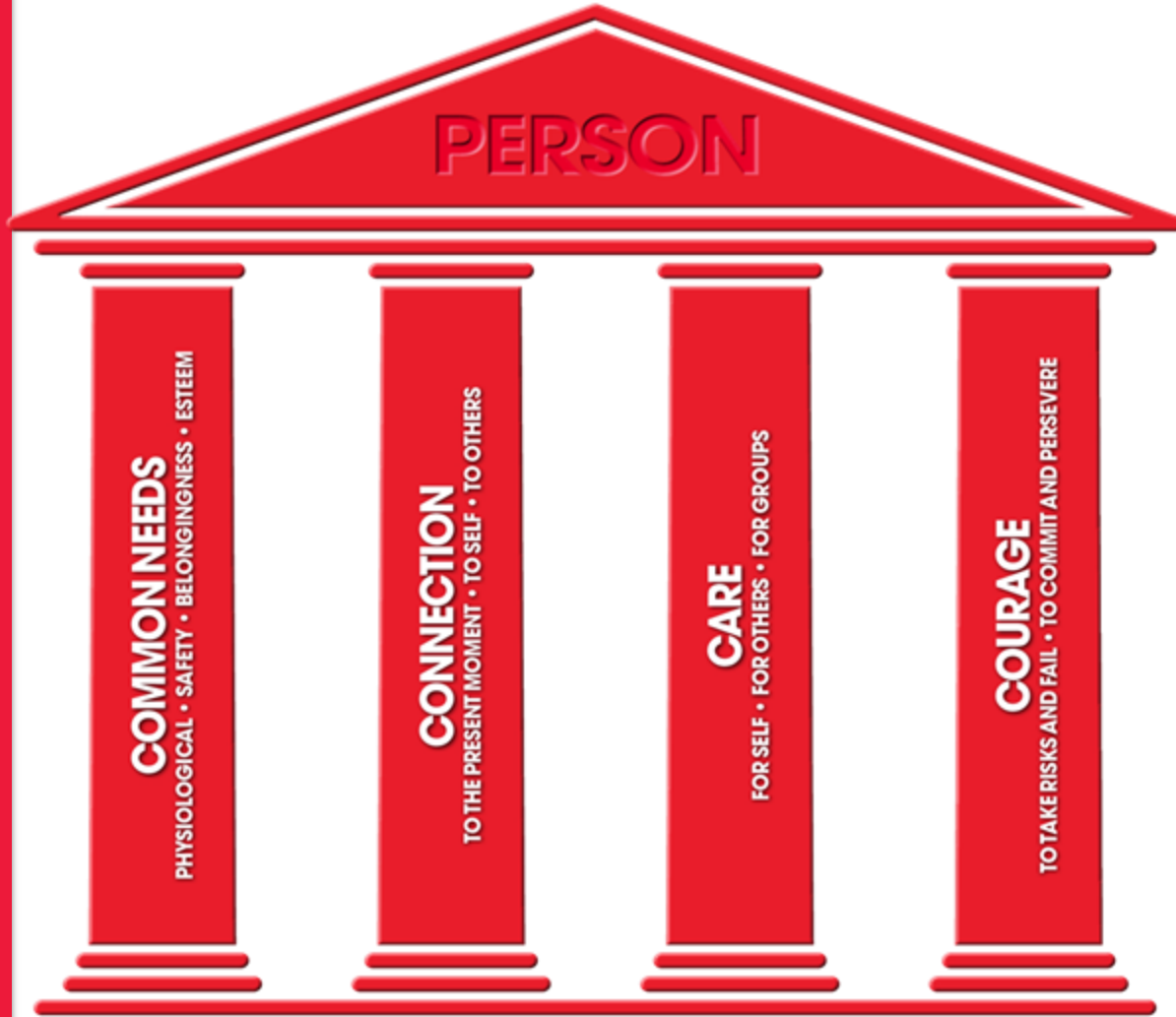
Physical Assessment Normative Data	
INDOOR / Women	
Test	Rating
Height	180-185 cm
Weight	60-65 kg
Arm span	185-190 cm
Wing span	185-190 cm
Vertical jump	40-45 cm
20m sprint	12-13 s
40m sprint	24-25 s
60m sprint	36-37 s
80m sprint	48-49 s
100m sprint	60-61 s
150m sprint	84-85 s
200m sprint	108-109 s
300m sprint	162-163 s
400m sprint	216-217 s
500m sprint	270-271 s
600m sprint	324-325 s
700m sprint	378-379 s
800m sprint	432-433 s
900m sprint	486-487 s
1000m sprint	540-541 s
1500m sprint	810-811 s
2000m sprint	1080-1081 s
2500m sprint	1350-1351 s
3000m sprint	1620-1621 s
3500m sprint	1890-1891 s
4000m sprint	2160-2161 s
4500m sprint	2430-2431 s
5000m sprint	2700-2701 s
5500m sprint	2970-2971 s
6000m sprint	3240-3241 s
6500m sprint	3510-3511 s
7000m sprint	3780-3781 s
7500m sprint	4050-4051 s
8000m sprint	4320-4321 s
8500m sprint	4590-4591 s
9000m sprint	4860-4861 s
9500m sprint	5130-5131 s
10000m sprint	5400-5401 s

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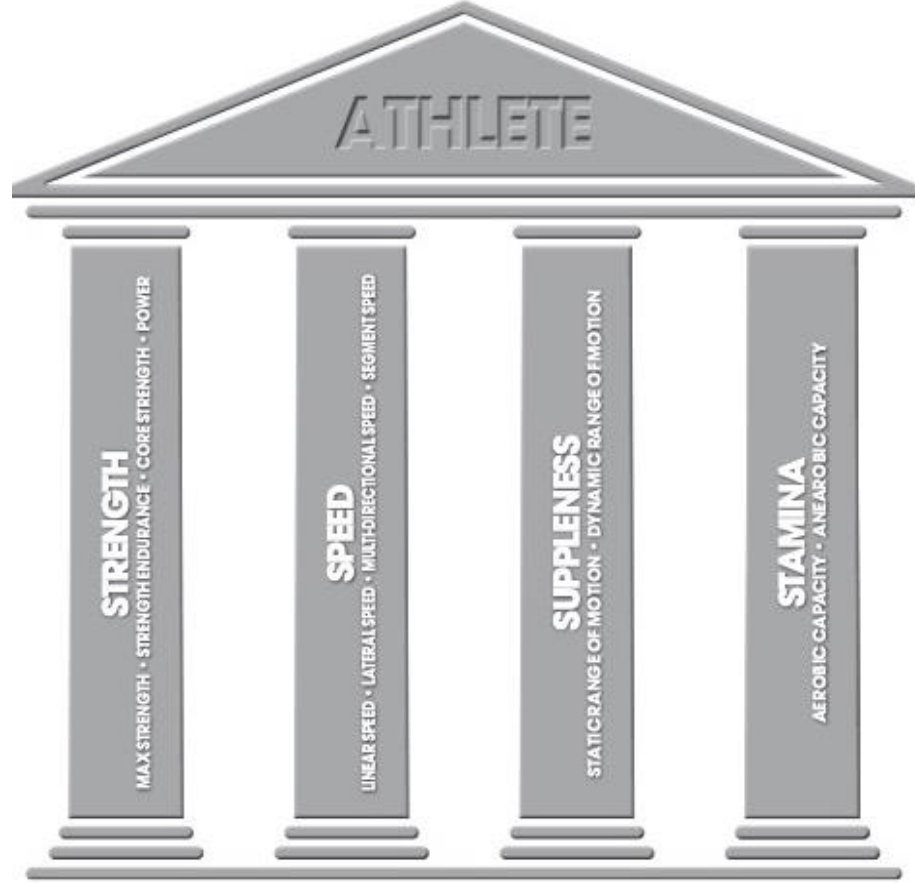
Person-Centered Approach



PERSON Pillar



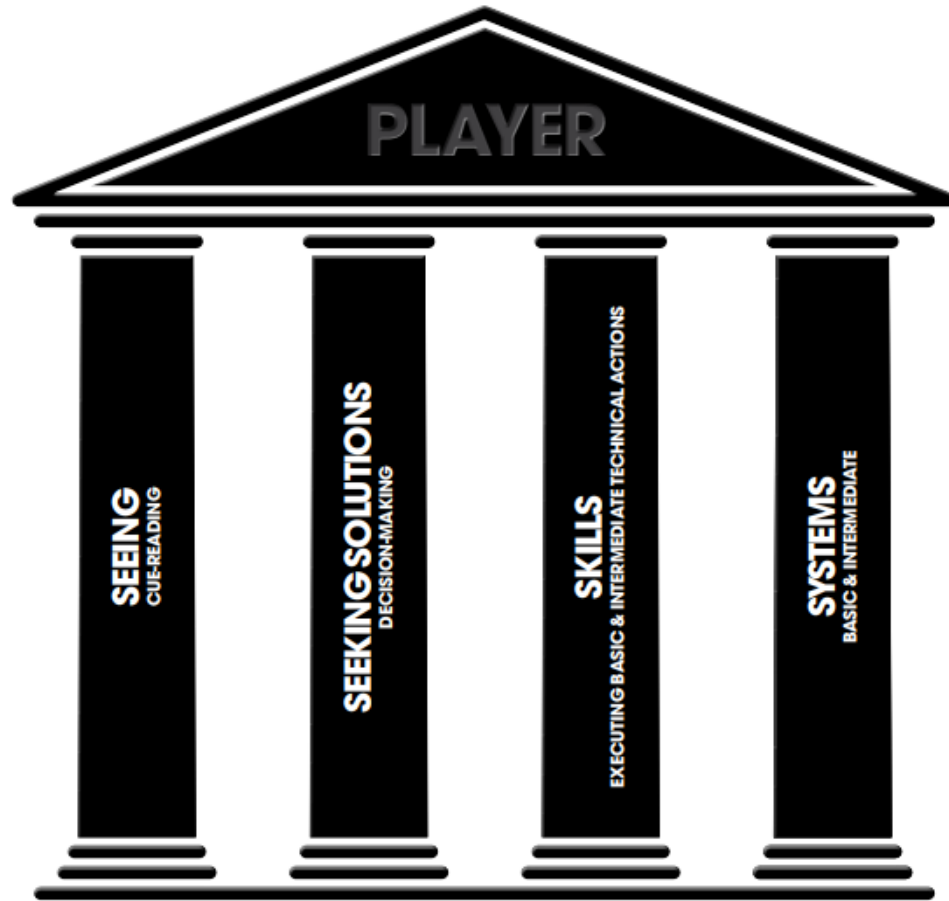
ATHLETE Pillar



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PLAYER Pillar



In the Practice Plan Builder and Drill Bank, you will find...

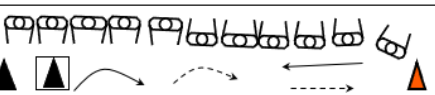
Prioritization of Time		min	Practice Objectives	
Acquisition Drills	40%	36	Primary:	
Individual Tactics	25%	23	Secondary:	
Team Tactics	35%	32	Tertiary:	

Players Available	

Announcements	
1	
2	
3	

Warm-up	

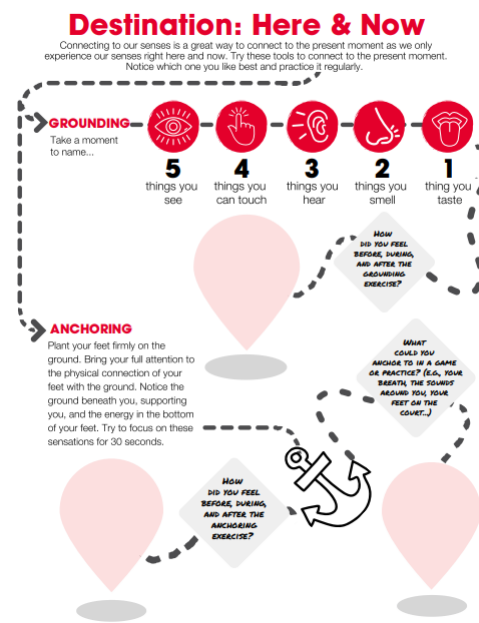
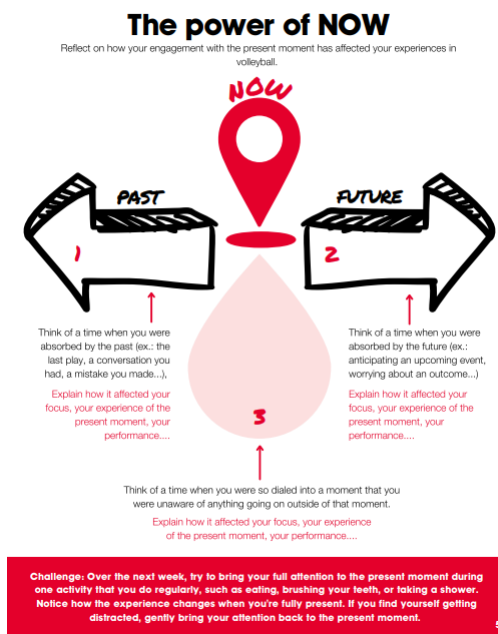
Drill Name		Duration
Specific Objective:	Teaching Points (Max 3): (Cues, Decisions, Execution)	Success Criteria:
The Person Pillar:		
Description:		Equipment:
Variations:		Safety Considerations:
Adjustments (easier/harder):		
When people don't show up:		



- Reflect how you can foster a Person-Centred Approach.
- Developing athletes goes beyond the skills and it's about helping individuals
 - surpass their own limiting beliefs
 - recognize when they distracted and learn to focus on the present moment
 - develop interpersonal skills to reach performance objectives
 - engage in learning experiences that may involve uncertainty, perceived risks and failure
 - and so much more...
- Reflect how to be INTENTIONAL so they become pillars of your coaching practice, hence become specific training objectives in and of themselves.

Person Pillar Athlete Workbook

A practical guide for athletes with exercises to increase awareness on how to build common needs, connection, care and courage.



The Person Pillar Athlete Workbook and other LTD and Volleyball Matrix resources can be found on the VC website under About > LTD

Safe and Responsible Coaching

Safe and Responsible Coaching

Environment

Behavior

Language

Social media

Interactions with athletes



Athlete Development & Pathway

- Identification
- Training
- Competition
- Evaluation Standards
- Recognition
- Support system (medical, psychological, nutrition, etc.)

Coach Development Pathway

- Coach Identification
- Recruitment
- Training & Evaluation
- Recognition
- Support Systems (coach developers, mentors, medical team, sport psychologist, nutritionst, statisticians, etc)

Let's Get to Work!

- 1. Get into groups of 4 (minimum of 3 different NFs)**
- 2. You will be assigned a group (grassroots, development or high performance)**
- 3. Discuss and reflect on the following questions**

Coach & Athlete Development Pathways

- **Share your definition success (from yesterday) for grassroots, development and high performance and come to a common definition of success as a group?**

Athlete Development Pathway (10 min)

Entry & Identification

- What are the ideal entry points into the sport?

Training

- What competencies should athletes acquire at each stage (grassroots, development, high performance)?

Competition Structure

- How many competitions or events are appropriate at each development stage and how will it align with your definition of success (e.g., focus on development vs. results)?

Support Systems

- What medical, psychological, and educational support should athletes receive at each stage?

Coach Development Pathway (10 min)

Identification & Recruiement

- What qualifications or competencies are required to coach at each stage?

Education & Training

- What formal and informal education is required at each stage?

Roles & Expectations

- What are the clear roles and responsibilities for coaches at each stage?

Retention & Progression

- What do coaches need to stay motivated and engaged? How do we create a progression pathway from grassroots to high performance coaching? What recognition, compensation or professional opportunities can we provide?

How Administrators Can Support their Development

How Administrators can Support LTD

- Establish a common vision for long-term development
- Identify a framework that will help align the vision with concrete actions
 - Define what success looks like
 - Short-term winning vs long term development
 - Create a team dynamic between the administrators and coaches
 - Outline safe and responsible coaching behaviors
- Create a support system for coaches to want to stay and grow the program
 - Create opportunities for ongoing training, mentorship and evaluations
 - Expand the current coaching pool (young athletes who have potential)

Resources

Available on the Volleyball Canada website

<https://volleyball.ca/en/about/ltad>

Thank You !

If you have any question, feel free to reach out at

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