Technical Standards
Annual Coaches Conference
Kettering 2\textsuperscript{nd} June 2013
Technical Standards – context

• Volleyball in the UK is not producing sufficient numbers of players of the requisite international standard

• UK players are limited in:
  — physical profile
  — range and consistency of technical competencies
  — flexibility of tactical options

• The development of academy environments provides a window of opportunity
Technical Standards – *philosophy*

- Long-term development with focus on progressive player education towards requirements at Senior level
- Technical mastery and attainment of process goals are key markers of player progress at early stages
- Competitive opportunities are used to develop/confirm transfer of competencies under match conditions
Technical Standards – *development*

Stage 1 – input from National/Divisional coaches and staff
- Tactical leading Technical
- Specialisation?
- Gender differences?
- Rating criteria

Stage 2 – prototype reporting tool developed and piloted with National teams

Stage 3 - on-line talent tracker developed and rolled out to talent pathways
### U15 Pre-Cadet Objectives

Initially 6-6 (everyone sets, everyone attacks) working towards some specialisation with 4-2
- keeps organisation simple and can start to identify potential setters x 2-3 minimum
- setting from 3 allows setters to develop back set,
- setting distance is reduced leading to better quality delivery and stable point of attack allowing attackers to develop

### Cadet End of Year 1 Objectives

4-2 (2 nominated setters and 4 attackers)
- keeps organisation simple, can start to specialise setters x 2-3 minimum
- introduction of lateral switch for setters front and back court without penetration
- setting from 3 initially continuing to develop back set and stability then
- moving towards setting from 2 and introduction of the middle attack

### Cadet End of Year 2 Objectives

6-2 (2 nominated setters who also attack)
- keeps everyone passing/attacking,
- develops more potential setters x 2-3 minimum
- introduction of lateral switch for setters front and back court
- introduces penetration and how to utilise three front court attackers setting from 2

### Junior National/Academies End of Year 1 Objectives

5-1 (1 nominated setter and 5 attackers)
- develops further specialisation in offensive and defensive roles
- develops offensive complexity/ options particularly the setter as a threat, the use of width when they are front court and the use of time differential as a tactic

### Junior National/Academies End of Year 2 Objectives

5-1 (1 nominated setter and 5 attackers)
- develops further specialisation in offensive and defensive roles
- develops offensive complexity/ options particularly the setter as a threat, the use of width when they are front court and the use of time differential as a tactic

### Systems of Play

No Libero
- encourages all players to develop reception/defense
- offence doesn’t require such a high level of reception precision
- decision on better receivers/defenders made during this first year

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Introduce Libero
- potential for 3rd setter to play this role
- increase level of reception – supports development of setting/ quicker offence
- encourages recruitment of bigger players i.e. not perceived as a liability,
- improved defence in key areas leads to longer rallies and more transition

Develop Libero
- specialist identified for this role (potentially a player with experience of setting from cadet)
- increase level of reception – supports development of setting offence complexity
- improved offense requires stronger defence in key areas ensuring longer rallies and more transition

Develop Libero
- specialist identified for this role (potentially a player with experience of setting from cadet)
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**Gold** – Players are excelling in meeting the technical standard and are demonstrating competence at the next level.

**Green** – Players are demonstrating full competence in all aspects of the technical standard. There is evidence of repeatable success and skills are applied correctly with few errors and little conscious attention to movement execution. Players are self-correcting.

**Amber** – Players are demonstrating competence in some aspects of the technical standard. There is some evidence of success however players are inconsistent in movement execution and/or decision making. Players are starting to recognise errors and there is some understanding of how to correct although coaching input is required.

**Red** – Players have acquired the basic idea but are not yet demonstrating competence in any aspect of the technical standard. Movement execution is inconsistent and requires a high level of conscious attention with the number of errors greater than the number of successful attempts. Players rely heavily on coach instruction/feedback.
Technical Standards – development

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Technical Standards — framework for...

- Coaching delivery and development curriculum
- Coach-player evaluation and feedback
- Player recruitment, selection and progression
- Meaningful dialogue with club coach/parents
- Monitoring talent system performance over long-term
Ongoing development ...

1. Validation against national and international best practice

2. Reliability & objectivity protocols introduced

3. Process of up-dating and up-skilling coaches in the talent programme

4. Bespoke L3 targeted at coaches working with youth
   - current issues in working with talented young players
   - technical standards
   - practical delivery and progressions
   - physical & mental aspect of technical standards

5. Standards for Beach/Sitting