

2020

VBNU HIGH PERFORMANCE MATRIX



The 2020 VBNU High Performance Athlete Identification Matrix mainly focuses on Technical, Tactical and Physical attributes.

Athletes will receive scores related to their current stage of development and skill level.

Coaches and evaluators will focus on:

- Skill Execution; both in practice and game situations.
- Ability to make game decisions that have positive and productive outcomes
- Interaction with teammates, coaches, referees, and opponents.

These standards should be bench-marks that athletes can work to achieve as they develop and grow.



| SKILLS | | WHAT ARE COACHES LOOKING FOR? | PROFICIENT 4 | COMPETENT 3 | EMERGING 2 | DEVELOPING 1 |
|-------------------------------|----------------|---|--|--|---|--|
| TECHNICAL AND TACTICAL | SERVING | <p>Can the player perform different types of serves with proper technical execution and consistency?</p> <p>Can the player serve to different areas of the court with an aggressive trajectory?</p> <p>Does the player understand the tactics of serving and manage their serve based on what is happening in the game?</p> | <p>Main serve is a highly effective jump float or jump spin serve but can perform both serves with good technique.</p> <p>Ability to serve the whole court consistently, specifically the gaps between players and open court.</p> <p>Trajectory is flat and aggressive.</p> | <p>Main serve is technically sound and effective. Can use a jump float or jump spin serve.</p> <p>Ability to serve most of the court with purpose.</p> <p>Trajectory is often flat but not always aggressive.</p> | <p>Float serve is technically sound but lacks consistency.</p> <p>Shows interest in a jump float or jump spin.</p> <p>Some success serving targets with purpose but trajectory still lacks consistency.</p> <p>Serve is often easy to pass</p> | <p>Float serve is not technically sound and is inconsistent</p> <p>Has some success serving the ball into the court but little ability to serve a target.</p> <p>Trajectory is inconsistent and results in easy to pass serve or high mistakes</p> |
| | PASSING | <p>Can the player move and pass with proper technical execution?</p> <p>Can the player pass balls coming at different speeds with different trajectories and ball movement through good cue reading?</p> <p>Can the player produce a pass consistently to a position to allow the setter to set all positions?</p> | <p>Can execute hand/forearm passes with proper technique.</p> <p>Reads the play and the ball as to produce efficient movement to the ball.</p> <p>Body is balanced at contact</p> <p>Ability to pass float serves, spin serves and free balls with consistent location from various positions on the court</p> | <p>Can execute hand/forearm passes with proper technique most of the time.</p> <p>Reads the play and the ball well but movement to the ball lacks efficiency.</p> <p>Body is sometimes unbalanced at contact.</p> <p>Can pass medium serves to the ideal location with good trajectory but struggles with harder serves.</p> <p>Free ball passing is accurate from various positions</p> | <p>Technical execution of forearm pass is good but inconsistent</p> <p>Does not read the play and the ball well which results in ineffective movement and instability at contact</p> <p>Can pass free balls well when little movement necessary.</p> <p>Inconsistent trajectory and location in serve receive</p> | <p>Poor technical execution of forearm and overhead pass</p> <p>Limited or no tracking of the ball evident</p> <p>Inconsistent trajectory and location of pass on both serves and free balls</p> |

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|-------------------------------|------------------------------|--|--|---|---|--|
| TECHNICAL AND TACTICAL | SETTING (SETTERS) | <p>Can the setter move to the ball effectively?</p> <p>Is the technical execution of the set proper?</p> <p>Can the player set all positions of the court with accuracy and location from varying distances?</p> <p>Can the player set different tempo balls to create a diversified offence?</p> <p>Can the player make proper setting decisions based on the situation, the abilities of their attackers and the opposite team's defensive strategy?</p> | <p>Moves effectively to position themselves under the ball, square to target.</p> <p>Setter is in a position to jump set most of the time.</p> <p>Ability to set all positions of the court (front & back set), from varying distances off the net with accuracy and location.</p> <p>Ability to set different tempo balls Has a strong understanding of how to run an effective offence.</p> <p>Can exploit opponent weaknesses and utilize team strengths.</p> | <p>Movement is good, regularly is in position under the ball and square to target.</p> <p>Setter uses the jump set regularly but is less effective when jump setting.</p> <p>Can set all positions of the court in good pass scenarios.</p> <p>Both location and accuracy is consistent from varying distances off the net.</p> <p>Ability to set different tempo balls Has some understanding of how to run an effective offense</p> <p>Makes occasional decision-making mistakes.</p> | <p>Movement to the ball is good but regularly out of position when setting the ball.</p> <p>Technical execution of the set is inconsistent.</p> <p>Jump set is developing.</p> <p>Can set all positions on the court in good pass scenarios but is inconsistent with location and accuracy.</p> <p>The ability to set different tempo is in development.</p> <p>Does not regularly set with purpose to exploit opponent weaknesses and utilize team strengths</p> | <p>Movement is inefficient and results in unstable and inconsistent body position at contact.</p> <p>Technical execution of set is compromised by body position</p> <p>Limited range setting positions on the court in good pass scenarios.</p> <p>Irregular accuracy and location.</p> <p>Does not demonstrate purpose when setting, set locations based on quality and location of the pass.</p> |
| | SETTING (NON-SETTERS) | <p>Can the player move to the ball effectively and be stable at contact?</p> <p>Can the player execute a high ball set with proper technique?</p> <p>Are the sets consistently allowing attackers to hit multiple shots?</p> | <p>Moves effectively to position themselves under the ball and square to target.</p> <p>Is able to set a hittable high ball to all positions of the court (front & back set), from varying positions on the court.</p> <p>Exhibits the decision-making skills of a competent setter</p> | <p>Movement is good, but body position is inconsistent at contact.</p> <p>Technical execution of hand and forearm sets is proper.</p> <p>Is able to set a hittable high ball in front of them to positions 2 & 4 from limited positions on the court.</p> <p>Back sets are inconsistent.</p> <p>The choice of sets is appropriate most of the time</p> | <p>Movement to the ball is good but the body position is unstable and irregular.</p> <p>The technical execution of the set is affected by body instability Is able to set a hittable high ball right in front of them but the quality of the sets is often inconsistent</p> <p>Back sets are not of good quality.</p> <p>Decision making is sometimes inappropriate</p> | <p>Athlete movement is inefficient and results in unstable and inconsistent body position at contact.</p> <p>Technical execution of set is compromised</p> <p>The quality of the set is very inconsistent and doesn't allow hitters to attack aggressively.</p> <p>Lack of physical strength is a probable cause of the inability to set a high ball</p> <p>Decision making skills are not developed yet</p> |

| SKILLS | | WHAT ARE COACHES LOOKING FOR? | PROFICIENT 4 | COMPETENT 3 | EMERGING 2 | DEVELOPING 1 |
|-------------------------------|--|--|---|---|---|---|
| TECHNICAL AND TACTICAL | ATTACKING (Leftsides, middles, rightsides) | <p>Does the player have a dynamic approach and technically sound hitting motion?</p> <p>Can the player hit to score?</p> <p>Can the player hit the whole court with velocity and consistency?</p> <p>Can the player hit different shots and choose the best option based on the set and the context of the rally?</p> <p>Can the player attack different types of sets from different positions?</p> | <p>Ability to attack with intent, accuracy and velocity.</p> <p>Approach is dynamic and adapted to the set.</p> <p>Hitting motion is technically sound.</p> <p>Athlete is able to identify and select the correct offensive choice based on the situation.</p> <p>Can attack with different shots.</p> <p>Ability to efficiently attack from different positions on the court</p> | <p>Ability to attack with velocity but inconsistent accuracy.</p> <p>Approach is often dynamic but not always adapted to the set.</p> <p>Hitting motion is technically sound.</p> <p>Can use different shots but the offensive choice is not always the correct one.</p> <p>Ability to attack from different positions, but not always successful.</p> | <p>Ability to attack with velocity highly depends on quality of set.</p> <p>Can hit a limited number of shots.</p> <p>Athlete is not able to identify and select the correct offensive choice based on the situation.</p> <p>Can attack from different positions but is limited.</p> | <p>Does not demonstrate ability to attack with intent or velocity.</p> <p>Approach is inefficient and technical execution is inconsistent.</p> <p>Can hit a very limited number of shots.</p> <p>Attacks do not threaten opponent's defence and errors are frequent.</p> <p>Limited to being able to hit one position.</p> |
| | BLOCKING (all players except liberos) | <p>Can the player move quickly to blocking position with good body control?</p> <p>Can the player produce a high, stable and aggressive block (hands across the net)?</p> <p>Can the blocker identify the offensive choice and produce an appropriate response?</p> <p>Can the player execute efficient blocks in both directions with both shuffle and crossover techniques?</p> | <p>Able to identify opponent's offense and react properly.</p> <p>Blocker is high, stable with hands across the net, taking options away from attacker.</p> <p>Can move quickly and effectively in both directions.</p> <p>Can effectively use both shuffle and swing block (crossover) techniques.</p> <p>Player successfully handles over-bumps and transitions out of blocking efficiently</p> | <p>Able to identify opponent's offense most of the time but decision making is often late.</p> <p>Blocker can get high, stable with hands across the net, taking options away from attacker.</p> <p>Can move in both directions and use both shuffle and swing block (crossover) techniques but with some inconsistency.</p> <p>Player can handle over-bumps but transition out of blocking is often slow</p> | <p>Limited ability to identify opponent's offense and to react properly.</p> <p>Blocker is often unstable, and hands do not penetrate very far across the net.</p> <p>Can move in both directions but is not comfortable with both shuffle and swing block (crossover) techniques.</p> <p>Player does not take advantage of over-bumps and is inconsistent with transitioning out of blocking</p> | <p>Limited ability to identify opponent's offense.</p> <p>Decision making is very late and often incorrect.</p> <p>Blocker is unstable and hands do not penetrate across the net.</p> <p>Can not move in both directions and can only use the shuffle technique.</p> <p>Player struggles with transitioning out of blocking</p> |

| SKILLS | | WHAT ARE COACHES LOOKING FOR? | PROFICIENT 4 | | COMPETENT 3 | | EMERGING 2 | | DEVELOPING 1 | |
|-------------------------------|--|--|--|--|---|--|--|--|---|--|
| TECHNICAL AND TACTICAL | DEFENCE & BALL CONTROL (All players) | Can the player read the play effectively as to position themselves in the right position to defend the ball? | Constantly in a state of readiness to defend. | | Regularly in a state of readiness to defend. | | Inconsistently in a state of readiness to defend. | | Does not demonstrate readiness to defend. | |
| | | Can the player defend the ball high and off the net to allow a transition? | Able to effectively read the opponent attack and move to an ideal position to create a positive contact. | | Able to read the opponents offence and move to correct location most of the time. | | Able to read the opponents offence but defensive position is court- based rather than read-based | | Does not identify opponent's offence very well. | |
| | | Can the player defend hard hits as well as rolls and tips? | Regularly digs difficult attacks as well as rolls and tips. | | Sometimes is out of position Often digs difficult attacks and can dig rolls and tips. | | Can dig hard hits that are on body but struggles with outside of body digs. | | Often out of position in defence or in movement at the time of the hit. | |
| | | Is the player in a constant state of readiness allowing them to move quickly to balls at various distances? | Digs are regularly high, middle of court and off the net and allow a positive transition | | Struggles a little bit with balls that are outside of body. Digs are regularly high, off the net and often lead to positive transition | | Attempts to get rolls and tips. Quality of defence is inconsistent and sometimes lead to positive transitions | | Quality of defence is very inconsistent and does not regularly lead to positive transitions. Difficulty defending balls that are not on their body | |

| SKILLS | | WHAT ARE COACHES LOOKING FOR? | PROFICIENT 4 | | COMPETENT 3 | | EMERGING 2 | | DEVELOPING 1 | |
|-----------------|---|-------------------------------|--------------|--------------|-------------|--------------|-------------|--------------|--------------|--------------|
| PHYSICAL | STRENGTH & CONDITIONING (All players) | Gender | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS |
| | | Spike Touch (cms) | 315+ | 280+ | 300-314 | 265-279 | 285-299 | 250-264 | 284 & Lower | 249 & Lower |
| | | Block Touch (cms) | 305+ | 270+ | 290-304 | 255-269 | 275-289 | 240-254 | 274 & Lower | 239 & Lower |
| | | Push-Ups (60s + 30s) | 50+ | 45+ | 40-49 | 35-44 | 39-30 | 25-34 | 29 & Lower | 24 & Lower |
| | | Sit-Ups (60s + 30s) | 65+ | 60+ | 55-65 | 50-59 | 40-54 | 35-49 | 39 & Lower | 34 & Lower |
| | | Beep Test | 12+ | 11+ | 10-12 | 9-11 | 8-10 | 7-9 | 7 & Lower | 6 & Lower |
| | | Skipping (Continuous) | 200 | 175 | 175 | 150 | 150 | 125 | 125 & Lower | 100 & Lower |

The standards should be interpreted as benchmarks that players can reach as they develop to become the best players they can be. Ultimately, players should strive to improve their own results as continuous improvement is what is most important.

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| PSYCHOLOGICAL | Communication | Ability to communicate openly and honestly to create a shared understanding of objectives, strategies, and to accelerate learning and development | <p>The Psychological and Life Skills areas from the Volleyball Canada Athlete Development Framework is a guide for athletes who want to develop the abilities VBNU is looking for in athletes for Team Nunavut programs.</p> |
| | Leadership Skills | Ability to empower teammates by taking ownership and responsibility to bring energy and productivity to all activities and to create a safe environment for others | |
| | Self-Awareness | Ability to have an accurate perception of self (e.g., awareness of his/her habits, personality traits, strengths and gaps both in and outside of sport) | |
| | Self-Reflection | Ability to continually identify and monitor strengths and gaps both in his/her learning and ability to perform required skills in and outside of sport | |
| | Resilience | Ability to identify his/her default responses to adversity and to develop plans to manage themselves in a competitive and professional fashion | |
| LIFE SKILLS | Sleep | Understanding and applying sleep best practices including hours per day, naps, sleep routines, getting to sleep methods | |
| | Time Management | Ability to organize and prioritize daily, weekly, monthly and yearly activities as to achieve the task necessary for one to reach his/her goals | |
| | Injury Prevention & Recovery | Applying pre and post exercise routines to minimize injury and promote recovery: proper warm-up and cool down, use of rollers and balls, use of bands, ice, massage, tailored programs to create balance and muscle functionality | |
| | Nutrition & Hydration | Understanding and applying nutritional foundations/education: making good food choices, meal planning, grocery shopping and reading labels, hydration, competition meals, snacks | |