



Volleyball Yukon High Performance Athlete Identification Matrix

The Volleyball Yukon High Performance Athlete Identification Matrix describes four (4) different stages of skill development that youth volleyball players go through.

Athletes will receive scores related to the stages of development that best reflect their current skill level.

For all skills, evaluators are looking for the relationship between the athlete's technical execution of the skill, their ability to read and make decisions related to that skill and the produced outcome.

The standards should be interpreted as benchmarks that players can reach as they develop to become the best 18U players they can be.



Skills		What are evaluators looking for?	Proficient 4	Competent 3	Emerging 2	Developing 1
Technical & Tactical	Serving (All players)	Can the player perform different types of serves with proper technical execution and consistency? Can the player serve to different areas of the court with an aggressive trajectory while avoiding mistakes? Does the player understand the tactics of serving and manage their serve based on what is happening in the game?	<p>Main serve is a very effective jump float or jump spin serve but can perform both serves with good technique.</p> <p>Can serve purposefully and tactically based on opponent's weakness and context of the game.</p> <p>Ability to serve the whole court consistently, specifically the gaps between players and open court. 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>Can serve with purpose and has some success serving tactically based on opponent's weakness and context of the game.</p> <p>Ability to serve most of the court with purpose. Trajectory is often flat but not always aggressive.</p>	<p>Float serve is technically sound but lacks consistency. Shows interest in a jump float or jump spin.</p> <p>Does not adapt well to the opponent and context of the game.</p> <p>Some success serving targets with purpose, but trajectory still lacks consistency. Serve is often easy to pass.</p>	<p>Float serve is not technically sound and is inconsistent.</p> <p>Does not have a distinct purpose or strategy to serving and does not adapt to the context of the game.</p> <p>Has some success serving the ball into the court but little ability to serve a target. Trajectory is inconsistent and results in easy to pass serve or high mistakes.</p>
	Passing (Leftsides, liberos, middles at 15UG and 16UB)	Can the player move and pass with proper technical execution? Can the player pass balls coming at different speeds with different trajectories and ball movement through good cue reading? Can the player produce a pass trajectory that is consistently in a position to allow the setter to run a full offence?	<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. 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. Body is sometimes unbalanced at contact.</p> <p>Can pass medium serves to the ideal location with good trajectory but struggles with harder serves. 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. 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>



Skills		What are evaluators looking for?	Proficient 4	Competent 3	Emerging 2	Developing 1
Technical & Tactical	Setting (Setters)	Can the setter move to the ball effectively to use their hands and adopt a stable body position at contact? Is the technical execution of the set proper? Can the player set all positions of the court with accuracy and location from varying distances? Can the player set different tempo balls to create diversified offence? Can the player make proper setting decisions based on the situation, the abilities of their attackers and the opposite team's defensive strategy?	<p>Moves effectively to position themselves under the ball, square to target. Setter is in a position to jump set most of the time. Bump sets only happen on broken plays.</p> <p>Ability to set all positions of the court (front & back set), from varying distances off the net with accuracy and location. Ability to set different tempo balls.</p> <p>Has a strong understanding of how to run an effective offence. Can exploit opponent weaknesses and utilize team strengths.</p>	<p>Movement is good, regularly is in position under the ball and square to target. Setter uses the jump set regularly but is less effective when jump setting. Setter attempts to use the hands as often as possible.</p> <p>Can set all positions of the court in good pass scenarios. Both location and accuracy are consistent from varying distances off the net. Ability to set different tempo balls.</p> <p>Has some understanding of how to run an effective offense based on opponent weaknesses and team strengths. Makes occasional decision-making mistakes.</p>	<p>Movement to the ball is good but regularly out of position when setting the ball. Technical execution of the set is inconsistent. Jump set is developing and bump sets happen occasionally.</p> <p>Can set all positions on the court in good pass scenarios but is inconsistent with location and accuracy. The ability to set different tempo is in development.</p> <p>Has limited understanding of how to run an effective offense. 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. Technical execution of set is compromised by body position or lack of strength and bump sets are often used.</p> <p>Limited range setting positions on the court in good pass scenarios. 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, only evaluate if significant # of sets are observed)	Can the player move to the ball effectively and be stable at contact? Can the player execute a high ball set with proper technique? Are the sets consistently allowing attackers to hit multiple shots?	<p>Moves effectively to position themselves under the ball and square to target. Can set using hands and arms with exemplary technique.</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>Is able to deliver a hittable tempo set when appropriate and sometimes exhibits the decision-making skills of a competent setter.</p>	<p>Movement is good, but body position is inconsistent at contact. 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. 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 their body position is unstable and irregular. The technical execution of the set is affected by body instability.</p> <p>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. Decision making is sometimes inappropriate.</p>	<p>Athlete movement is inefficient and results in unstable and inconsistent body position at contact. Technical execution of set is compromised.</p> <p>The quality of the set is very inconsistent and doesn't allow hitters to attack aggressively. 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 evaluators looking for?	Proficient 4	Competent 3	Emerging 2	Developing 1
Technical & Tactical	Attacking (Leftsides, middles, rightsides)	Does the player have a dynamic approach and technically sound hitting motion? Can the player hit to score? Can the player hit the whole court with velocity and consistency? Can the player hit different shots and choose the best option based on the set and the context of the rally? Can the player attack different types of sets from different positions?	<p>Ability to attack with intent, accuracy and velocity. Approach is dynamic and adapted to the set. Hitting motion is technically sound.</p> <p>Athlete is able to identify and select the correct offensive choice based on the situation. Can attack with different shots and when rare mistakes happen, the execution is at fault, not the decision making.</p> <p>Ability to efficiently attack different types of sets from different positions on the court.</p>	<p>Ability to attack with velocity but inconsistent accuracy. Approach is often dynamic but not always adapted to the set. Hitting motion is technically sound.</p> <p>Can use different shots but the offensive choice is not always adapted to the situation. Mistakes are caused by technical execution and decision-making errors.</p> <p>Ability to attack different types of sets from different positions.</p>	<p>Ability to attack with velocity highly depends on quality of set. Struggles to adapt approach to variations in the set lead to inconsistent technical execution.</p> <p>Can hit a limited number of shots with intent. Athlete is not able to identify and select the correct offensive choice based on the situation. Lack of decision-making skills leads to unforced errors.</p> <p>Can attack from different positions but limited ability to hit different types of sets.</p>	<p>Does not demonstrate ability to attack with intent or velocity. Approach is inefficient and technical execution is inconsistent.</p> <p>Can hit a very limited number of shots. Athlete is not able to identify and select the correct offensive choice based on the situation. Attacks do not threaten opponent's defence and errors are frequent.</p> <p>Limited ability to attack from different positions and hit different sets.</p>
	Blocking (All players except liberos)	Can the player move quickly to blocking position with good body control? Can the player produce a high, stable and aggressive block (hands across the net)? Can the blocker identify the offensive choice and produce an appropriate response? Can the player execute efficient blocks in both directions with both shuffle and crossover techniques?	<p>Moves effectively to position themselves under the ball and Able to identify opponent's offense and react properly. Blocker is high, stable with hands across the net, taking options away from attacker.</p> <p>Can move quickly and effectively in both directions. Can effectively use both shuffle and swing block (crossover) techniques.</p> <p>Player successfully handles overpasses and transitions out of blocking efficiently.</p>	<p>Able to identify opponent's offense most of the time but decision making is often late. Blocker can be 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 overpasses but transition out of blocking is often slow.</p>	<p>Limited ability to identify opponent's offense and to react properly. 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 overpasses and is inconsistent with transitioning out of blocking.</p>	<p>Limited ability to identify opponent's offense. Decision making is very late and often inappropriate. Blocker is unstable and hands do not penetrate across the net.</p> <p>Cannot move in both directions and can only use the shuffle technique.</p> <p>Player struggles with transitioning out of blocking.</p>



Skills		What are evaluators looking for?	Proficient 4		Competent 3		Emerging 2		Developing 1	
Technical & 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? Can the player defend the ball high and off the net to allow a transition? Can the player defend hard hits as well as rolls and tips? Is the player in a constant state of readiness allowing them to move quickly to balls at various distances?	Constantly in a state of readiness to defend. Able to effectively read the opponent attack and move to an ideal position to create a positive contact.		Regularly in a state of readiness to defend. Able to read the opponents offence and move to correct location most of the time. Sometimes is out of position.		Inconsistently in a state of readiness to defend. Able to read the opponents offence but defensive position is court-based rather than read-based.		Does not demonstrate readiness to defend. Does not identify opponent's offence very well. Often out of position in defence or in movement at the time of the hit.	
			Regularly digs difficult attacks as well as rolls and tips. Digs are regularly high, middle of court and off the net and allow a positive transition.		Often digs difficult attacks and can dig rolls and tips. Struggles a little bit with balls that are outside of body. Digs are regularly high, off the net and often lead to positive transition.		Can dig hard hits that are on body but struggles with outside of body digs. 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.	
Physical	Physical Assessment (All players)	All in centimeters (cm)	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
		Height	194+	183+	184-193	176-182	174-183	169-175	173 & Shorter	169 & Shorter
		Block Touch	320+	285+	310-319	275-284	300-309	265-274	299 & Lower	264 & Lower
		Spike Touch	340+	300+	330-339	290-299	316-329	275-289	315 & Lower	274 & Lower
		Vertical (spike-reach)	90+	70+	81-89	61-69	71-80	51-60	70 & Lower	50 & Lower
		<p>The top physical standards in this table reflect the qualities of Canada's best 18U players based on past physical testing results.</p> <p>The standards should be interpreted as benchmarks that players can reach as they develop to become the best 18U players they can be. Results by themselves are neither good nor bad. Whether the result is good or not depends on each individual's stage of development. For example, a 15U athlete scoring a 2 would be considered very good.</p> <p>Ultimately, players should strive to improve their own results as continuous improvement is what is most important.</p>								



Psychological	Communication	Ability to communicate openly and honestly to create a shared understanding of objectives, strategies, and to accelerate learning and development.	<p>The <i>Psychological and Life Skills</i> areas of the Volleyball Canada Athlete Development Framework are part of the Volleyball Yukon High Performance Athlete Identification Matrix but are not evaluated as part of the identification process because the related skills can't be assessed by evaluators watching athletes perform.</p> <p>These skills should serve as a guide for athletes who want to develop the abilities the OVA and Volleyball Canada are looking for in athletes for Team Ontario and Team Canada 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.	
	Resilience	Ability to identify his/her default responses to adversity and to develop plans to manage themselves in a competitive and professional fashion.	
	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.	
Life Skills	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.	
	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.	

