

LONG TERM PLAYER DEVELOPMENT CONSULTATION PAPER

DEVELOPING HOCKEY – ONE PLAYER AT A TIME

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CONTENTS

1	FOREWORD: BRENT DEANS, CHIEF EXECUTIVE	3
2	INTRODUCTION	4
3	BACKGROUND TO LONG TERM PLAYER DEVELOPMENT	4
4	WHAT LONG TERM PLAYER DEVELOPMENT BRINGS TO HOCKEY	6
5	SCOTTISH HOCKEY LONG TERM PLAYER DEVELOPMENT	7
5.1	STAGE SUMMARIES	8
5.1.1	FUNDAMENTALS: MALES 6-9: FEMALES 6-8	8
5.1.2	LEARNING TO PLAY: STIX MALES 9 – 12: FEMALES 8 – 11.....	8
5.1.3	DEVELOPING THE PLAYER: STIX+ MALES 12 – 16: FEMALES 11 – 15.....	9
5.1.4	LEARNING TO COMPETE: MALES 16 – 18: FEMALES 15 – 17.....	9
5.1.5	TRAINING TO COMPETE: MALES 18 – 21: FEMALES 17 - 21	9
5.1.6	TRAINING TO WIN (SCOTLAND & GB) MALES 21+: FEMALES 21+	10
6	IMPORTANT CHANGES TO OCCUR	10
6.1	MULTI SKILL – FUNDAMENTALS	10
6.2	COMPETITION – FOCUS ON DEVELOPMENT	11
6.3	CLARIFICATION OF THE HOCKEY PATHWAY	12
6.4	DELIVERY	13
6.5	MANAGED PROGRAMMES.....	14
7	EXAMPLES.....	16
8	ONGOING IMPLEMENTATION	17
9	CONCLUSION	17
10	FREQUENTLY ASKED QUESTIONS:	18

1 FOREWORD: BRENT DEANS, CHIEF EXECUTIVE

It gives me great pleasure to introduce Scottish Hockey's Long Term Player Development (LTPD) framework.

This paper outlines the concepts behind LTPD for initial consultation with Scottish Hockey. The LTPD framework has been produced by way of a comprehensive consultation process with a wide range of experts including our Development Officers, Scottish Institute & Area Institute coaches, National coaches, teachers and human movement & psychological groups. This consultation has been led by our Development Manager Ben Glencross with support from our Coach Education Development Manager Colleen Reid. We have been fortunate to have received support from sportscotland Partnership Manager, Clive Brewer who has guided the process and provided valuable support in pulling together the framework, consultation and resources.

The LTPD model will form the framework for the development of the sport of hockey across all its disciplines. It covers all areas of hockey; player pathways, coaching structures & systems, competition structure, club structure & system as well as corporate policies, planning and funding.

This is not a radical change; this is a clarification of existing theories and practices into a holistic approach. It is based on research conducted in a number of fields and the practical experience of hockey experts. It recognises that there are stages a person must go through in terms of their own development and the development of their sporting ability. It provides recommendations to tailor training around individuals and their optimum time for developing.

This document places Scottish Hockey in a strong position and will act as a catalyst for change to the approach in developing hockey, as well as build for the future.

We invite you to consider the implications of this framework for the whole of Scottish Hockey and provide feedback on how we can further develop the sport.

Brent Deans
CEO

2 INTRODUCTION

The concept of Long Term Player Development (LTPD) is to put the development of the individual player first and foremost in the development of hockey activities. Technical and Tactical, Physical, Psychological, Lifestyle (Including competition) and Movement Skills should be based around the needs of the player and programmes of activity that will assist them to achieve their full potential.

This work has been supported by sportscotland as part of the national strategy for sport. This reflects the commitment to strong pathways within “Reaching Higher”, the national strategy for sport in Scotland.

This consultation is part of an ongoing process. Consultation has already occurred with National Coaches, Development Officers and sportscotland to arrive at this stage. The current consultation is aimed at involving the wider hockey community. It has two purposes, to introduce the concepts behind LTPD and to share the work that has been done on the hockey programme to date. It provides the opportunity for you to ask questions regarding the growth and development of players and to share your thoughts regarding what we can do to tailor hockey programmes to meet individual players’ needs.

Long Term Player Development

The basic premise of the LTPD approach is to build a foundation of core movement skills and then progressively build sport specific technical and tactical skills and physical capacities on top of this in a planned sequence that optimises their acquisition and development through lifestyle management.

3 BACKGROUND TO LONG TERM PLAYER DEVELOPMENT

Long Term Player development (LTPD) is a concept that has been developing over the last few years. The LTPD model is a structured way of developing players, via training, competition, and lifestyle management, based on a person’s individual growth and development characteristics. It is progressive, with recommendations of activity structure provided at each stage of the players’ development that build upon the previous stage. The model is based on scientific research into the growth and development of people, with particular reference to their physical capacities, psycho-social development, emotional development and trainability.

Previously training systems have been based on trial and error, with sport science research added in as it has become available. Other areas of the sport have been developed to meet differing needs, that don’t always suit the individual needs of the player. For the first time there is a model that looks holistically at a player’s development, from first movement skills through to retirement. This model is based on sports science research (physiology, psychology, and nutrition), human growth and development studies, studies of skill acquisition and through the practical experience of deliverers across a number of these field’s. This provides an integrated, progressive method of introducing sport, developing skills, and for those on a performance pathway, achieving excellence.

LTPD puts the needs of the individual player first. Each player is an individual; each of the key components of athleticism develop at different rates depending on the person. A standardised programme will be ideal for some people but not for others. There is the need to recognise the differences in development between different and reflect these in programmes.

Sporting endeavour is made up of key components. These are all essential in developing a complete player. A player with exceptional technical and tactical skills, but poor physical conditioning will struggle to achieve their full potential. Scottish Hockey needs to take this into consideration in areas of activity. Training programmes need to be tailored to meet individual needs. Competition is required for both participation and performance pathways with the latter needing to provide the optimal opportunities for player development. Physical conditioning programme need to take into account both the age of the athlete and their position on the pathway as well.

KEY AREAS

Technical Skills
 Tactical Skills
 Physical Conditioning
 Fundamental movement skills
 Psycho-behavioural skills
 Lifestyle Management
 (Including Competition)

STAGES		
And approximate ages		
Stage	Males	Females
FUNDamentals	6-9	6-8
Learning to Play	9 – 12	8 – 11
Developing the player	12 – 16	11 – 15
Learning to compete	16 – 18	15 – 17
Training to Compete	18 – 21	17 - 21
Training to win - Scotland	21+	21+
Training to win – Great Britain	21+	21+

The development of a player is progressive, you need to learn and develop the basics of the core components before moving on to more advanced ones. Scottish Hockey’s framework is a progressive approach, based around 7 stages. These stages mark significant changes in the development of a player; physically, socially and psychologically. It provides guidance and a sequence for learning skills, developing physical training techniques, learning tactics and playing in competition that relate to the physical capacity of players especially in the important maturation years.

The initial skills are termed FUNdamentals and are the core to any movement skills. These should be acquired prior to the introduction of sport specific skills as they are required in all hockey skills. Through learning these skills players have the capacity to learn more complex, sport specific skills as they grow. The progressions for hockey specific technical and tactical

skill development have been developed from a variety of sources including our own experts in the field. The progressions for physical and psychological capacities have been developed by experts in the field.



All these factors combined provide a player development model that incorporates skill and tactical learning and progressions, physical conditioning, general movement skills, psychological skills, lifestyle skills and structural recommendations for sport. Through tailoring training and competition to athletes needs, based on their physical capacities and individual needs, we can develop more rounded players who have the building blocks to progress on a performance or participation pathway.

4 WHAT LONG TERM PLAYER DEVELOPMENT BRINGS TO HOCKEY

Long Term Player Development (LTPD) will assist across the spectrum of hockey players, from the sixth team player, who is also a keen volunteer, to the Great Britain (GB) player destined to become an elite coach in the future.

Through getting the basics right with children at a young age all players are able to build on a base of FUNdamental movement skills. Through developing these skills in young people we are able to ensure they are physically literate and have confidence in their ability to take part in sporting activity. These skills also provide a base for the development of further sport specific skills in a progressive, successful manner that enables a young person to achieve personal success while learning new skills.

By enabling personal success we are more likely to keep young people in the game. They will develop skills at their own pace, having increased confidence and commitment to hockey. The introduction of other skills including that of leadership, umpiring and those required for physical conditioning will help them stay involved in the sport for longer due to increased skills in these other areas and a good background of injury prevention and management.

Elite performance will also benefit from LTPD. Many athletes from a variety of sports are reaching the Area Institute and Scottish Institute of Sport without basic movement skills. They have not fully achieved stages in their development. Whilst remedial work can occur to assist them, they might never reach their full sporting potential. By ensuring, at a grass roots level, and then through each stage, a player receives the appropriate training and competition environment we can ensure they don't miss any stages and reach their full potential. For some this will be playing senior social hockey in a district league, but for others it could mean GB.

FUNdamentals

Travelling

- Walking
- Running
- Dodging
- Horizontal Jumping
- Vertical Jumping
- Hopping
- Galloping
- Skipping

Balance & stability

- Posture
- Animal walks
- Balance - Static
- Balance - Dynamic
- Falling - Landing on Feet
- Falling forwards
- Falling Backwards
- Falling Sideways
- Rotation
- Rotation - forward roll
- Rotation - backward roll

Object Control

- Underarm Throwing
- Overarm Throwing
- Catching
- Trapping
- Kicking
- Bouncing
- Striking - Static
- Striking - Dynamic

LTPD will help strengthen the school and club environment. Through providing progressive training and competition structures, that encourage individual development and enable personal success, hockey will retain more young people in the sport. We will also gain additional support from their parents and recruit additional volunteers to develop the game through providing a training environment within the club and school that nurtures their personal development.

With the addition of other areas of education we hope to develop players as all rounded hockey people, who can contribute to all areas of Scottish Hockey. Young people should be encouraged to develop skills in umpiring, coaching and organising hockey to enable them to participate on and off the pitch. This will provide hockey with not only more players, but also the additional volunteers needed to ensure our sport can continue to grow.

LTPD will guide the development of hockey moving forward. It is an integral part of the Scottish Hockey business plan, contributing to both the development and performance sections and as a key driver for the delivery of the player pathway. It will require a cultural shift in how hockey is delivered. This has started and will occur throughout hockey over time.

5 SCOTTISH HOCKEY LONG TERM PLAYER DEVELOPMENT

Scottish Hockey is developing the Long Term Player Development (LTPD) concept to meet hockey's needs. We are looking at all areas of the game to put in place guidelines and programmes for player development based on the LTPD principles. Recommendations are being made for each age group to suit their individual characteristics and cater for their needs.

LTPD proposes a staged progression across key areas. These key areas are core components to the development of players. Each area contributes to the overall development of a player and interacts with other areas. They are also interdependent, with, for example, emotional maturity affecting concentration, tactical awareness and trainability. There is a continuum of development for each area, where a foundation must be built before other capacities can be added on top.

These progressions extend across all ages and stages of a players development. Each person will mature physically and emotionally at a different rate. These stages have been identified based on growth and development considerations and differ for boys and girls. The activity they should be involved in depends on their level of maturity in physical, psychological and social terms. An extreme example would be an adult beginner, who should still start with small sided games to learn and practice basic skills rather than being expected to play the full game alongside people who may have been playing for a number of years.

It is important that we address long term player development in all areas of hockey. If we develop hockey and get skill progressions right, but ignore strength and conditioning considerations we will have incomplete players. Similarly without confidence and commitment to training programmes or the correct diet to support hard physical work, players will not progress. We also need to consider the balance between training, playing, and recovery if our players are to improve. It is the same with age progressions, if we develop the best possible programmes for our national team, but do little for players learning the basics then we will have incomplete players.

5.1 STAGE SUMMARIES

The following are outlines for each stage. They are not meant to provide full background behind each stage, but a broad overview of the characteristics of each stage and some of the background behind why these exist. Additional information in terms of sample weeks are in the appendices.

These are progressive stages that players go through. The age is dependent on the growth and development of the individual and all players of a similar age will not be at the same stage. For example a 13 year old boy could be in the Learning To Play or Developing The Player stage.

5.1.1 FUNDAMENTALS: MALES 6-9: FEMALES 6-8

The major objective of this stage is to develop physical literacy and core movement skills within children. This should be through participation in hockey-led and other multi-activity programmes. Hockey involves most of the FUNdamental skills therefore it is important to develop a solid base in all skills at this stage. The generic skills of travelling, balance and stability and object control should all be developed during this stage. Whilst hockey skills can be introduced, the priority lies in developing physically literate children who have confidence in their ability to try different activities and to pick up hockey skills at the next stage.

5.1.2 LEARNING TO PLAY: STIX MALES 9 – 12: FEMALES 8 – 11

The major objective of this stage is to introduce hockey skills, to ensure the basic technique is correct and build on the FUNdamental movement skills learnt at the previous stage. These are known as the skill hungry years as children are well motivated to learn skills and their nervous system development promotes this. At this stage children respond best to a games based approach, learning and developing their skills through small sided games, with the emphasis of reward and recognition for skill development. Skill development should be the focus of 75% of their time with only 25% of time spent on learning tactics. The focus of any competition should be on participation, with children getting equal playing time, and on skill development, where children are challenged and rewarded based on their performance of skills not the result of the game. At this stage training and lifestyle education should commence, with children taught being good practice through every session.

5.1.3 DEVELOPING THE PLAYER: STIX+ MALES 12 – 16: FEMALES 11 – 15

The major objective of this stage is to build physical capacities and hockey specific skills in an individual and team context. During this stage, players enter peak height velocity (PHV: the growth spurt associated with the onset of puberty), which means that coaches will have to differentiate between early, normal and late maturing players and adjust their sessions accordingly. Skill development should strengthen core skills, introduce increasing pressure situations and start to introduce tactical situations. Skill and fitness testing can be introduced at this stage, as should introductions to coaching and umpiring.

5.1.4 LEARNING TO COMPETE: MALES 16 – 18: FEMALES 15 – 17

Learning to compete is the first stage where there should be differentiation between players on a participation pathway and those aiming for higher performance. This results in additional activity for performance players with training and playing programmes needing to be managed in the players' best interest. This stage is focussed on improving core skills & tactical application (with positional specificity) in competitive environments. The player's technical & tactical ability will determine where they are on the performance pathway. Children should participate in competition relevant to their age group including senior competition where appropriate. Talent identification and development is important through interdistricts, individual development programmes (Performance Squads, AIS) and national teams. The integration of skill and tactics in training sessions should become more balanced with this stage marking a change from the majority of work being focused on skills to that of tactics. Players on performance pathways should be introduced to specific, individual strength and conditioning programmes. It is important for players to balance their lifestyle at this stage, juggling education, social and playing commitments. There is the temptation to overplay at this stage, but players should have managed programmes where they participate in the most beneficial activity for their development. Within the appendix we present samples of how this differentiation may look within example weeks, comparing current practice to the desired position.

5.1.5 TRAINING TO COMPETE: MALES 18 – 21: FEMALES 17 – 21 (PERFORMANCE PATHWAY)

In this stage physical capabilities are optimised, skills developed and refined and experience gained. Talent identification and development is important through interdistricts, individual development programmes (Performance Squads and AIS) and national teams. This stage is a step up from the previous level with additional requirements across the five key areas of development, Technical and Tactical, Physical, Psychological, Lifestyle (Including competition) and Movement Skills. The emphasis of skill and tactical development at this stage becomes about refining skills, ensuring consistency and being able to perform under pressure. Tactical ability and awareness becomes an important part of this phase, with the ability to adapt tactical changes. Players on performance pathways should also be on managed periodised programmes based on the competition calendar.

5.1.6 TRAINING TO WIN (SCOTLAND & GB) MALES 21+: FEMALES 21+ (PERFORMANCE PATHWAY)

In this stage players specialise and maximise their performance. Competition for players on a performance pathway should be accessed through national league competition and for those at university, university organised competition. Participation in competition should be in such a way that develops a players ability to work under pressure. Competition should also be managed to ensure players are able to peak for appropriate matches and tournaments. Talent identification and development is important through individual development programmes and national teams. Players should attempt to play at a level that challenges their skills at all times. Players at this level should have an individual programme that is built around peaking for major competitions and events.

6 IMPORTANT CHANGES TO OCCUR

6.1 MULTI SKILL – FUNDAMENTALS

One of the key principles of Long Term Player Development (LTPD) is getting the basics right first. This is an optimal time for skill development. During this stage if a child doesn't acquire a solid core of FUNdamental movement skills, they are less likely to be able to learn and develop sport specific skills to their full potential. These FUNdamental movement skills are the basis of all sporting competence and confidence to participate.

Having a solid core of FUNdamental skills will have a profound affect on a child's sporting future, both in terms of participation and performance. Being able to perform basic movement skills will assist a young person develop their confidence in their own ability. This will encourage them to take part in more sporting activities. Whilst we want to develop hockey players, participation and success in other sports will only be beneficial to hockey in the long term, whether a person continues to play for life or returns to the sport at a later stage, with the confidence to enjoy the sport.

A solid core of FUNdamental skills is essential for players who wish to and are able to progress along performance pathways. Since the optimum time to develop FUNdamental skills is prior to talent identification, all players should learn, develop and master these skills. Players who eventually aspire to performance pathways will be better equipped to develop advanced skills and be more likely to achieve their genetic potential.

To ensure this occurs we, and other sports, will need to change the way we deliver to this age group. Coaches working with five to eight year olds will need to deliver multi sport activities, using hockey as the base. We don't want to stop delivering hockey! We want to ensure other skills, not usually associated with hockey, are delivered as well. We have been working with sportscotland on the development of a FUNdamentals resource for all coaches to support the introduction of basic skills no matter the sporting context.

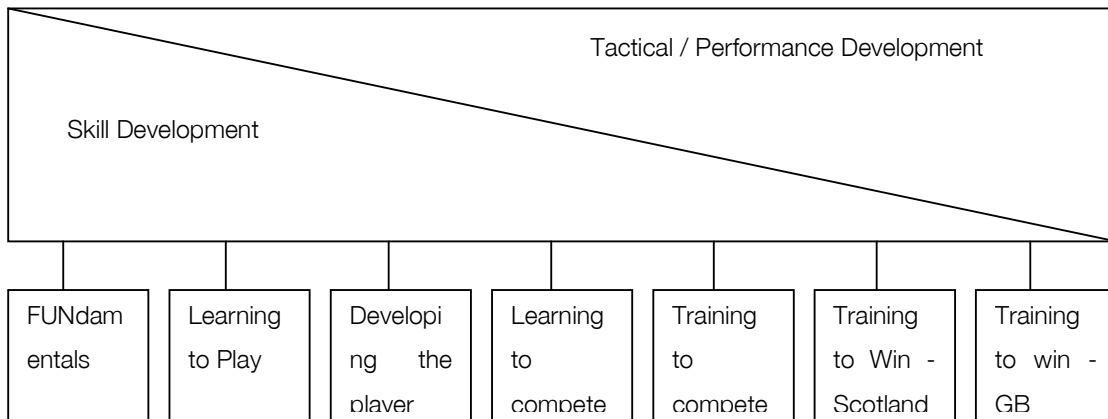
6.2 COMPETITION – FOCUS ON DEVELOPMENT

People play hockey to play games. Games, or competition, can have different emphasis; for Great Britain the most important element in every Olympic match is winning. In preparation matches for the Olympics, whilst winning is important, the emphasis will be on embedding tactical elements of their game.

But what about at the other extreme, what should an 8 year old player in their first game focus on? They will understand that they are trying to win the game. All children will want to win; it is how they prepare for success that is important. At this age they have limited attention span, have limited ability to process complex situations and it is the optimum time to develop skills. This indicates that for this age, the focus of competition and therefore coaching and parental support should be on the developmental aims of skill practice and development rather than competitive outcomes.

As children grow their ability and capacities change. They are able to better control their bodies, enabling more complex skills to be learnt. They are also able to process more complicated situations, retain more information and have greater decision making ability. Competition in-between the two extremes needs to take into account developing a player’s skills, tactical ability and physical capacities. Also coming into the equation is the desire to win, in individual matches and across a season. There is a need to balance the focus of competition through a young player’s development to ensure that they are motivated by developmental goals.

Many people confuse the message of not emphasising the result with not developing a “winning mentality”. The key message is that if we develop better players who are committed, play and train with intensity, who can self-set goals and evaluate their own performance, the winning mentality will be there.



Children will always want to win. There is nothing wrong with this. As coach, parent, supporter we should encourage, support and praise developmental goals. By doing this we will support players development for the long term.

One of the key challenges for hockey is to ensure that players on a participation pathway get as much hockey competition as they want and players on a performance pathway get as many appropriate games as they need.

6.3 CLARIFICATION OF THE HOCKEY PATHWAY

Everyone involved in hockey contributes to the development of players on the hockey pathway. This includes the coaches who directly deliver, club administrators who organise coaching and competition for players, district convenors who organise competition and talent identification and development opportunities and national committee members who direct national strategy. Everything these groups do affects people's long term participation and performance in sport.

For LTPD to improve hockey and indeed for hockey to improve, we need clear agreed structures. These include core activity (Club, School, University Local Authority and other programmes) that introduces and maintain a person's interest through quality delivery meeting their playing needs and also the social activity and friendship that comes through hockey. There is a need for appropriate competition for each age group. This needs to meet their developmental and social needs. Hockey also needs talent identification and development structures. These enable people to reach their full potential and also contribute to raising the profile of the sport in Scotland thereby contributing to increasing participation.

The pathway needs to provide a structured progression that enables a seamless transition between first picking up a stick to representing Scotland and Great Britain at the highest level of competition. It needs to be clear to all stakeholders; players, coaches, administrators, parents and others involved in hockey. Local circumstances can't be ignored either, they must be considered to ensure national programmes can be developed to meet local needs and individual circumstances.

This enables the roles and responsibilities for the delivery agencies that support the pathway to be defined. For Scottish Hockey & our partner delivery agencies, it brings clarity on where agencies need to focus their own time and resources, and where they need to work with the others who will deliver specific aspects of the pathway

Clubs are the mainstay of our sport. They are the structures that provide lifelong participation for all as players, coaches, umpires and volunteers. Clubs provide activities for every stage of the LTPD progression for hockey.. Clubs develop teams that play hockey on a regular basis. Schools play an important part in introducing people to hockey. Most children will receive some exposure to hockey through schools. They form an important part of youth pathways. Schools play a significant role in providing activities for the Fundamentals, Learning to Play, Developing the Player and to a lesser degree Learning to Compete phases of the LTPD model. Local Authority coaching programmes, participation centres and Active Schools activities also contribute to the development of players at the Learning to Play and Developing the Player stages.

Clubs and schools provide the basis for teams who regularly participate in hockey matches. The level of competition depends on the standard of the player and their aspirations. Scottish Hockey provides a variety of competition to meet the needs of all players at all stages of the LTPD progression. Participation competition needs to be available for both seniors and youth. Those who play the sport for fun, to keep fit, for the social aspects of the game and the intrinsic enjoyment of hockey need to be catered for through regular competition. For those players with higher levels of talent and aspirations to participate at the elite level of the sport there is a need for Performance competition. This has increased requirements for athletes and the teams they play for in terms of time commitment, travel and training.

The pinnacle for any athlete is to be selected to play at the highest level they are capable of. This occurs first in clubs and schools, where a player can be selected to play in a higher level team. Talent Identification is done through continual assessment at all levels. The first rung on the Scottish Hockey talent identification pathway is to be selected from a club or school to represent your district. This occurs for the Developing the Player, Learning to Compete and Training to Compete stages of the LTPD progression. Structures that focus on Individual Skill Development are also being developed. They provide activities for the progressions from Developing the Player to Training to Win. The Scottish Institute of Sport and the Area Institutes of Sport are existing parts of this structure whilst Performance Squads and Potential Squads are being developed. Through small group coaching these activities focus on developing a player's individual skills and knowledge of the game. They are tailored to meet the player's individual needs and include pitch sessions, fitness and education. The National Teams bring together the best players of their age for Scotland and for senior's Great Britain. These programmes focus on the development of the team, playing a range of tactics, tournament preparation and performance and match performance. These teams also are the public face of Scottish Hockey and have the potential to inspire more people to participate.

Scottish Hockey is looking for members to provide support for the implementation of LTPD. There is a need for "Buy In" from hockey for LTPD to make a significant difference to hockey. Each organisation, from school and clubs, through districts and local authorities to the Area Institute, Scottish Institute and national teams has a role to play in delivering hockey. By all delivering along the same pathway we can make significant changes to hockey. The same applies to that activity delivered. It is important for each organisation to deliver the appropriate activity along the pathway.

6.4 DELIVERY

Changes need to occur to the delivery of hockey sessions. There are some examples of very good programmes running that provide activities that meet the needs of the individual that can be highlighted as good practice. There are also many programme running that are designed around the benefit of the organisation. Consideration

needs to be given to the structure of these programmes to ensure they provide what is best for the individual at each stage of their development.

The education of coaches is an important part of LTPD as they are the ones developing individual players through direct contact. The introduction of the United Kingdom Coaching Certificate (UKCC) has started this with the standardisation of course content and delivery across sports. Part of this includes training or tutors providing quality control of delivery and robust assessment methods, all ensuring the coaches developed are able to provide quality sessions to hockey players. With this there is the need to continue to develop, encourage and support new people to take UKCC Level 1 courses and for existing previous SHU Level 1 coaches to advance to UKCC Level 2 or above.

At the same time there is a need to develop resources to support the delivery on the Scottish Hockey LTPD framework. These resources are in the conceptual stage and will take the form of workshops and resources on specific technical skills, tactical developments, strength and conditioning components and lifestyle factors. In addition, as previously stated, getting the basics right is essential, hence the need for the FUNdamentals resource. We have been working with sportscotland on the development of a FUNdamentals resource for all coaches to support the introduction of basic skills for approximately five to eight year olds no matter the sporting context.

6.5 MANAGED PROGRAMMES

Players on a performance pathway are in demand. Everyone wants them to train with them and to play for their team. There are demands from school, club, district, national and other programmes. But what is best for the individual. If we can agree that youth activity is a developmental tool, that children are always learning and the individual requirements of the player are the prime concern then we can work towards individually managed programmes. In consultation with all of the people involved in a player's development, we can design a programme that will enable a player to reach their full potential.

7 EXAMPLES

The implementation of Long Term Player Development (LTPD) for hockey will result in a number of changes to the way hockey is delivered. The prime concern is to ensure the programme is player focused; it provides what a player needs to develop their skills, tactical understanding and capacities. This needs to occur at every stage. Below are some examples, although there will be many others.

Currently	Future
An 8 year old joins a hockey club 1 training session of 1 hr a week All training involves hockey skills	An 8 year old joins a hockey club They play 3 sports Each session lasts about 45 minutes The club could run all the sessions or 3 different clubs could run sessions FUNdamental skills delivered as well as hockey skills – Running, Throwing Catching, Jumping etc
Talented 15 year old plays for club and school Trains twice a week for school, once a week for club, trains once a week for district Play match Wednesday for school, Play Match Saturday Morning for School, Saturday afternoon for club senior team, Sunday for Club Junior team	Performance squad coach led programme Trains 4 times a week on most appropriate skills and capacities Plays 1 meaningful match a week at appropriate level, Substitutes for 1 match at challenging level
Participation player, 14 years old, Trains once in the club, plays senior hockey once a week, but school doesn't play hockey.	Trains with seniors team once a week, Trains with youth team once a week. Substitutes for senior team. Flays full game for youth teams, plays 8 a side friendly hockey for school once every two weeks. (District has started school competition and more talented players are playing more meaningful matches, ensuring more space is available for less talented players at an appropriate level.
13 year old player, goes to club training once a week. Session led by 1 st team captain, Large amount of the session is focused on game play	Player has two training sessions a week. UKCC Level 2 coach leading programme, but delivery led by UKCC level 1. Sessions focused on skill development, but include elements of fitness and nutrition education.

8 ONGOING IMPLEMENTATION

Long Term Player Development (LTPD) has wide reaching implications for our sport and is reflecting changes both on a national and UK level in sport in general. It affects every area of the game, from coaching, through competition and includes administration. Implementation is also going to be a long term process. It is not about an overnight change, but a change in attitudes and the focus of the sport to looking at development over the long term and doing what is best for individuals at their stage of development.

The process of implementation has already started through independently identified reviews of other areas of the sport. This includes a review of coach education through the United Kingdom Coaching Certificate. This has resulted in a change in the delivery of coach education courses that now includes LTPD principles and progressions. The introduction of Performance Squads has occurred to fill a gap in the provision of individualised programmes for players on a performance pathway. A review of youth competition has also been initiated by the youth commission in response to variable entry numbers and will be informed by the LTPD strategy for hockey.

This consultation forms an important part of the implementation process. It is important that we get input from as many people involved in hockey as possible as it will have an effect on everyone. The consultation forms two purposes, to share LTPD principles and concepts and to encourage an open discussion on how these impact hockey in terms of delivery, structure and culture. Whilst currently LTPD is a shift change, it will continue as an evolution, with ongoing adaptations occurring as additional research is focused on the growth and development of players occurs.

The implementation of LTPD will occur over the long term through a number of actions targeted at different groups within hockey. Further consultation, education and discussion will occur through coach education courses, workshops and in-services. In addition resources will be developed to assist in the delivery of hockey. We will be targeting a variety of groups with this programme including teachers, coaches, administrators, parents and players to ensure all are involved in and informed about player development.

9 CONCLUSION

Long Term Player Development (LTPD) is one of the most significant developments in hockey. It allows us to look at athlete development holistically, from learning Fundamental movement skills to training with Great Britain. Through this approach we will be able to provide the optimum environment and support that enables all player to reach their full potential.

10 FREQUENTLY ASKED QUESTIONS:

Winning isn't emphasised until the latter stages of this process: Is there a danger in not emphasising winning to develop competitiveness in our young players?

Clive Brewer (Sportscotland), replies: This is one of the most frequently misinterpreted fields within player development work. Young children will always want to win. If we gave them sticks, a ball and a field, the first thing they will do is organise teams and goals, so that they can compete against each other. We want that to continue – as the players get onto the park, the coach should be encouraging and praising effort in all his / her players to do the best they can and learn from the competitive experience. The key difference proposed by LTPD is that the training sessions building into games are focused on making the player better in the long-term, and providing them with confidence, competence and commitment: What happens on the pitch during a game will then take care of itself.

What's wrong with what we do now?

Brent Deans (Scottish Hockey) replies: It is important to recognise that there is much good practice that occurs within player development across Scotland. Unfortunately it is in isolated examples. We appreciate the challenges that volunteers face, such as lack of time, lack of finance and limited hockey education opportunities. However, it important to recognise that currently our talented young performers play too much hockey, have disjointed training programmes that do not have the appropriate emphasis or intensities for optimising player development, and also our young participant players are often lacking in playing opportunities because the talented players are playing in fixtures inappropriate for their level. We also have fixture congestion at certain times of the year, and competitions that compete for the same players occurring at the same time. Not all training sessions are planned or delivered by an appropriately qualified coach, and also many programmes do not have individual development as a focus – team performance is often the driver for training sessions. It is also important that we recognise the training environment as being crucial in developing the mental aspects of player development – an area frequently ignored currently. By highlighting the existing good practice and addressing each of these factors as part of the LTPD strategy we can grow both the participation and performance sides of our game.

What's new here – we do this already at our club?

Ben Glencross (Scottish Hockey) replies: This strategy need all of hockey to be working together in the right direction. Whilst your club may be an example of best practice in delivering many aspects of this model, if we are honest it is not uniformly delivered across all clubs, schools and district and national bodies. The major aim is to get everyone working together in an integrated structure aligned to one delivery pathway for hockey.

What are Scottish Hockey doing to help us deliver this?

Colleen Reid (Scottish Hockey) replies: Work has been ongoing for the last 2 years on LTPD. Not only has the framework and consultation documents been developed, we have also revised coach education with significant input to UKCC generally and more specifically courses, local inservices and workshops ensuring that the hockey content targets Scottish Hockey's current and future needs. With the help of those delivering hockey, we can work to develop and deliver more resources that will assist coaches, clubs and schools to deliver programmes based upon the LTPD framework. These might include resources for coaches, parents and administrators, as and provide specific workshops on skills and tactics. The range of resource development will be significantly influenced by the outcomes of this LTPD consultation process.

What evidence have you got that this will produce better players?

Clive Brewer (sportscotland) replies: This work is based upon internationally published and peer-reviewed scientific information relating to how children mature and develop physically, socially and psychologically. We have also worked to incorporate the thinking of National and respected international hockey coaches into the technical, tactical and lifestyle aspects of this framework. It is informing not only Scottish Hockey's strategy, but also "Reaching Higher", the National Strategy for Sport, and also wider developments such as the UK Coaching framework.

11 APPENDIX 1 - EXAMPLE WEEKS

11.1 FUNDAMENTALS:

Day	Activity
Monday	Physical Education (1 hour) + Swimming (45 mins)
Tuesday	Gymnastics (60 mins)
Wednesday	
Thursday	Hockey (60 mins)
Friday	Physical Education (1 hour)
Saturday	Football (60 mins)
Sunday	Athletics – run, Jump, throw club (60 mins)

11.2 LEARNING TO PLAY

Day	Activity (Active School, club or LA programme to deliver)
Monday	PE class + Swimming (45 mins)
Tuesday	
Wednesday	Hockey (60 mins)
Thursday	PE class + Basketball (60 mins)
Friday	Rugby (60 mins)
Saturday	Hockey
Sunday	Athletics (60 mins)

11.3 DEVELOPING THE PLAYER

Day	Activity
Monday	Swimming (60 mins)
Tuesday	Strength & Conditioning (strength & posture control) Hockey incorporating fitness circuits (90 mins): Emphasis needed
Wednesday	Hockey (60 mins): Emphasis needed

Thursday	Introductory weight training	Hockey (90 mins): Emphasis needed
Friday		Football (60 mins): Emphasis needed
Saturday	Athletics: Sprints development (60 mins)	
Sunday		Hockey (60 mins): Game

11.4 LEARNING TO COMPETE

This is the stage where there is differentiation between players on a Participation Pathway and a Performance Pathway. We have also provided details of the situation for many of our current players.

Current practice for talented performer in hockey playing school

Day	Activity	
Monday	PE Lesson	Football / netball (60 mins)
Tuesday		Hockey (90 mins): Speed & Agility development Technical & tactical Emphasis needed
Wednesday	PE	School Game (70 mins) as central midfielder
Thursday		Hockey (90 mins): Speed & Agility development Technical & tactical Emphasis needed
Friday		District training (10 weeks of the season)
Saturday	School Game (70 mins) as central midfielder	Club Game (50 mins) as right midfield
Sunday	Club youth Game (70 mins) as central midfielder	Social sport with friends

Summary: 4 Games, 3 training sessions (for 10 weeks of the year, otherwise 2), 4 other sport sessions, 0 days off.

Participation pathway player under LTPD strategy

Day	Activity	
Monday		Football / netball (60 mins)
Tuesday		Hockey (60 mins): Technical & tactical Emphasis needed
Wednesday	PE	School Game (70 mins)
Thursday		Hockey club training (90 mins): Speed & Agility development Technical & tactical Emphasis needed
Friday		
Saturday		Club Game (50 mins)
Sunday	Club youth Game (70 mins)	Social sport with friends

Performance pathway player (Saturday game for club)

Day	Activity	
Monday		Swimming (60 mins)
Tuesday		Hockey (90 mins): Speed & Agility development Technical & tactical Emphasis needed
Wednesday	Weights (1)	Hockey (60 mins): Anaerobic fitness development & game play
Thursday		Hockey (90 mins): Speed & Agility development Technical & tactical Emphasis needed
Friday	Weights (2)	
Saturday	Hockey (90 mins)	
Sunday		Hockey (80 mins): Game

11.5 TRAINING TO COMPETE

Day	Activity	
Monday		
Tuesday	Weights (1)	Hockey (90 mins): Speed & Agility development Technical & tactical Emphasis needed
Wednesday		Hockey (60 mins): Anaerobic fitness development & game play
Thursday	Weights (2)	Hockey (90 mins): Speed & Agility development Technical & tactical Emphasis needed
Friday		
Saturday		Hockey Game (90 mins)
Sunday		Swimming: Recovery (60 mins)

11.6 TRAINING TO WIN

Day	Activity	
Monday	Weights (1)	Speed and Agility (30 mins): Hockey (90 mins)
Tuesday		Hockey (90 mins) Technical including - Anaerobic Fitness Development
Wednesday	Weights (2)	Hockey (90 mins) Technical
Thursday		Hockey (90 mins) Tactical emphasis
Friday		Recovery session Jogging and Stretching
Saturday		Hockey Game (90 mins)
Sunday		National Team Training (4hrs)

12 APPENDIX 2

Working Group

Scottish Hockey would like to acknowledge the hard work of the following people in getting to this stage of development.

- Ben Glencross
- Brent Deans
- Callum McLeod
- Colleen Reid
- Keith Joss
- Alan Auld
- Catriona Semple
- Clive Brewer