

# Gold Medal Coaching

Building the best coaches in the world using  
high performance planning and athlete  
development concepts



# Chris Snyder

## **United States Olympic Committee (2012-current)**

- Director of Coaching Education

## **US Lacrosse (2009-2012)**

- Manager of Coaching Education

## **Lacrosse Coach (2002-current)**

- Air Academy High School – Colorado Springs, CO
- Penn Manor High School – Lancaster, PA
- 3 Years of NCAA Lacrosse



# TEAM USA and USOC

- We support all 47 NGB of sport in the Olympic and Pan American Games
  - Funding
  - Administration
  - Best Practices
  - Games Coordination
  - Training Support



# Coaching Education!!



# Coaching Education for TEAM USA

Work With:

- National Team Coaches
- Evaluate coaching programs
- Evaluate coaching staffs
- Find new ways to advance athletes





# What We Will Discuss Today!

- 1) Explore Key Athlete Development Concepts
- 2) Explain the High Performance Planning
- 3) Apply these concepts to the coaching and development pipeline we all work in



# Goals When You Leave

## Fall Into 1 or More:

- Leave Encouraged

(You understand and may be already doing some of this)



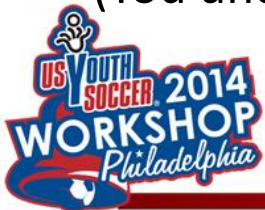
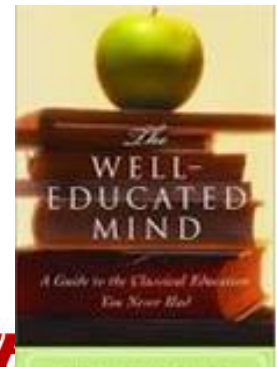
- Leave Empowered

(You understand and want to try some of these ideas)



- Leave Educated

(You understand but have no ambition to be this nuts!!)



# Great Coaching - They All Get It!



John Wooden – Mike Krzyzewski  
Skill Development



Sir Alex Ferguson – Bill Belichick  
Developmentally Appropriate



Anson Dorrance – Pete Carroll  
Fun and Competitive





# Explore Key Athlete Development Concepts

## Early Specialization Model

1. Training to train
2. Training to compete
3. Training to win
4. Retirement & retainment

## Late Specialization Model

1. FUNdamental
2. Learning to train
3. Training to train
4. Training to compete
5. Training to win
6. Retirement & retainment

## Canadian Model



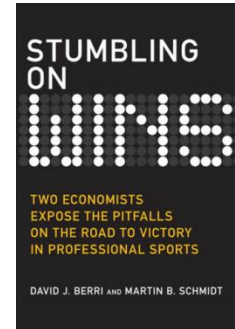
# Key Athlete Development Concepts

- Age Appropriate Development Levels
- Core Fundamentals Build Stronger Athletes Long Term
- The Best at U-9 is not the best at U-19



# American-izing the Concepts

- Better Coaching at the Lower Levels = Better Fundamentals and More Development
  - Stumbling on Wins (Berri Schmidt)
- Developmentally Appropriate Coaching is Key
  - [English FA](#)
- Focus to maximize future potentials
  - Quality Training vs. 10,000 hrs of Attendance
  - Talent Code (Dan Coyle) - Sport Gene (David Epstein)
- Multi-Sport Athletes Make USA Great!
  - Path to Excellence Report (USOC 2000 and 2014)

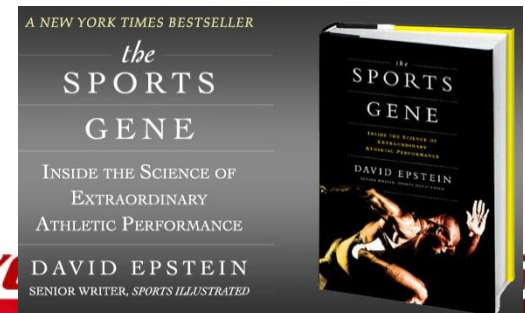


"I am willing to guarantee that you will not read a more important and useful book in 2009, or any other year."

— TOM PETERSON, *coauthor of In Search of Excellence*



GREATNESS ISN'T BORN.  
IT'S GROWN. HERE'S HOW.



USY

# American-izing the Concepts

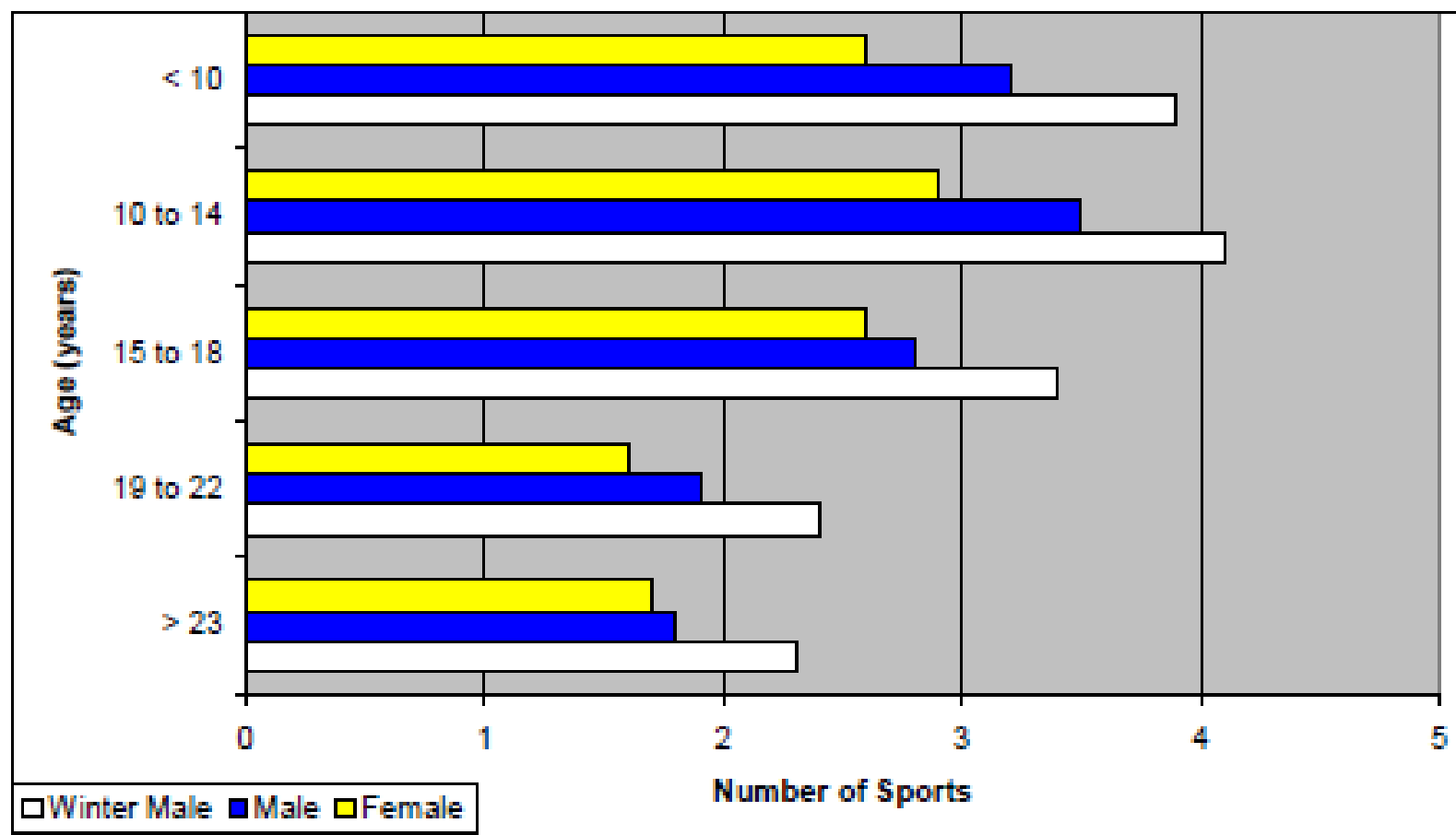


Figure 10. Number of sports played by Olympians from childhood to adulthood.

# American-izing the Concepts

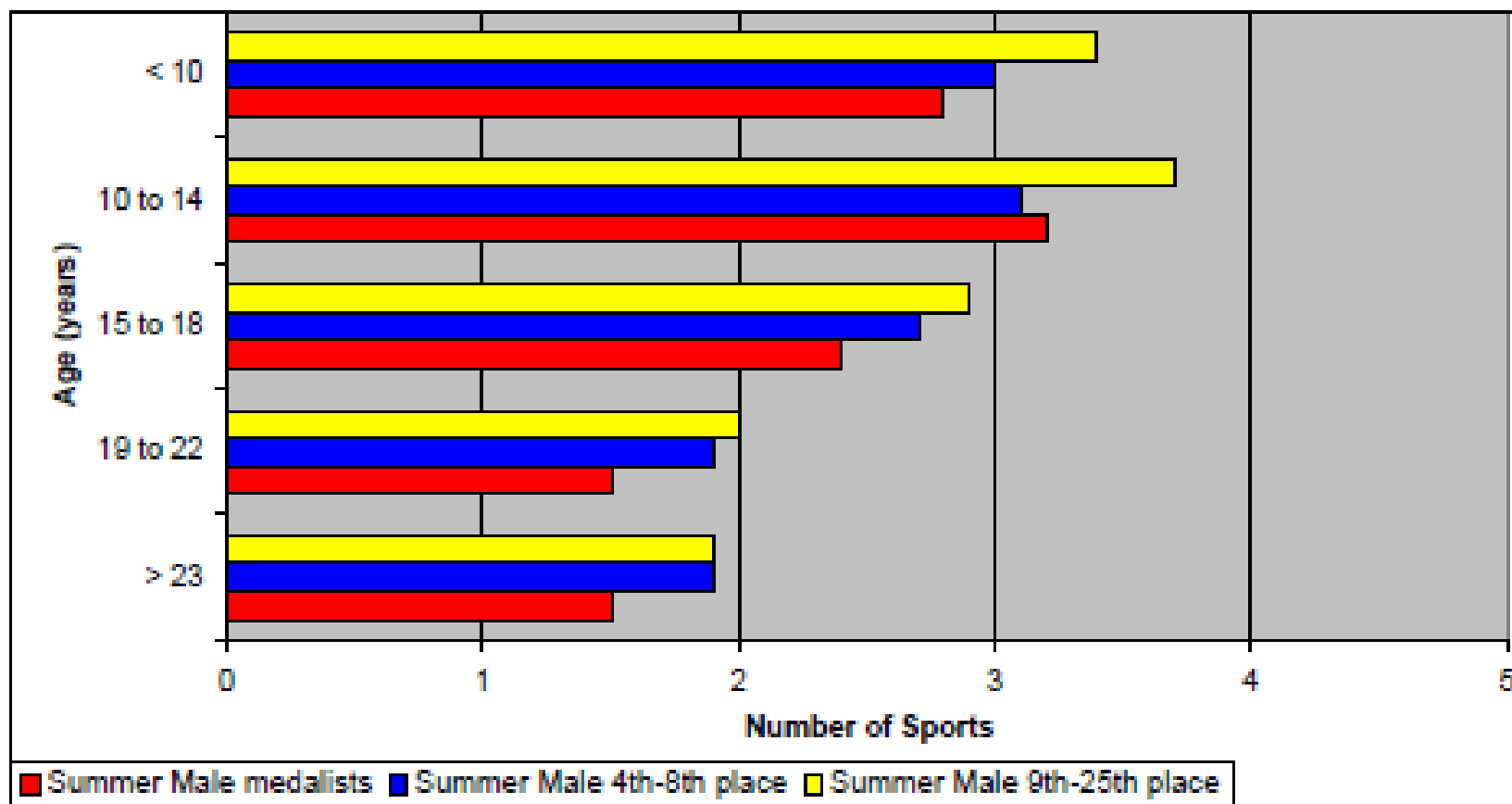


Figure 11. Number of sports played by male summer Olympians, medalists vs. non-medalists.



**The United States Olympic Committee and the National Governing Bodies (NGBs) of sport in the U.S. embrace the athlete development principles which allow athletes to explore their full potential and utilize sport as a vehicle for a healthier America. Quality sport education should include the following elements:**

- motor and foundational skill development,
- multi-sport participation,
- developmentally appropriate (within mental and physical reach of athlete),
- a fun and engaging atmosphere,
- focus to maximize future potentials

The goals are to:

- keep children engaged in sport longer,
  - develop (fundamental skills that transfer between sports,
  - utilize sport as an avenue to an active and healthy lifestyle, and
- grow the pool of athletes from which Olympians and Paralympians are selected.

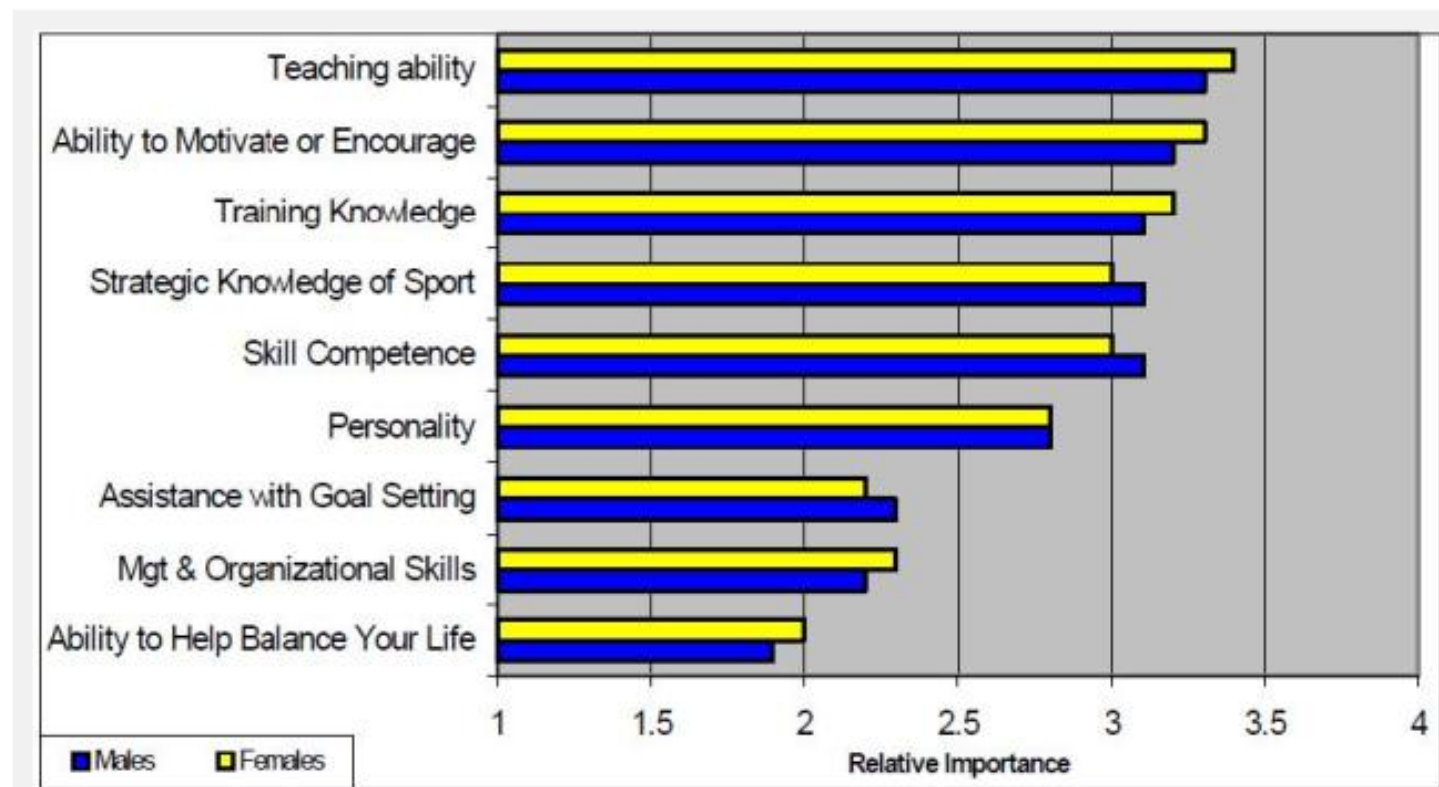


# Insert New American Model

# Insert USOC Pledge and Support

What do athletes look for in a coach? The Olympians were asked to identify and rank the characteristics they value most in a coach. Here are the results:

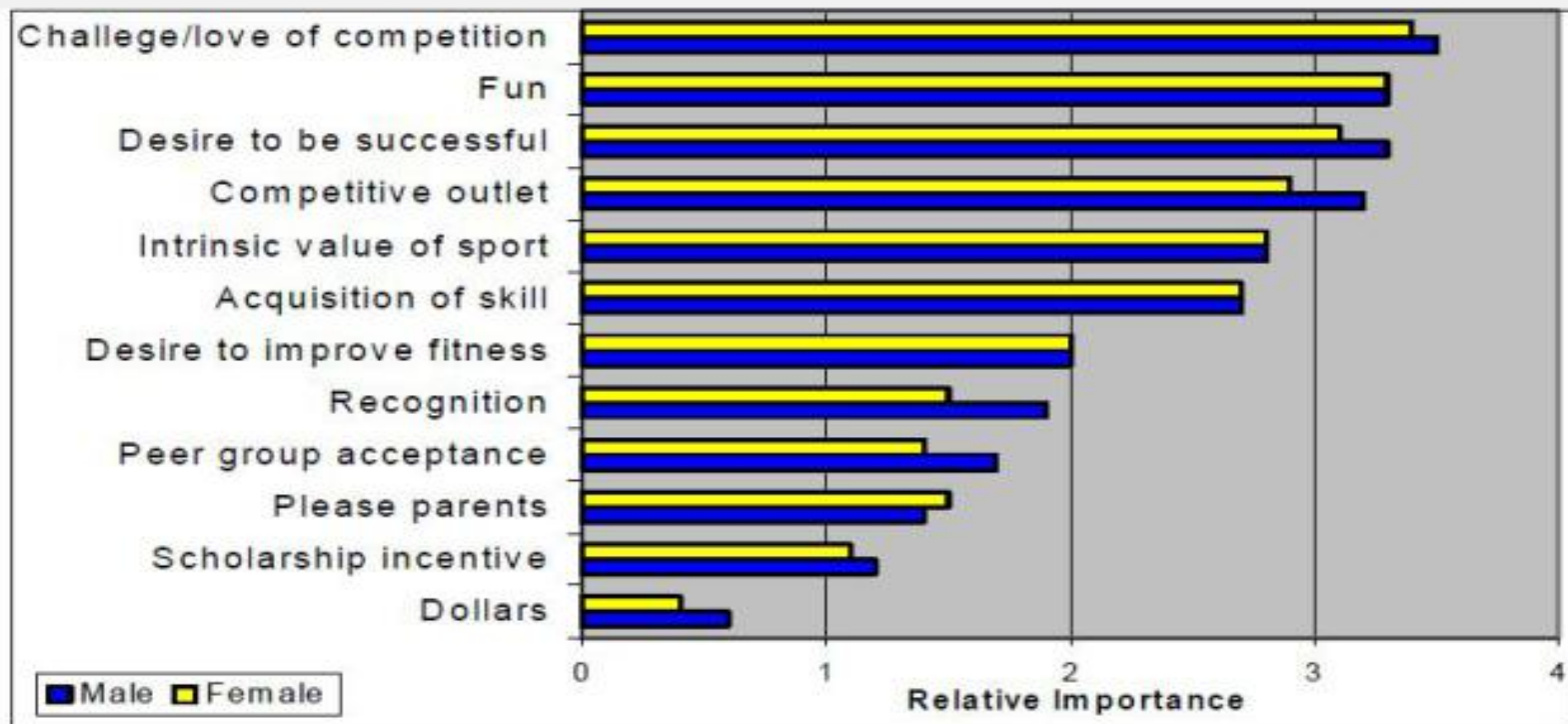
1. Teaching ability
2. Ability to motivate or encourage
3. Training knowledge
4. Strategic knowledge of the sport
5. Skill competence
6. Personality



## *Factors motivating athletes to participate in their sport*

The Olympians were asked to rank the motives as to why they originally decided to participate in their sport. Here is what they said:

1. Challenge/love of competition
2. Fun
3. Desire to be successful
4. Competitive outlet
5. Intrinsic value of sport
6. Acquisition of skill





# US Soccer and Hockey Leading the Way



**METHODS OF COACHING I**  
**THE DEVELOPMENT STAGES OF A SOCCER ATHLETE...**

|               |                      |
|---------------|----------------------|
| U6-U8         | • INITIAL STAGE      |
| <b>U9-U12</b> | <b>• BASIC STAGE</b> |
| U13-U14       | • INTERMEDIATE STAGE |
| U15-U18       | • ADVANCED STAGE     |
| U19-U20       | • SPECIFIC STAGE     |
| SENIOR        | • PERFORMANCE STAGE  |

The ADM utilizes long-term athlete development principles as its framework. LTA and edu of L This pote

**THE FOUR COMPONENTS...**  
**LONG-TERM ATHLETE DEVELOPMENT MODEL**

Four components must be **CONNECTED** and **CORRELATED**



# Takeaway as a Coach:

## Keys are:

- motor and foundational skill development
- multi-sport participation
- developmentally appropriate (within mental and physical reach of athlete)
- a fun and engaging atmosphere
- focus to maximize future potentials

## The goals are to:

- keep children engaged in sport longer
- develop (fundamental skills that transfer between sports
- utilize sport as an avenue to an active and healthy lifestyle
- grow the pool of athletes from which Olympians and Paralympians are selected.



# Explain the High Performance Planning Process

## What is High Performance:

- High performance refers to the point at which a sport commences the organized identification of talent and implements systematic programs to develop talent and maximize potential.



# Explain the High Performance Planning Process

## What is High Performance Planning:

- HP planning refers to the planning and associated allocation of resources that goes into identifying and developing young talent to produce athletes who are capable of achieving success at national/international level.
- Planning is an essential process for any organization, large or small. HP planning is an integral component of a sport's overarching strategic plan and subsequent operations.
- The USOC uses High Performance Planning to allocate funds to sports, expose areas of weakness in programing and align support for athletes to give our sports the best chance of winning medals.



# Explain the High Performance Planning Process

## Performance Planning Team:

The following representatives from [NGB Name] and the United States Olympic Committee (if applicable) were involved in the development, communication, and modification of the [year(s)] High Performance Plan. By signing below, each member of the performance planning team indicates active participation in, and approval of, the process and contents of the High Performance Plan. In addition, all team members listed on this page have an updated copy of the High Performance Plan in their possession.

[NAME], NGB / PSO Executive Director

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[NAME], High Performance / Technical Director

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[NAME], Men's National Team Coach

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[NAME], Women's National Team Coach

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[NAME], Coaching Education Director

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[NAME], National Team Athlete Representative

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[NAME], USOC Sport Performance Team Leader

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[NAME], USOC High Performance Director

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- 1. Performance Mission and Operational Values**
  - a. Defining the specific performance mission and core operational values.
  - b. Assembling and engaging a performance planning team.
- 2. Competitive Analysis**
  - a. Employing extensive international competitive analysis.
  - b. Performing a critical internal performance review.
- 3. Critical Performance Factors**
  - a. Performance leadership, organizational structure, and staffing.
  - b. Identifying key athlete and coaching competencies.
  - c. Identifying critical athletic success factors.
  - d. Identifying critical programmatic success factors.
- 4. Performance Targets, Prioritized Initiatives, and Resources**
  - a. Setting short-, medium-, and long-term performance targets.
  - b. Identifying prioritized performance initiatives and timelines.
  - c. Integrating key fiscal, human, and facility performance resources.
- 5. Performance Monitoring**
  - a. Evaluating program/plan effectiveness.
  - b. Measurement metrics.
  - c. Establishing regular HP Plan reviews.
- 6. International Relations**
  - a. Developing consistent international sport federation presence.
  - b. Cultivating international exchange opportunities.

# HP Plan Keys:

## Keys:

- Know Your Team
- Know Your Staff
- Know Your Competition
- Know Your Capabilities
- Write a Plan
- Execute a Plan



# How Do We Apply These Concepts

- Take Athlete Development Concepts
- Take Performance Planning Concepts

Progress them to be usable by Coaches



# How to Apply to WIN

## LTAD Keys are:

- Skill development
- multi-sport participation
- development appropriate (physical, mental and psychological of athlete)
- a fun and engaging atmosphere
- focus to maximize potentials



## Win Keys:

- Know Your Team
- Know Your Staff
- Know Your Competition
- Know Your Capabilities
- Have a Plan
- Execute a Plan



# Know Your Team

## Developmental and Foundational Skill Level

- Technical
- Tactical
- Psycho-Social
- Physical



**Analyze Your Players and Team as a Whole**



# Player/Team Profiles from Year to Year

- Doctors Keep Records.....
  - Teams and Athletes Should Keep Records!  
[\(SHOW PLAYER PROFILE\)](#)
- Consult last year's coach and next years coach
  - Interview Athletes each season on game plan!!  
[\(INTERVIEW SHEET\)](#)
- Staff should evaluate Team as Whole – End of year and Start of Next Year
  - Team Scout Process (scrimmage and practices)  
[\(SCOUT SHEET\)](#)  
[\(Game Plan Sheet\)](#)



# Know Your Staff

- What do they know? Developmental?
  - Are they Certified?? ([NFHS Learn](#), US Soccer, Etc.)
- Who is taking what key building block to Max Potential?
  - Technical, Tactical, [Physical](#), Psycho-Social
- Evaluate to understand if you are effective?
  - [\(Coach Evaluation Sheet\)](#)
  - [\(Athlete Evaluation\)](#)



# Know Your Competition

Analyze your League Teams, District, State – Where do we fall?

- MaxPreps

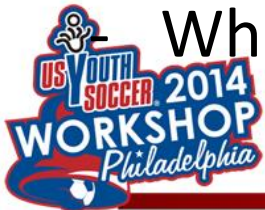
Who's a Win-Loss-Draw on your schedule?

- [Schedule 2013/2014](#)

Analyze Loss and the Draws

- How do they train?
- Where to they play?
- Who do they have?

Are They Doing It Better?  
What Can We Steal?



# Innovation Beats First Place

“ You don’t finish in first place by copying what first place does! By the time you catch up you will be 3-4 years behind.”

Andy Smith



- Andy Smith  
Pacific University Field Hockey

**Are You Multi-Sport??**



# Multi-Sport = Cross Training



# Know Your Capabilities

- Do you have funds to pay extra coaching?
- Do you have ability to fundraise for facilities?
- Do you have the right players or enough players?
- Do you need/Can you put in more hours?
- Will the team comply?



# Write the Plan

- Outlines
- 1 Page Documentation
- Highlights
- Put it out there if you can!
  - [Valor Example](#) Soccer
  - [Softball](#)





# Execute the Plan



Does it:

- Build a fun and engaging atmosphere
- Focus to maximize future potentials

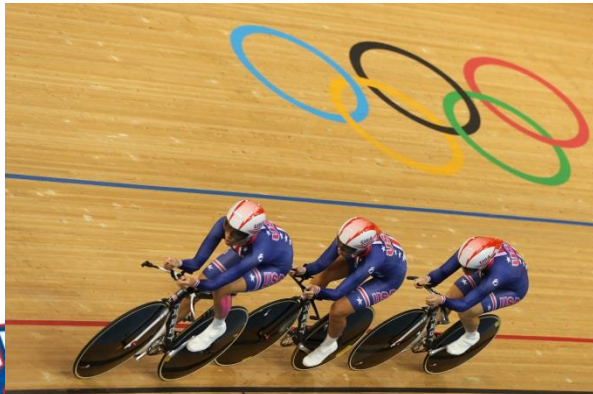


# Thank You

Want Resources? Email Me

Chris Snyder

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Go Team USA!!

**USYOUTHSOCCER.ORG**