



TEAM BC SELECTION POLICY

1. Definitions

The following terms have these meanings in this Policy:

Athlete – Individual player participating in the evaluation and selection process in order to be selected to the Program.

Competition – Tournament or event at which the Program will attend and participate. This may include but is not limited to the Canada Cup and Canada Games.

High Performance Advisory Committee (HPAC) – Volleyball BC's committee responsible for providing leadership, direction and support for programs and activities that Volleyball BC undertakes with respect to High Performance.

Program – Volleyball BC's Team BC programs for athletes aged 16U and up, including Team BC Selects (18U) and Red and Blue (16U). This policy does not cover selection to Team BC programs 15U and under.

Selection Committee – A three-person committee established to oversee the evaluation process and select Athletes to the Program.

Technical Director – Volleyball BC's Technical Director or designated staff member in charge of the Team BC programs

2. Purpose

- 2.1 The purpose of this policy is to outline the process for selection of Athletes to the Volleyball BC Team BC Programs for training and participation in major Competitions including but not limited to the Canada Cup and Canada Games. The purpose of the Team BC Programs is to identify, select, train, and provide a competition experience to Athletes who have future Post-Secondary or National Team potential.

3. Application of the Policy

- 3.1 This policy applies to the following Team BC Programs:
 - Team BC Red/Blue Indoor Program (16U)
 - Team BC Selects Indoor Program (18U)
 - Team BC Indoor Canada Games teams (18U)
- 3.2 The policy does not apply to the Team BC beach volleyball program or to Team BC indoor volleyball programs for 15U and under.

4. Authority

- 4.1 The Technical Director has authority to appoint individuals to designated Selection Committees in consultation with the High Performance Advisory Committee.
- 4.2 The Selection Committee is composed of 3 members. The Selection Committee will include the Head Coach of the relevant Team BC Program and 2 non-coaching members designated by the Technical Director. The 2 non-coaching members may be members of the High Performance Advisory Committee, college or university coaches, or coaches with extensive knowledge and experience in the high performance volleyball system.
- 4.3 The Selection Committee has the authority to determine the selection of the Athletes to the Program.

- 4.4. All individuals appointed to the Selection Committee will be required to disclose any conflicts of interest to the Technical Director in advance of participation.
- 4.5. This Policy does not apply to the final competition roster or playing time decisions which will be at the sole discretion of the Program coaches.

5. Eligibility for Selection

- 5.1. The Athlete must be a registered member in good standing with Volleyball BC and Volleyball Canada for the current membership year.
- 5.2. The Athlete must be medically fit to participate in training and Competitions.
- 5.3. The Athlete must be born within the date range established for participation by the governing body for the Competition.
- 5.4. The Athlete must be eligible to represent British Columbia at the national level and/or international level in line with Volleyball Canada's criteria or other governing body responsible for the Competition at which the Program will attend.
- 5.5. Athletes be able to attend all training sessions and Competitions. Athletes with scheduling conflicts will not be considered for selection to a Team BC program unless approved by the Technical Director.

6. Identification Methods

- 6.1. Volleyball BC identifies athletes as the first stage in the selection process. Athlete identification is the process of assessing an individual's athletic abilities and/or technical abilities for high performance potential in volleyball. Identified athletes are typically then invited to the selection phase of the process.
- 6.2. Athlete identification will be done using one or more of the following methods:
 - 6.2.1. Online Athlete identification (18U Programs only) - Athletes apply online and submit their information, game video, and any other information required by Volleyball BC for the purposes of evaluation.
 - 6.2.2. In-person Athlete identification – Athletes are identified during Volleyball BC-sanctioned events such as Provincial Championships.
 - 6.2.3. In-person Athlete Selection Camp - Athletes participate in training sessions where they are evaluated and invited to progress to the next stage of the process or selected to the Program.
- 6.3. The Technical Director will approve the method or combination of identification methods that best suit the Program by considering the number of positions available as well as the number of potential applicants. The Athlete identification methods will be posted on the Volleyball BC website.

7. Selection Method

- 7.1. Athlete selection will be done using one or more of the following methods:
 - 7.1.1. In-person Athlete Selection Camp - Athletes participate in training sessions where they are evaluated and selected to the Program. Individuals will be selected.
 - 7.1.2. Athletes who are injured during this phase will be evaluated and selected under section 9.
- 7.2. The Technical Director will approve the method or combination of selection methods that best suit the Program by considering the number of positions available as well as the number of potential applicants. The Athlete selection methods will be posted on the Volleyball BC website.

8. Selection Criteria

- 8.1. The selection criteria used by the Selection Committee is outlined in Appendix A.
- 8.2. The number of spots available in a Program is dependent on each Program as well as the determined level of the athlete pool.

9. Selection Process

- 9.1. The Selection Committee will oversee the selection methods, evaluate the Athletes, and determine at its sole discretion which Athletes will be offered a position in the Program.
- 9.2. Players will be scored based on criteria outlined in *Appendix A – Team BC Selection Criteria*. In addition, team composition will be taken into consideration by the Selection Committee.
- 9.3. Final selections will be decided by vote by the Selection Committee. A majority of the Selection Committee must agree on each Athlete selected.
- 9.4. In the event that an Athlete decides not to accept a position in the program, the Selection Committee will select another Athlete on the selection list depending on position and team composition.

10. Injury During Selection Process

- 10.1. In the case where an Athlete participating in the selection process gets injured before the Program selection is announced, the following procedure will be implemented:
 - 10.1.1. If an evaluation of the Athlete has already been done, that evaluation will be considered for the final selection. To be eligible to be selected, the Athlete will have to:
 - 10.1.1.1. Demonstrate that they are following a return-to-play protocol designed by a health professional.
 - 10.1.1.2. Provide Volleyball BC with a letter from their therapist/doctor confirming that they will be cleared to play in a high performance environment in the current season based on the best available knowledge at the time.

10.1.2. If an evaluation of the Athlete has not been completed, an assessment of the Athlete's ability to train and be evaluated by the end of the selection process must be provided to Volleyball BC. The assessment will be completed by:

10.1.2.1. The camp therapist if the injury happens during an official Team BC selection camp, or;

10.1.2.2. The Athlete's personal therapist/doctor if the injury happens outside an official Team BC selection camp.

10.1.3. Following that assessment, three (3) scenarios can be considered:

10.1.3.1. The Athlete is deemed eligible to complete the selection process in which they will follow the normal selection process.

10.1.3.2. The Athlete is deemed unable to complete the selection process but is likely to be healthy for Team BC training. The Selection Committee will consider past evaluations of the Athlete and any information that was gathered on the Athlete before the injury happened. If no past evaluations are available, the Athlete will not be considered for the Program.

10.1.3.3. The Athlete is deemed unable to complete the selection process and will not be healthy for Team BC Training.

10.2. The Selection Committee will involve the Athlete and/or their parents/guardians in their decision to consider the status of the Athlete in the selection process based on the injury assessment. The Selection Committee will make the final decision with the long-term health of the Athlete as the main consideration.

11. Alternates

11.1. The Selection Committee may identify alternates. The decision to select someone from the alternate list to the final roster will be at the sole discretion of the Program Coach.

12. Appeal

12.1. An Athlete may appeal the decision of the Selection Committee in accordance with the Volleyball BC *Appeal Policy*.

Date of Policy: May 15, 2024

High Performance Athlete Identification Matrix

This matrix describes five (5) different stages of skill development in Canadian youth volleyball players. 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.

Skills		What are evaluators looking for?	Proficient 5 (19U PT and YNT Standard)	Advanced 4 (17U PT Standard)	Competent 3 (16U PT Standard)	Emerging 2 (15U PT Standard)	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?	Player is refining all types of serves Main serve is very effective and technique is exemplary Ability to serve the whole court consistently, specifically the gaps between players and open court. Trajectory is flat and aggressive Serve is part of a team strategy. Can serve purposefully and tactically based on opponent's weakness and context of the game.	Player is refining standing float and consolidating jump float/spin Main serve is a very effective jump float or jump spin serve. Can perform both serves with good technique Ability to serve the whole court with some control. Trajectory is flat and aggressive Can serve purposefully and tactically based on opponent's weakness and context of the game	Player is consolidating standing float serve and acquiring jump float/spin Main serve is technically sound and effective. Execution is more and more consistent Ability to serve most of the court including short. Trajectory can be aggressive but not always consistent Can serve with some purpose and starts serving tactically based on opponent's weakness and context of the game	Player is consolidating standing float serve and acquiring jump float/spin Standing float serve is technically sound. Jump float/spin technique is in acquisition stage Technique generally lacks consistency. Has success serving into the court. Less errors. Trajectory still lacks consistency. Serve is often easy to pass Serve is individual and player's skill level doesn't allow tactical serving.	Player is acquiring standing float serve Float serve technique is inconsistent Has some success serving the ball into the court. Trajectory is inconsistent and results in easy to pass serve or high mistakes Serve is individual and does not integrate into a team serving strategy. Player's skill level doesn't allow tactical serving.	
	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 offense?	Player is refining basic serve receive skills and consolidating advanced skills Hand/forearm pass technical execution is exemplary. Spin serve passing is good. Reads the play and the ball as to produce efficient movement to the ball. Passes well outside of body. Body is balanced at contact Ability to pass tactically. Transition from pass to attack is good and consistent.	Player is consolidating basic and advanced serve receive skills Can execute hand/forearm passes with good technique on various types of serves. Acquiring spin serve passing. Reads the play and the ball as to produce efficient movement to the ball. Passes well when outside of body. Body is balanced at contact Good transition from pass to attack. Players starts to pass tactically	Player is consolidating basic serve receiving skills and acquiring advanced skills Can execute hand/forearm passes with proper technique most of the time on medium to hard serves. Free ball passing is good from various positions Reads the play and the ball well but passing outside of body is still difficult. Body is sometimes unbalanced at contact. Developing ability to transition from passing to attack	Player is acquiring basic serve receive skills Technical execution of forearm and overhead pass is good but inconsistent. Reading and tracking of the serve is limiting success Difficulty passing outside of body and seam responsibility is not yet developed Can pass free balls well when little movement necessary. Inconsistent trajectory and location in serve receive	Player is acquiring basic serve receive skills Serve receive technical execution is inconsistent. Serve reading and tracking is limited. Inconsistent trajectory and location of pass on both serves and free balls	
	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 offense? Can the player make proper setting decisions based on the situation, the abilities of their attackers and the opposite team's defensive strategy?	Player is refining basic setting skills and consolidating advanced skills Moves effectively to position themselves under the ball, square to position 4. Setter is consistently in a position to jump set. Release is fast and from a consistent contact point Ability to set tempo balls to all positions of the court (front & back row set) with above average accuracy and consistency Has a strong understanding of tactical setting and how to run an effective offense. Can exploit opponent weaknesses and utilize team strengths. Has ability to see the blockers when making setting decisions.	Player is consolidating basic setting skills and acquiring advanced skills Moves effectively to position themselves under the ball, square to position 4. Setter is in a position to jump set most of the time. Release is fast and from a consistent contact point. Ability to set tempo balls to all positions of the court (front & back row sets), from varying distances off the net with accuracy and good location. Has good understanding of tactical setting makes setting decisions based on opponent weaknesses, and team strengths. Setter uses separation/overload.	Player is acquiring advanced setting skills and consolidating footwork Movement is good, regularly in position under the ball and square to position 4. Contact point is not always consistent and depends on choice of set. Setter uses the jump set regularly and is developing a fast release Can set high balls to all positions on the court in good pass scenarios. Both location and accuracy are consistent from varying distances off the net. Has basic understanding of tactical setting. Setter adjusts strategy throughout the match based on gathered information. Makes occasional decision making mistakes	Player is acquiring basic and advanced setting skills. Movement to the ball is good but inconsistent. Setter is sometimes square to position 4 and often unbalanced which results in inconsistent contact point. Jump set is developing. Can set high balls to all positions on the court in good pass scenarios but is inconsistent with location and accuracy. Has basic understanding of tactical setting. Set location is still mainly based on quality of pass.	Player is acquiring basic setting skills. 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. Bump sets are often used Setter sets high balls. Range, accuracy and location are limited. Does not set tactically. Set location is based on quality and location of the pass.	
	Setting (non-setters, only evaluated 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?	Player refines high ball setting skills and demonstrate certain qualities associated with setters Moves effectively to position themselves under the ball and square to position 4. Can set using hands and arms with exemplary technique. Release is clean, fast and contact point is consistent. Is able to set a hittable high ball to all positions of the court using front and back sets from varying positions on the court. Player reads situations well and makes good setting choices. Player is able to deliver a hittable tempo set when appropriate.	Player refines high ball setting skills Moves effectively to position themselves under the ball and square to position 4. Can set using hands and arms with good technique Is able to set a hittable high ball to all positions of the court from varying positions on the court. Can back set a hittable high ball in certain situations. The choice of sets is consistently appropriate given the context	Player is consolidating high ball setting skills Movement is good, but body position is inconsistent at contact. Technical execution of hand set is proper. Technical execution of forearm set is inconsistent 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. The choice of sets is appropriate most of the time	Player is acquiring high ball setting skills Body position is unstable and irregular. 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 set is inconsistent Ability to back set is limited. Decision making is not developed yet.	Athlete movement is inefficient and results in unstable and inconsistent body position at contact. Technical execution of set is compromised 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 difficulty with setting a high ball Decision making skills are not developed yet	
	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?	Player refines attacking skills Technical execution of the attack is exemplary. Ability to attack with intent, accuracy and velocity. Approach is dynamic and adapted to the set. Ability to efficiently attack different types of sets from different positions on the court. Player terminates points with their attacks. Athlete is able to identify and select the correct offensive choice based on the situation. Can attack with different shots including line, cross-court and block-out.	Player refines basic attacking skills and consolidates advanced skills Approach and arm swing technical execution is good and consistent in a variety of contexts. Ability to attack with intent, accuracy and velocity. Approach is dynamic and adapted to the set. Ability to efficiently attack different types of sets from different positions on the court Athlete is able to identify and select the correct offensive choice based on the situation. Can attack with different shots and when mistakes happen, the execution is at fault, not the decision making.	Player consolidate basic attacking skills and acquires advanced skills. Approach and arm swing technical execution is proper and consistent. Ability to attack with velocity but inconsistent accuracy. Ability to attack different types of sets from different positions. 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.	Player acquires basic and advanced attacking skills Approach and arm swing technical execution is proper but inconsistent due to struggles with adjusting to the set. Ability to attack with velocity highly depends on quality of set. Can attack from different positions but limited ability to hit different types of sets Can hit a limited number of shots with intent. Player struggles to identify and select the correct offensive choice based on the situation. Lack of decision making skills leads to unforced errors.	Player acquires basic attacking skills. Limited ability to attack with intent or velocity. Approach is inefficient and technical execution is inconsistent. Can hit a very limited number of shots. Athlete has difficulty identifying and selecting the correct offensive choice based on the situation. Attacks do not threaten opponent's defence and errors are frequent Limited ability to attack from different positions and hit different sets	
	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?	Player is refining basic blocking skills and consolidating advanced skills Starting position, movement, hand action and reading abilities are exemplary. The player can block tactically in multiple contexts and can execute a triple block. Player can move quickly and effectively in both directions. Can effectively use both shuffle and swing block (crossover) techniques. Player successfully handles overbumps and transitions out of blocking efficiently	Player is consolidating basic blocking skills and acquiring advanced skills. Starting position, movement and hand action are consistently good. Blocker is high, stable with hands across the net, taking options away from attacker. Player is able to read the sets properly most of the time. Player can move quickly and effectively in both directions. Can effectively use both shuffle and swing block (crossover) techniques. Player successfully handles overbumps and transitions out of blocking efficiently	Player is acquiring basic blocking skills Starting position, movement and hand action are good but break down in certain situations. Blocker is stable when reading the set properly. Ability to read the setter is inconsistent. Player can move in both directions and use both shuffle and swing block (crossover) techniques but with some inconsistency Player can handle overbumps but transition out of blocking is often slow	Player is acquiring basic blocking skills Starting position, movement and hand action are proper but inconsistent. Blocker is often unstable and hands do not penetrate very far across the net. Limited ability to read the setter. The player often anticipate the sets and gets caught out of position. Player can move in both directions but is not comfortable with both shuffle and swing block (crossover) techniques Player does not take advantage of overbumps and is inconsistent with transitioning out of blocking	Initiation to blocking skills Limited ability to identify opponents offense. Decision making is very late and often inappropriate. Blocker is unstable and hands do not penetrate across the net. Can not move efficiently in both directions and can only use the shuffle technique. Player struggles with transitioning out of blocking	
	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?	Player refines defensive skills Always in a state of readiness to defend. Reading abilities, movement and defence technique are exemplary. Ability to effectively read the opponent offense and adjust initial position as well as defence position to create a positive contact. Player has very good touch on the ball. Constantly digs difficult attacks as well as rolls and tips in a way that allows the team to transition into an attack.	Player consolidates defensive skills 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 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	Player acquires defensive skills Regularly in a state of readiness to defend. Able to read the opponents offense and move to correct location most of the time. Sometimes is out of position Often digs difficult attacks and can go to the floor to 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	Player acquires basic defensive skills Ready position is good but inconsistent. Player starts to be able to read the opponents offense but struggles to move efficiently and is often out of position. Can dig balls that are on body but struggles with outside of body digs. Player struggles with chasing balls. Quality of defence is inconsistent and sometimes lead to positive transitions	Initiation to defensive skills Does not demonstrate readiness to defend. Does not identify opponents offense very well. Often out of position in defence or in movement at the time of the hit 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
		Height	199+	189+	194-198	183-188	174-183	172-176
		Block Touch	321+	284+	311-320	276-283	290-299	265-270
		Spike Touch	341+	305+	331-340	296-304	305-320	277-287
		Vertical (spike-reach)	91+	76+	84-90	69-75		54-60
		Serve Velocity (km/h)						
		Spike Velocity (km/h)						
Agility (sec)								
Psychological	Communication	Ability to communicate openly and honestly to create a shared understanding of objectives, strategies, and to accelerate learning and development						
	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						
Other Assessments	High Performance Potential	Potential is the perceived likelihood that a player will be successful at a higher level of the high performance pathway in the future based on the qualities they currently demonstrate. An athlete is perceived to have potential if they demonstrate exceptional levels of performance in one or more of the assessment areas (Technical & Tactical, Physical, Psychological, Life Skills)						
		No coaches or evaluators can accurately predict who will actually reach higher levels of play but the following characteristics have been linked to higher chances of advancing in volleyball.						
		The athlete's technical and tactical skills are exceptional and beyond the standards for the expected developmental level						
		The athlete's physical abilities are exceptional and well beyond standards for the expected development level						
The athlete's cue reading and decision making abilities are exceptional and well beyond standards for the expected development level								
The athlete demonstrates exceptional understanding and proficiency in certain life skills and psychological skills								

*The Athlete Evaluation Matrix was a collaborative project developed by a Volleyball Canada working committee that consisted of technical staff from Volleyball BC, Volleyball Alberta, Volleyball Saskatchewan, Volleyball Manitoba & Ontario Volleyball.