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**Asking, Answering and Addressing the Question:**  
“Does the capability of mastering a given motor skill exist?”

**Lessons Learned**

- Innately gifted incoming freshman  
  - “Plug’em” in with upperclassman  
  - Assume capabilities exist  
  - Early 80’s female horizontal jumpers  
  - Decorated recruit joining veteran senior

- Returning Veterans  
  - Rush to “move on.” Patience is a virtue.  
  - Lump together. Coach event and not the athlete.

- Elites  
  - Capable of producing big force.  
    - Can they utilize force?  
    - Can they line things up?  
    - Can they handle force and avoid injury?

**Asking the Question**

As coaches we must “see the trees for the forest.”  
Some are strong and healthy; some are weak and diseased.

We do this through:

- **Testing**  
  - Baseline Field Tests  
    - Power Tests; OVBSP, SLJ, STJ, VJ/3 Step VJ, 30m, Fly 30m  
    - Stamina Tests; 20” run, 45” run, 90” box jump  
  - Jump Mat Test; quality of contact, amortization, injury prevention  
  - Strength Testing  
  - Body Composition Testing

- **Individual Goals Meetings**

- **Critical Observation**  
  - Running Mechanics; High jumpers that are “toers”  
  - Balance  
  - Posture; pelvic tilt influencing frontside/backside mechanics, takeoff mechanisms, firing order  
  - Repeatable due to strength and/or stamina issues
Answering and Addressing the Question

- Interpret information obtained from testing, discussions and observations

- Evaluating strengths and weaknesses
  - Our philosophy is to emphasize strengths and work over time to eliminate weaknesses

- Create plan of attack for addressing deficiencies while we concurrently maximize strengths
  - We must make calls regarding what battles are worth fighting

- Avoid getting overwhelmed!
  - After gathering all this information we have to keep in mind why we asked the question in the first place
  - Now we must remember to “see the forest for the trees”
  - Even masterpieces have blemishes

- If we don’t manage effectively this process we may become tempted to stop asking the question

Ultimately the athlete wants to let go, to accept a plan and to trust in the plan.