DEVELOPMENTAL CONCEPTS FOR CONSTRUCTION OF THE FIELD EVENTERS TRAINING YEAR

By Dan A. Pfaff

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The training process for developing young field event athletes is a rather complex bending of logical, biological, physiological, biomechanical and educational principles. As scientific knowledge continues to grow, so must the coach's systematic and methodical approach towards training. There is no concrete blueprint for the evolution of young field eventers but there are some fundamental principles that surface under close scrutiny of consistently successful programs. It is the goal of this presentation to spurn some much needed activity in the research and design of training systems for athletes encountering the environment and times at hand. Ideas presented and shared should not be applied indiscriminately but implemented only after careful analysis of the athlete's needs and abilities.

The core of any training plan is that of improving the athlete's physiological state of readiness. Many forms of training exist in this sense but a synthesis of methods will lead one to a classification scheme of basic biomotor qualities. These qualities include:

1. Speed
2. Strength
3. Coordination
4. Flexibility-Mobility
5. Work Capacity

Methods for the Biomotor Development of Field Event Athletes

I. Speed

A. Acceleration Runs (5-30m)

B. Maximum Speed Runs (30-80m)

C. Speed Endurance (80-150m)

D. Light Implement Work

E. Heavy Implement Work

F. Imitation Drills

G. Speed Bag

H. Jump Rope

I. Multiple Jumps with Approach

II. Strength

A. Work Capacity / General Strength (Hypertrophy Lifts, Circuit Training, Stage Training)

B. Absolute and Relative (Lifting, Multiple Throws, Multiple Jumps)

C. Static arid Dynamic (Postural, Stretch-Shortening, Isometric)

D. Eccentric (Lifting, Multiple Jumps)

E. Power (Lifting, Multiple Jumps, Multiple Throws, Sprinting, Throws)

F. Special (Event Specific Exercises)

III. Coordination

A. General (Agility Drills, Balance Exercises, Gymnastics, Multiple Throws & Jumps)

B. Event Specific (Technical Work, Imitation Exercises)

IV. Flexibility - Mobility

A. Static (Fundamental Stretching, Yoga, PNF)

B. Dynamic (Sprint Drills, Joint Isolation Movements, Tubes)

V. Work Capacity

A. Extensive Activity (Short Recovery Activities)

B. Aerobic Activity (Games)

C. Event Specific Endurance

The Periodized Year

A good number of the activities used to improve athletic readiness fall into crossover classifications with their impetus being linked to the stage of the athlete‘s developmental process. Key points to consider in designing a program are:

1. training age;
2. biological age;
3. time of the training year; and
4. goal of the training year.

Physiological advancement also demands stimulus, adaptation, and restoration. Static, mass applied approaches often lead to injury or less than optimal performances.

Principles for constructing the training plan as presented here center round loading, compatible, and complimentary concepts currently being utilized in today’s better systems. The cornerstone of this approach is the **principle of increasing demands**. Stimulation and adaptation for higher levels only occurs when new, different, arid higher demands are placed upon he organism. We must be aware of the fact that a change of a particular variable will correspondingly change the demands of all the other qualities even if they are left unchanged. Volume, intensity arid density variance account for the bulk of demand stimulus. Various cycles and waves for the interaction of these characteristics can be found in the literature. The essence of these works is that change is systematic and never random.

A closely related principle is that of **continuous load demand**. Interruptions, discontinuations, and less than optimal transition periods can create havoc with peaking and injury prevention. Injuries, restoration periods, off seasons, etc, must be dealt with in as detailed manner as the competition phase of the training year. Recent awareness and misuse of restoration has now resulted in a population of athletes suffering from acute relieving syndrome, Athletes with higher training ages will suffer much less from unplanned breaks than those of a novice standpoint. A planned retracing of earlier training is recommended for the young developing athlete who encounters unplanned interruptions.

A coach when establishing the training year must identify key competitions and

peak requirements before the construction of the schedule commences. Working backward a systematic arrangement of periods, phases, mesocycles. microcycles, and sessions can then be formulated using peak requirements as the target goal. This process is referred to as the principle of **cyclic arrangement of load demands**. A recent surge of material has surfaced during the past few years dealing with this approach to program design. It has its foundation in demographic research of numerous training systems and simply implies that one can not train indiscriminately in a hope for peak results. Each wave or cycle has unique requirements and logical progressions onward during the training year. As stated earlier, there are no cookbook answers for solving the problems of when to do what and where but this approach does give the coach-athlete system a scheme or blueprint.

Program analysis of this periodized plan during and after the training year will help in eliminating overtraining, undertraining, and inconsistent performances. This approach also enables the enterprising coach to have access to a common language used by many coaches all over the world. Comparisons, dialogue, and research spring forth much more freely when a large population is operating from a common communication system.