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**Oleksandr Krasilshchikov** is a Professor in the Exercise & Sports Science Programme at Universiti Sains Malaysia. His areas of expertise cover Training and Exercise Methodology, Talent Recognition and Development, Performance Analysis and Coaching Science. Teaching experience includes the Kiev State Institute of Physical Culture as a lecturer, senior lecturer, and associate professor from 1982 to 1993. His applied science experience in 1993 to 2002 involved work with Sports Authority of India as Training Methods Expert in charge of talent identification schemes and coordinating scientific support to the National Teams in more than 10 different sports in preparations to 1994, 1998 and 2002 Asian and Commonwealth Games and 1996 and 2000 Olympics. He is American Council on Exercise certified Personal Trainer, Lifestyle & Weight Management Consultant and Health Coach. He has been a recipient of Teaching Excellence Award in USM in 2006, best paper awards at the International Conferences in 2008 and 2013. He has authored 90+ journal articles, five book chapters and three books on Exercise and Sports Training Methodology. His membership in professional bodies includes European College of Sports Sciences, Asian Council of Exercise & Sports Science, and National Association for Physical Education & Sports Science of India. He is a PhD thesis external examiner for more than 10 Universities in 4 countries.

## **Long Term Athlete Development: How Smooth is Transition from One Phase to Another?**

Long Term Athletic Development Patterns have been explained, discussed and debated for many years first among the coaches, shared later with sports scientists who eventually have been publishing papers and book chapters related to the topic (Harre, 1971; Platonov, 1984; Singh, 1991; Bompa, 1994).

The logic of the issue never radically changed in time, although certain modifications and new ideas have emerged from from one author to another (Balyi, 2005). It typically revolves around certain stages or phases of training which are usually defined as Foundational/Initiation training, followed by General/Basic training before becoming Specialized or Advanced training and eventually getting transformed into High Performance or Masters' training. Each phase is typically associated with certain age of the athletes (but surprisingly not always with their sport of specialization, whereby the age of recruitment differs significantly) and with certain time allotted to each phase of long term training.

Some authors describe the contents of training, expressing it in training hours and also in percentage of training time dedicated to major training factors, i.e. physical, technical, tactical, theoretical and psychological with some (Krasilshchikov, 2014) also quoting integral training as one of the major factors and distinguishing training loads volume from competitive load volumes (Platonov, 1984). All of them unanimously support smooth transition from phase to phase and sort of smooth and steady progression from one phase to another. Practical training and coaching shows however completely the opposite.

Surprisingly, none of the researchers in the field of Training Methodology paid any attention to what happens while transiting from one age group to another in terms of training and competing adjustments. No one ever raised a research question on what happens for instance while progressing from U-14 age group to U-17 age group in terms of training loads, weight categories, strength and conditioning, nutrition and eventually performance structure. More importantly: how do those adjustments reflect on within the training phase load distribution and dynamics and also on between the training phases links and associations.