

The following information is offered to help coaches get more learning into a workout and provide continuity for the entire program. It is not a coaching book but, rather, just many of the key points about the coach's training job. You should make every effort to add to your knowledge by reading the latest coaching books, even those not for volleyball, and by attending clinics.

### **Communicate!**

Make sure to communicate with your players and parents on and off the court - with your area's coaches, to learn from those more experienced and to teach those who are less. Communication is vital to every program's success.

USA Volleyball offers a multi-level coaches' certification program. Your organization can host such a clinic, which can be a small fundraiser, as well as a great service to the volleyball community in your area. Contact the national office in Colorado Springs at 715 S. Circle Dr, Colorado Springs 80910 (719) 288-6800 if you are interested. Other clinic opportunities ranging from half a day to a week are offered by USA Volleyball region. These clinics can be arranged to help develop not just your volleyball program, but the school teachers, recreation instructors and other people who are already teaching the sport to the youth.

Before we get any further, remember, this is a game and should be fun. Make sure to plan for fun in your workouts. Enjoy the athletes and the coaching process for it helps you and your players. The respect you need cannot be forced; it comes by being consistent, honest, warm, enthusiastic and confident in behavior. And make sure to be yourself! Some sports like tennis and skiing have the luxury of inherently having 100 percent participation. In volleyball, do your best to see that every player is involved nearly as much. Make sure to plan for safety each and every workout. If you haven't already, you should at least take a first aid course for your sake as well as your players.

### **POSITIVE DISCIPLINE GUIDELINES**

While lists concerning complex subjects rarely can be considered complete, lists can help simplify and organize what might otherwise be an overwhelming amount of material. Here are simple guides which can influence discipline:

- Establish your authority early. In other words, be prepared; know what you want done; confront discipline problems early before they get out of hand.
- Relate in a warm, natural way, but without ever being a peer.
- Get to know all of the athletes by name and develop an understanding of their individual and collective personalities as quickly as possible. The best coaching behaviors are those that are clearly directed at specific individuals.
- Minimize verbalizing. While you are speaking, your athletes are less likely to be involved and participating. Furthermore, effective communication is based as much on effective listening skills as on verbal skills. Talk with your athletes not *at* them.
- Avoid screaming. A fair, confident request or statement is usually far more effective than violent, threatening demands.
- Avoid sarcasm. Show the same respect that you wish to receive.

- Use corrective behaviors which are different from the ordinary. The greatest impact is usually achieved by such behaviors. Silence, a sharp command, a scowl or a simple clap of the hands are all effective means of correcting misbehavior in the proper circumstance as long as they are not used repeatedly.
- Try to view the problem from the athlete's frame of reference and always keep in mind the possibility that something you are doing may be the cause. Assume initially that there had to be a justifiable reason.
- Avoid public criticism. Although public praise can be very effective, public censure is usually a poor choice of action. It frequently forces the student to react defensively, which creates a worse problem than the one the teacher originally sought to correct.
- Develop a direct and sincere approach to praise. If an athlete is told what is good and why, there is a greater likelihood that the approved behavior will be repeated. However, a mere "okay" or "good" really says nothing and soon has little or no effect on the athletes. Do not give praise when it is undeserved, it must be an earned reward.
- Have a sense of humor but do not make learning a joke or use humor which depreciates either yourself or the athletes.
- Be enthusiastic and encourage enthusiasm.
- Be fair with attention, praise and opportunities. Fairness does not necessarily mean equal but rather that every athlete has an equal opportunity to earn such attention or praise within their own skill or maturity level.
- Give your athletes your complete attention when you are speaking to them. Such attention is a sign of respect for both the athlete and what that athlete has to say. Those who wish to receive respect must be willing to give it.
- Say "no" without feeling guilty; say "yes" without feeling resentment. If you are uncertain what you wish to decide, say "I'll think about it and get back to you by..." Then follow through by the deadline.
- Do not be afraid to say "I'm sorry", "I don't know" or "I made a mistake" when it is appropriate to do so. Acknowledging errors without being apologetic will usually enhance your credibility not detract from it.
- Delegate responsibility in doses which your athletes can handle and from which they can learn. Most athletes will live up to your expectations if your expectations are based on a realistic assessment of their skills and maturity.
- Be predictable. Predictability does not mean that your behavior is always the same. It means that your reactions to your athletes' behavior are consistent.
- Be a model when it counts -- when there is pressure.
- Discipline quickly and briefly without holding a grudge. Welcome the athlete back to your coaching as an equal member of the team once the punishment has been administered.

## **SEASON ORGANIZATION OUTLINE**

### **I. Practice schedule**

As the head coach it will be your responsibility to determine an appropriate practice schedule for the team. The following criteria should be considered in your decision.

- A. Age group.
- B. Previous experience and motivation.

- C. Level of commitment considering other activities they are involved in.
- D. Your ability to consistently attend practice. A consistent reliable schedule with less practice is better than an unreliable schedule.
- E. Consider starting with one practice per week for the first few weeks, the second practice time to be determined so the players can prepare for it.
- G. Parental approval of the schedule
- H. Options for two times per week.
  - 1. Two nights during the week such as Monday/Wednesday or Tuesday/Thursday a mix of those two causes additional conflicts.
  - 2. One night during the week and a weekend morning or afternoon
    - a. Less interference with studies hence greater parent approval
    - b. Gym space available
    - c. May permit two sport athletes to attend on weekends
    - d. Often conflicts with family outings
- I. Cyclic training schedule
  - 1. Pre-season
  - 2. In-season
  - 3. Post-season
  - 4. Off-season
- J. Technical and skill development over physical conditioning
- K. Continue traditions established by founding program staff

## **II. Competitive schedule**

- A. There will be a full schedule of tournaments to choose from
- B. You need to plan a competitive schedule with the following in mind
  - 1. Budget
  - 2. Number of tournaments to correspond to players' motivation to play
  - 3. Enough tournaments to keep them motivated but with solid practice stretches for player improvement.
- C. You have to determine attendance requirements in conjunction with the formation of your practice and competitive schedules.
  - 1. Each coach has his or her own way of handling this matter. The common ingredient for success is consistency.
  - 2. Make sure that not only the players but the parents know exactly what is expected of them and what the consequences are.
  - 3. Be firm, but do not use a punishment that you do not want to have to live with.
  - 4. Make it clear and attainable.
  - 5. Allow for player influence in setting guidelines.
- D. Determine the group's desire and commitment to attend a season ending national tournament like a festival or the USJOV Championships. Be sure they understand the dates and the financial commitment to attend.
- E. Competitive organization

1. Schedule of events
2. Travel organization
  3. Directions to sites
  4. Phone numbers of tournament directors
  5. Equipment, ice chests, uniforms, clipboards, etc.
  6. Plans for eating

## **PRACTICE OUTLINE**

### **15 minutes before warm-up**

Begin court set up. All athletes present should help in seeing that the net has been safely set up, the antennae attached, the balls put out and the floor cleaned (carpet dashes in warm-up could also be used to clean a floor). It is the responsibility of the coach however, to set up the net, with or without help.

### **10 minutes before warm-up**

Taping of any players needs to be finished before the warm-up begins. If your team needs taping, make arrangements to have this done by the start of the warm-up. Prepare for the set up of the middle of the court net system.

### **5 minutes before warm-up**

See that all players are present; assist in final practice preparations.

### **Zero Hour**

Routine warm-up begins on court or in a safe, volleyball court size area. This established pre-match/practice routine should take no longer than five minutes and should include the following:

#### **Warm-up**

- \_\_\_ Over net/ rope short court games
- \_\_\_ Brief dig to self, triples pepper on the half court, hitter's arm still follows through, get set hop. One minute of one-armed control.
- \_\_\_ If more than a couple of minutes of pepper is desired, use monarch of the court, digging to the setter slot and hitting from the behind the 3 meter line to backrow defenders.
- \_\_\_ Use the net as much as possible; make the warm-ups as game like as possible

## **DRILL CREATION**

Every practice should include the basic skill drills listed below, or a build-up modification of the drill. Keep in mind that your time in the gym is to be spent doing *game-like* drills. Your players are getting plenty of non-game-like skill learning away from the gym when they practice by themselves, alone against a wall, or with the one partner they might be lucky enough to find. You must not further develop these back and forth skill habits. Instead, you must use your brief time in the gym to develop habits where the angle of the ball's flight changes and the ball does not go back to where it came from. Players trained primarily in partner drills, especially beginners, commonly send the ball right back over the net, as this is the motor program acquired. Start and keep your teams on the right track by teaching the game's angles and reactions that will transfer to success when competing.

All coaches use drills they have seen in books or have seen other coaches use, but you need to apply the same criteria to a borrowed drill that you apply to a drill you make up. We want to be teaching skill knowledge, not drill knowledge.

For some examples of good animated drills, see Drills section of this CD.

### **Creating drills to meet your objectives**

- \_\_\_ Calculate the number of desired repetitions in the time you wish to devote and consider how many each player will get. It is essential that enough repetitions be available per player.
- \_\_\_ Check on how closely the drill imitates a game situation. Require the player to perform the skill with the same timing required in a game. Be sure that there is a defined objective or target.
- \_\_\_ Consider the time between repetitions for each player. Keep this time short to allow for immediate positive feedback from one repetition to another. Use small groups.
- \_\_\_ The ideal passing drill, is a pass-set-hit drill. The ideal hitting drill is a pass-set-hit drill. Do you understand what that means? Do not artificially terminate a drill too often. When hitting, you should use blockers most of the time during hitting practice, because it is necessary to simulate game conditions.
- \_\_\_ Work in transition as part of every drill.
- \_\_\_ Consider the space requirements, number of balls and shaggers duties for every drill.
- \_\_\_ Allow for an acceptable degree of success in every drill.
- \_\_\_ Limit one contact, wait four or more turns for next contact or drills.
- \_\_\_ Stay out of drills, including any tossing, so you can coach.
- \_\_\_ Never touch the net; avoid running under the net.
- \_\_\_ Limit all single and partner drills and off-court “extra training” stations
- \_\_\_ Maximize meaningful contacts; three or more players in most drills.
- \_\_\_ Vary ball toss positions, timing and toss heights, not the mechanics.
- \_\_\_ The sooner the first contact in a drill is followed by second, the better, except if the drill becomes frantic.
- \_\_\_ Always stress movement to and through the ball; targets should try to catch the ball before it hits the floor.
- \_\_\_ Stop drills while intensity remains high.
- \_\_\_ Stop drills short of fatigue, which is detrimental to learning.
- \_\_\_ End the drill on a positive note.

### **Build All Skills Efficiently = BASE Drills**

There are many skills and reactions to learn in volleyball. Too many coaches continually change the drills, rather than increasing the skill level of a player in the same drill. The end result is that these players learn many drills and drill mechanics, like where to rotate and where to catch the ball, but their skills do not

improve! Don't waste precious time teaching 25 setting drills. Stick with a basic two or three BASE drill format for the skill.

Don't feel obligated to coach all the time! In fact, your instructional time should take up no more than 25 percent of practice. This includes the time spent teaching the drill mechanics in addition to skill demonstrations. The vast majority of your practice should have the players actively learning, for that is when and where your players will improve their performance.

In this light, keep your athletes out of large groups and long lines. Break up your groups into four groups of three, three groups of four, even two groups of six. Stay away from 1 group of twelve until scrimmage time. Set up skill stations that the groups rotate to, or have them share the court with other groups. Activity does not mean running in a line, for it is still a line. The Chinese said it best: *"I hear and I forget - I see and I remember - I do and I understand."*

#### **Vary the BASE drills demands by:**

- **The height of the ball's flight.** A lower ball gives less reaction time. Higher than normal ball flight is also a new challenge to master.
- **The distance the player must move to touch the ball.** This teaches players to move and extend their limits in performance of each skill. This movement should also include jumping, as in jump setting.
- **The starting position of the drill.** Tossers can move around, both on or off the court, and toss the ball into the drill from game like places as though the toss was the first, second or third contact.
- **The combination of skills.** Keeping the drill game-like, you must make sure to develop the game's combinations of skills. The key pattern to improve is the Pass (Dig) - Set - Attack combination. However, developing good first and second ball attacks is also important. Use all or part of the transition in a skill or combination to increase the difficulty.
- **The goal level of the drill.** Vary the time allowed, the percentage level required and the number in a row of "perfect" (you define perfect) skill executions necessary for success. Use a "lucky number" and set peer pressure goals. Using competition between groups doing the same drill can be a very powerful motivator.
- **The skill in the drill.** There is a long checklist found in this section from the book that lists most of the options players need to learn for each skill. Once a player can front set, add the backset, then the jumpset, then the jump back set and so on. Emphasis should be on perfection of the fundamentals while developing all the other possible skill options volleyball may demand.
- **Teamwork and tactics.** Drills go beyond mere combinations to include the *tactics* that you must have for your own team and the individuals who comprise it. Team transition knowledge and technique are vital for success. Work in the mental side of the game, concentration and confidence. Develop the team's fighting spirit, attitude and unity every chance you get.

Once a high level of success is consistently reached in a drill, the changes mentioned above can be used to bring the success level back to medium. These changes can also be used to individualize a drill -- a must in keeping up all athletes' success levels. Learning efficiency improves if there is a routine to the mechanics in your drills. This enables players can focus on learning and improving skills, not new drills. Challenge each player to challenge him or herself if the drill is "too easy."

#### **Allow for comparison**

You want to allow for efficient comparison between each contact. Hitting a ball then shagging and waiting a dozen turns before you hit again is not very efficient. For the most part, the sooner the second contact follows the first, the better the chance to compare. Frenzied defense drills go too far the other way, where the player has no chance to see how he or she has done before the next ball must be handled. Develop

drills where the player stays in a position for a while, or repeats similar to skill demands rather than drills where players wait eleven, touch one, wait eleven times. Standing in line should only happen as time for recovery from an intense workout period, not from poor practice planning or a lack of equipment.

### **Stay out of the drills**

Your job as a coach is to stay out of most drills, so you can coach. You are an important role model, but also a skill model. Even if you cannot play the game well, you should be able to show what needs to be done, even without the ball. You should model what you want with most every explanation. Especially with beginning motor skill learners, your words have little meaning. They can learn to toss well in a short amount of time, and if you don't think they can, then how will they ever be able to meet the tougher demands of rebounding the ball? Your drills should permit you to move around and coach, not be the bottleneck to meaningful contacts. If the coach is the only tosser, there is but one ball in play at a time, and the drill must grind to a halt every time the coach wants to model something or talk to a player.

By being out of the drills, you will also be better able to visually supervise the entire practice. This will allow you to nip possible discipline problems in the bud. It also allows your attention to better serve as well as being a motivator. In this regard, it is important to position yourself, when giving individual instruction, so that you can still observe as much of the workout as possible. Don't catch yourself instructing with your back to the rest of those practicing. This key coaching positioning habit also serves to focus the athlete's attention on you as his or her back will be to the others.

### **Model often**

Your modeling is a form of feedback, an external form. Videotapes are another. You want to make sure the vast majority of your feedback is specific. It also is best if it is immediate and frequent. "Good hit," is not specific, "Way to move your arm fast" is specific. You should develop individual "keywords" for the actions and motions you seek, and use these when needed. "Ball shaped hands" for all players setting is an example. However, you are cautioned not to think that frequent means continual, for it does not. Standing by a player and giving five kinds of specific feedback in less than a minute is unproductive. Give players something to think about then leave them alone for a few trials, before offering the same or additional feedback.

### **Develop self-feedback**

The best kind of feedback is internal where the player monitors his or her performance. To help develop this kind of feedback in drills, and so the player can correct their own actions in the heat of competition, *ask questions, rather than dictate your desires*. If a player is not extending, don't yell at him/her to extend, just ask him/her if he/she is extending. Many times players think they are doing what you want when they are not. Once they can feel what is correct, they can also make performance improvements even when you are not telling them what to do. Internalize feedback in your players.

### **Basic skill drills and mechanic guidelines are:**

#### **Passing Triangles**

- Receive three-quarter of all balls from deeper in the court, only a quarter near net.
- Penetrating setters pass short only.
- Catchers/setters return to setter slot always.
- Tossers/servers stay in area 1.
- Hitters must get to proper approach starting position before setter touches the ball.
- Two balls may be better because they maximize the number of contacts.
- Teach players to move! Run past the ball, never knee slide.
- The ball must come over the net every time.

### **Serve - often - Two Minutes**

- After every drill.
- Hard and flat from all endline areas.
- No spin on ball, unless jump serving.
- Run to defensive area.
- Stand back, when possible, from endline.
- Game-like delays and 100 percent serve in times.

### **Setting Triangles**

- Setters at net or penetrating and/or covering.
- Receive balls from all five common areas of the "W" formation serve receive pattern.
- Develop backset and low "2" set early.
- Keep ball a meter off net.
- Standing with 3 meter line like sets
- Hitters set with either move off net from a block or passing backrow.
- Bumpset or handset, the ball must be hittable both on and off the court.

### **Front and Back Hitting With Blockers Optional**

- Setter tosses/ hits to passer/digger.
- Cross and same side passes.
- Hit 3 meter line first and every practice then move closer.
- Blockers watch hitter, not ball.
- Position cross court or favorite hitter's shot.
- Hands penetrate to area 6.
- Hitters hit lots of line and roll shots.
- Good set, *Tip/Bad set Hit* principle.
- Angle to the ball and follow through.
- Jump so ball is positioned neutrally, able to hit all options.
- Use wipe shot if ball is set tight, don't practice burying the ball.
- Players covering call angle or line.
- Swing faster to hit higher or when hitting line.
- Hitter setting drills, from sidelines and backcourt.



### **Plus 8/10/12 Defense**

- Arms *out front* and *kept extended* on all digs.
- "J" stroke or whatever to dig ball *up*.
- Dig high enough for second contact recovery.
- Play ball just off floor.
- Touch the floor after or as you touch the ball.
- No diving, unless one arm stays extended.
- Go for every ball - relentless pursuit.

Other warm-up drills are important, and we urge you to list any that you feel are important; but these are the key practice drills that should be developed quickly into combination drills.

### **Cool down procedures**

These should be about five minutes in length. Include a full court "rag doll" jog round the court, stretching in a team circle, some sort of massage, and a fun, "up" ending. Players living reasonably close by should stay to assist in equipment takedown.

### **Team systems**

While beyond the scope of this book, one key point must be made even here. You must *create what you need*, in not only individual skill development, but in team system creation. Please study what other coaches have done. Look for ideas not only in volleyball, but in other sports as well. Please try to create the best system for each group, rather than force every player into a system. Some years you will have plenty of tall players, other years you won't. Your defenses and offenses need to adjust. While all players can hit, they may not all be able to block. You must be creative, so that all can contribute to their maximum.

## SKILL OPTION CHECKLIST

### PASSING

- |   |  |                                      |                                      |
|---|--|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Forearm          | <input type="checkbox"/> Serves            | <input type="checkbox"/> Alone       | <input type="checkbox"/> High passes |
| <input type="checkbox"/> Overhead         | <input type="checkbox"/> Free Balls        | <input type="checkbox"/> With others | <input type="checkbox"/> Low passes  |
| <input type="checkbox"/> Reverse overhead | <input type="checkbox"/> All out run-pasts | <input type="checkbox"/> "J" strokes |                                      |

### SERVING

- |                                     |                                      |                                  |                                     |
|-------------------------------------|--------------------------------------|----------------------------------|-------------------------------------|
| <input type="checkbox"/> Underhand  | <input type="checkbox"/> At endline  | <input type="checkbox"/> Short   | <input type="checkbox"/> Floater    |
| <input type="checkbox"/> Overhead   | <input type="checkbox"/> Off endline | <input type="checkbox"/> Deep    | <input type="checkbox"/> High spin  |
| <input type="checkbox"/> Roundhouse |                                      | <input type="checkbox"/> Corners | <input type="checkbox"/> Jump serve |

### SETTING

- |   |                                       |   |                                    |
|---|---------------------------------------|---|------------------------------------|
| <input type="checkbox"/> Setters on net           | <input type="checkbox"/> Back sets    | <input type="checkbox"/> Jump sets      | <input type="checkbox"/> Vocalize  |
| <input type="checkbox"/> Setters moving off net   | <input type="checkbox"/> Bump sets    | <input type="checkbox"/> Dump shots     | <input type="checkbox"/> Cover     |
| <input type="checkbox"/> Non-setters after block  | <input type="checkbox"/> On ground    | <input type="checkbox"/> One handed     | <input type="checkbox"/> Play sets |
| <input type="checkbox"/> Non-setters from off net | <input type="checkbox"/> Run throughs | <input type="checkbox"/> Out of net     | <input type="checkbox"/> "Line!"   |
|   | <input type="checkbox"/> Side sets    | <input type="checkbox"/> Check blockers |                                    |

### HITTING

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> Back row                        | <input type="checkbox"/> 3-meter attack line       | <input type="checkbox"/> Left side                  | <input type="checkbox"/> Crosscourt                   |
| <input type="checkbox"/> From setter at net              | <input type="checkbox"/> Right side                | <input type="checkbox"/> Line shot (twist/fold)     | <input type="checkbox"/> From blocker at net          |
| <input type="checkbox"/> Middle                          | <input type="checkbox"/> Spin tip                  | <input type="checkbox"/> From back row on court     |   |
| <input type="checkbox"/> Swing                           | <input type="checkbox"/> Cut shot                  | <input type="checkbox"/> Open handed tip            | <input type="checkbox"/> Doubles play shots           |
| <input type="checkbox"/> High outside one meter off net  |  | <input type="checkbox"/> Wipe shot                  | <input type="checkbox"/> Standing spike from anywhere |
| <input type="checkbox"/> Seeing blockers                 | <input type="checkbox"/> Bad sets inside/outside   |   | <input type="checkbox"/> Hitting edge of block        |
| <input type="checkbox"/> Call for own set choice         | <input type="checkbox"/> Good=TIP, Bad=Hit         |   | <input type="checkbox"/> Low sets outside (4, 3)      |
| <input type="checkbox"/> Arm warm-up                     | <input type="checkbox"/> Low sets inside (3, 2, 1) |   | <input type="checkbox"/> Create Arm Distance          |
| <input type="checkbox"/> Footwork fakes(Parallel to net) |  | <input type="checkbox"/> Footwork inside-out/out-in |   |
| <input type="checkbox"/> Pumps                           | <input type="checkbox"/> Slides                    |   |   |

### DEFENSE - SMILE on every dig and in every digging drill

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 1 on 1 Blocking | <input type="checkbox"/> Rolling for tip    | <input type="checkbox"/> Power dig                   |
| <input type="checkbox"/> Middle Blocking | <input type="checkbox"/> Pancake for tip    | <input type="checkbox"/> Drop to one knee            |
| <input type="checkbox"/> Tandem blocking | <input type="checkbox"/> Get-set hop        | <input type="checkbox"/> Extension and recover       |
| <input type="checkbox"/> Stack blocking  | <input type="checkbox"/> Reading the hitter | <input type="checkbox"/> Overhead digs               |
| <input type="checkbox"/> Soft Blocking   | <input type="checkbox"/> Playing out of net | <input type="checkbox"/> READING, not reaction       |
| <input type="checkbox"/> Power dig       | <input type="checkbox"/> One arm run-pasts  | <input type="checkbox"/> Recovery of second ball     |
|  |   | <input type="checkbox"/> Three-person pepper options |

## LEGAL DUTIES

### The big question

One of the questions most often asked by coaches concerning legal issues today is, "What are my legal duties as a coach?" The courts themselves never put legal duties in these areas exclusively, but regarded all responsibilities of coaches for the safety of their student-athletes as legal duties in themselves.

For example, matching competitors for equality in competition was regarded as a supervisory duty, but is not a legal duty in itself. This is true of many other areas of responsibilities that would generally be included in the broad areas of supervision, instructions and facilities, and equipment. In one sense this has simplified the problem of determining what are the legal duties of coaches specifically identify duties in which coaches have been held liable.

A study of court cases in which coaches have been sued does reveal exactly the situation in which the coach was involved and the specific charges against him and/or her. These cases help identify legal duties of coaches according to these cases, the legal duties include.

- 1. Duty to properly instruct.** The Thompson case pointed out the importance of knowledge of and teaching of proper and correct techniques, but also the importance of teaching skills in a progressive manner. In other words, he/she must build from the simple to the complex in teaching skills. A coach cannot begin the first day of football practice with live tackling. Foot position, body position, head position and other elements of correct technique in tackling must be taught first. This principle applies to any technique in any sport.
- 2. Duty to warn of the inherent dangers in a sport.** A general axiom is that a person cannot assume the risk in a danger he does not know.
- 3. Duty to provide proper supervision.** The duty in supervision is a vast one. It includes inadequate supervision as well as lack of supervision. We are now beginning to see cases concerning the lack of sufficient number of supervisors. This is of concern to coaches because there are no specifics as to how many coaches are needed for a certain number of athletes.

*Any responsibility for the safety and welfare of an athlete that a coach may have is a legal duty.*

- 4. Duty to provide a safe environment.** This is a comprehensive area that includes a provision of safe facilities and equipment. Facilities need to be properly designed, constructed, maintained and used. The last statement means that a facility should be used for what it was intended to be used. If a facility is utilized for activities other than for what it was designed, one must be able to justify why and how it is safe for that activity.

Protective equipment must be mandatory when required for safety. It should also be free from defects and maintained in good condition. Athletes need to be warned of the dangers in misuse of the equipment.

- 5. Duty to provide health care.** This is a broad area that includes duties in at least three phases: pre-injury care, emergency care when injured and post-injury care. Pre-injury care includes a physical exam prior to trying out for a sport as well as proper training before competition. Emergency care for an injured athlete is a very important area in health care. It requires as a minimum that coaches should have first aid and CPR training. There also needs to be an emergency care system whereby reasonable medical assistance can be provided to injured athletes as soon as possible. Post-injury care involves the return of the player to competition and any rehabilitation involvement by the coach.
- 6. Duty to teach and enforce rules and regulations.** Any rules of the game (national, state and district) must be taught and enforced. Rules that are not enforced are not rules at all.

**7. Duty to classify and group participants for competition.** The courts in the past have used the following criteria as guidelines for classification: skill level (the most important), age, maturity, sex, size and experience.

**8. Duty to safely transport athletes.** This duty includes the right of the athlete for safe transportation to and from contests as well as to and from practices held at sites other than the immediate school grounds.

**9. Duty to follow due process.** Athletes have the fundamental rights guaranteed to all U.S. citizens under the 14th Amendment of the U.S. Constitution.

These duties have all been identified in court cases. Any responsibility for the safety and welfare of an athlete that a coach may have is a legal duty. Coaches must develop and use foresight in order to fulfill these duties.

Coaches have some duty of care toward officials and spectators but court cases have not given a clear indication of what these duties involve other than to provide for their safety as much as they can.

Other legal duties will be recognized in future litigation cases. Developing foresight and being informed of what legal duties are now identified will help coaches to void these litigation cases.

## **SAFETY**

With all the action going on in volleyball and the minimal protection each player wears, there are several precautions that must be taken to ensure player safety. The players should be using good shoes that are designed for jumping and lateral movements. Their uniforms should have no material, including the team logo and numbering, that might stick to the court surface at an unexpected moment. Stick with a good silk screen or sew-on tackle twill design, which is safe and durable. Many stick on numbers are not durable and some "rubber-like" applications grab the court floor. You should warn all players of the inherent dangers in volleyball.

Kneepads should always be worn. Jewelry of any sort (rings, earrings, necklaces, watches and barrettes) must be removed. They can permanently scar the wearer or a teammate in even minor collisions. If an item must be worn, for religious or medical reasons, it should be taped down and/or padded well. *No gum chewing should be allowed during training.* The risk of the gum ending up in the windpipe when performing many of the skills is too great to allow such chewing.

*The playing area should be checked regularly for safety.* The standards should be stable, well anchored and padded. Any guy wires should be padded near the floor and marked with small "flags" along the entire exposed cable. The net cables and accessories should also be padded, especially the entire bottom cable and any winch or protrusion on the standard itself. Wall fixtures should be given a close look as well as the entire gym floor from not only a match point of view, but from a training view. Anything below eight feet high may need protection; from windows to fire extinguishers (especially glass enclosed ones). The ball goes many unintended places both in the match and practice and the hustling athlete should be concentrating on the ball not the waist high basket winch that may be well off the court but about to be hit dangerously hard.

Practice usually means more athletes than can fit on one court and the perimeter of the gym must be safe. During a match, team benches, scorer's tables and the like should be well off the court when possible, not only for safety, but also for further play of the ball. Floors should be clean and kept dry at all times. National teams have lost starters for months due to wet spots on the court. Keep towels available for mopping up after an athlete has made a hit the floor effort.

Do not allow sweats or other articles to be lazily tossed aside on the floor, they can be equally slippery to an unsuspecting teammate; put them in a corner or on a bench always. Balls can obviously be a safety hazard if landed on. The team should be very aware of loose balls and hustle to prevent such a danger in training. Shaggers should do their job in drills so that the cry of "ball!" is not needed for warning. Use common sense and make the sport as safe as it can be.

## **Medical Concerns**

Major medical emergencies are rare in the sport of volleyball, but they can and do occur. The coach should be prepared for anything and everything, using the resources found in the team's organization and support staff. Planning ahead for medical emergencies involves preparation in four major areas - personnel, communication, supplies, and transportation. **IMPORTANT: KEEP ON YOU AT ALL TIMES THE MEDICAL WAIVER FORMS AS WELL AS THE ACCIDENT RELEASE FORMS.**

### **Personnel**

The chain of command is vital and open coordination and communication within this chain is essential. It may be that you only need to know whom to contact, but in any case be prepared. The family physician, athletic trainer, head coach, building supervisor, assistant coach, team manager, and parents are all part of this chain. The medical emergency procedure should be thought out, planned for, and even practiced prior to training and competition.

### **Communication**

- Who is directly in charge of handling immediately the medical emergency involved?
- How can the person in charge get immediate assistance in manpower and supplies?
- Is a telephone and telephone assistance readily available and where?

This knowledgeable assistance includes the team doctor or an alternate physician, ambulance service or rescue squad, and hospital or clinic emergency room.

- Remember, at any time, information regarding the problem must be made immediately available to the attending physician. Do you have record of any prior medical problems for each team member and know where it is?
- Do not forget to inform the athlete's parents or responsible party and fill out the USAV Incident Report Form.

### **Supplies**

The following emergency care supplies should be available: stretcher, splints, backboard, airway and other immediate supplies. Equally important secondary supplies include crutches, arm slings, ice packs, elastic pressure wraps and common first aid supplies. You will get your players back into action faster from the common ankle sprain, if you keep a bucket and ice available at every practice and game. Immediate immersion in an ice bucket and proper care afterwards can shorten the recovery time by weeks.

### **Transportation**

How is the injured athlete to be transported to the doctor or hospital? By ambulance, school auto or available station wagon or van? Who will transport the athlete? What are the liability/insurance policies in the above situations and how do they influence the implementation of the handling of the emergencies that can occur? You should be concerned about your liability by planning ahead and being prepared. Proper first aid will also get the athlete back on the court sooner as well.

### **Insurance**

You and your staff should make sure that your players are covered by medical and liability insurance. Policies are available through any local agency that can provide medical insurance to cover the deductible of a family's personal medical policy. No player should be allowed to participate without proof of health insurance that would cover any injury incurred while practicing, traveling and competing with your program. An insurance and emergency medical treatment authorization form is included in the guidebook, and should be modified as needed. You are also encouraged to require some sort of physical examination for every

player prior to the first practice. Many high schools require such physicals for scholastic sports competition, and you may use such a recent exam for your program, by having your player simply get a copy from the school.

Liability insurance should be obtained for the program as well. USA Volleyball currently provides its member coaches and programs with a \$1 million liability policy. In order to get a copy of the policy for proof to certain facilities, contact your USAV regional commissioner per occurrence.

## **Liability**

Legal problems can be reduced if you follow the safety guidelines mentioned previously. You and your staff should never hesitate to WARN players of the hazards in volleyball nor TEACH them the safest and only legal ways to play. Never teach an illegal or improper skill to any player. Many liability concerns are inherent in making sure to keep things as safe as the sport allows. Make sure to inspect the playing area regularly for safety. You and your coaches should use only non-physical forms of discipline. Don't take the chance of a possible injury during some form of physical punishment.

Whenever the players are working out, SUPERVISE! If only one coach is present and he or she needs to leave the gym, even just to get something out of the car, the kids must stop working out. You must be physically present when any athlete is active, for your sake and that of all your athletes. Keep a written record of all complaints, injuries and problems that occur in your program. An Injury report form follows in this chapter.

When there is an injury at school or in an athletic program and the injured player needs help to pay for major medical bills not covered by insurance, the term negligence will occur. Was the person in charge acting in a reasonable and prudent way? Could someone else in the same situation have foreseen the danger and prevented or limited the injury?

### **Generally, the following four factors must be present before negligence is proven:**

1. **Duty** - was the defendant somehow responsible for the safety of the injured player? A coach in the gym, when a person, cutting through the gym, trips on a cable and hits his head, may owe no "duty" to the person. However, if the player was under your care, there may be some negligence involved.
2. **Breach of Duty** - was there a lapse in the standard of care a player should have? Was the equipment not repaired, not enough coaches or a lapse in responsibility?
3. **Proximate Cause** - this means that the action of the defendant(s) was somehow related to the injury. If the coach had repaired the faulty net, the accident would not have happened.
4. **Actual Damage** - If the player who was hit by the falling standard was not injured, there are no grounds for a lawsuit.

### **The four common defenses against a charge of negligence are:**

1. **Contributory Negligence** - was the player partly responsible for the injury? In some states if this was true to even a small degree, no damages may be assessed, unless it was a minor.
2. **Comparative Negligence** - To what extent is the injured player responsible for the injury? In some states, if this was true to even a small degree, no damages may be assessed unless it was a minor.
3. **Assumption of Risk** - The mature player should have realized that volleyball is hazardous. However, if the activity were somehow required, this assumption cannot be claimed.
4. **Act of God** - This means that a normally reasonable and sensible person could not have anticipated the danger.

Just make sure that you, as a coach, are covered by liability insurance; that you have checked your program for safety; that you have guarded the program against negligence in anyway; and that you continue to follow a safe course of training. The fact remains that volleyball players are taking a risk when they play. While volleyball is one of the safest sports created, you must warn all participants of the inherent dangers before they get involved in your program. For example, the following warning is posted on all equipment standards when you buy them:

“Warning - Serious injuries, including permanent paralysis, can occur in volleyball. Such injuries can be caused by falls on the head or neck, and can occur when a player runs into equipment or is undercut by a teammate. While it cannot be eliminated, the risk of such an injury can be reduced if you follow these simple program rules:

1. Use only under the direct supervision of a qualified instructor.
2. Be alert to the potential hazards of the net, posts and supports.
3. Do not attempt to jump over the supports. Avoid undercutting other players.

Caution - This unit requires at least two people to set up and take down. It is unstable and potentially dangerous until completely installed according to instructions. Always inspect for loose fittings, damage and proper positioning before each use. Test stability before each use.

Storage - Lay posts down in an area well out of traffic and the flow of action, unless they can be securely fastened to a stable object or are provided with a stable base.

## **ATHLETIC TRAINING AND INJURIES**

The competitive volleyball player and coach know that competition does not end in overcoming an opponent; for some it's as if injury is the competitor. The pain of injury is equal in the physical emotional intensity to that of the feeling of accomplishment and may last longer. It is important for coaches to think of accident prevention. With proper stretching, warm- up and protective taping, many problems can be averted. Prevention through well-paced and safe training is the job of the coach.

All coaches should also have general first aid knowledge as found in the local Red Cross Standard First Aid course. Further knowledge as found in the Red Cross advanced course or athletic training courses offered by universities, sports camps and others is valuable. The Cramer Products Company <http://www.cramersportsmed.com/> offers student athletic training courses on college campuses across the US and workshops as well as the free magazine "First Aider". The American Medical Association has a good book to get in Fundamentals of Athletic Training <http://www.ama-assn.org/>.

### **Have Ice Available**

Most injuries commonly found in volleyball should be treated as quickly as possible with ice. Cold should be used for sprains, strains, contusions or bruises, muscle cramps and muscle soreness, as well as hot spots (blister beginnings). The key lies in the word RICE, Rest Ice Compression Elevation whenever possible and the sooner the better because the less swelling that occurs, the sooner the injury will heal.

Cryotherapy, the use of cold other than for immediate first aid, can be applied in several ways. They include ice massage, where water is frozen in a paper cup for a large cube and the injury is massaged until numbness is felt; ice packs in which wet towels with cubed or crushed ice are applied and changed until numb; slush buckets in which a five-gallon bucket with crushed or cubed ice and water are used. The athlete will feel three stages of effect after the ice is applied, burning, aching and numbness. The length of first aid icing should be 30-40 minutes; ice therapy should continue for several days after and longer in some cases.

The application of cold has an anesthetic effect (numbness where applied) that can allow for exercise following the application. It also relaxes the muscles, reducing muscle spasm and soreness. There is also an increase in blood flow to the area that may be delayed until the ice is removed but may also last for 3-5 hours after the application. The advantages of ice for therapy also include its easy availability and inexpensive cost.

## **See a Doctor**

Injuries that do not respond to ice treatment or are serious in nature should be treated as the attending sports physician or certified trainer indicates. General guidelines are all that can be covered in this book. A doctor or trainer is always best able to assess the extent of injury and to treat it. While rest may be the best therapy, by working with and learning from a sports-minded medical expert and using proper first aid you can get players back into training as fast as possible and keep them there.

## **USAV COURT PROTOCOL**

You and your team need to establish a regular warm-up routine that is consistent with the established court protocol used in your tournaments. This will help your player's confidence and game preparations, rather than inhibit it. These are the recommended standard procedures to be used in all official competition. Every player should be familiar with what to do in a tournament.

### **Start of Match**

1. The referee calls the captains together well ahead of the start of the match and executes the coin toss.
2. As the time for start of match approaches, the second referee or referee walks to the center of the court, sounding the whistle requesting all players to cease their warm-up and leave the court.
3. Referee and other officials take up their positions.
4. Referee signals, with a whistle and a motion of hand, the teams (six starting players of each team) to line up at the end of their respective playing area.
5. When the teams are ready, facing each other, a signal with a whistle and a hand motion is given to both teams to take up their positions on the playing area. Second referee will then check both teams to assure that players and positions on the court agree with the lineup sheets. (Lineups may not be changed after they have been turned in except by substitution.)
6. As soon as the players of both teams are ready, the whistle is blown and a visual signal is given to commence play. Prior to the serve, the offensive players will halt their movements to allow officials to determine their positions. Continual movement may be misconstrued as screening.

### **Substitution**

Substitutions after reporting to the scorer should approach the second referee. The substitute entering the court and the player leaving the court should both raise their hand and meet at the edge of the court near the net so there is no doubt who the replacement is.

### **Sportsmanship**

When a fault is called on a player for hitting the net, double fault, foot fault, etc., the official shall point at the individual responsible.

### **End of game and start of next game**

1. Following the blowing of the whistle indicating end of the game, players should line up at the end line of their respective playing area.
2. When all players are in their position, the referee will signal with whistle and motion of the hand a dismissal between games. Players may then leave the court for the rest period between games.
3. At the expiration of the rest period, the second referee will blow the whistle and players shall immediately go to their on-court positions.



## **Change of courts during game**

1. When teams are required to change courts during a deciding game of a match, the referee will blow the whistle and indicate both teams to go to their endline. The team uniformly exits to the right immediately going to the endline of the opposite court. The referee will then blow the whistle to indicate that return to your on-court positions.
2. After teams have changed courts, the second referee should verify that all players are in their correct positions before play is resumed.

## **End of the match**

1. Following the blowing of the whistle indicating end of the match, players should line up at the end line of their respective playing area.
2. When all players are in their positions, the referee will signal with whistle and motion of the hands for teams to form a single file to shake hands with the opponents.

## **Values**

The goal of sportsmanship is important for volleyball, which is an excellent sport to teach moral behavior. Volleyball constantly provides clear chances to choose between right and wrong and its shared experiences and cooperative form of play can help our youth understand how others feel. Sportsmanship does not appear spontaneously, just by playing volleyball. You must develop sporting behaviors and self control, and set such goals just like you develop players' physical skills. Define clearly what the behaviors you want are and why you expect them to follow such codes.

## **Awards**

One note about most valuable or improved player awards; as they don't reward specific behavior, they do little to modify player behavior and can create problems. In the cooperative team sport of volleyball, giving such rewards in our program should be weighed carefully with your philosophy and goals. Meanwhile, sportsmanship goals that are valued above the single game victory should also be established. This would include the fact that they are representing your program, your city and the sport of volleyball.

## **Game Conduct**

A few points about your game actions as a coach. Remember to be consistent. Your game behavior should not vary greatly from your practice behavior. You need to be the calm spot in the storm, especially when it counts, under pressure. Of particular concern is how you and your team conduct yourselves with the officials. The officials in Junior Olympic Volleyball play may even be players. Learning to be an official can be a very valuable way to improve a player's identity and court skills. Work with the officials, not against them, kids or not. In Japan, the teenage players do a great job of officiating their games, because they have experience in refereeing, not because they were born with officiating skills.

Like the athletes on the court, officials never make mistakes on purpose. Everyone is a novice sometime in volleyball and officials are no exception. However, the official does not get nearly the amount of time to practice his or her skills as you do as a coach and your players. An ironic saying about this fact is that "referees are expected to be perfect the first time, and then to improve after that." As part of developing proper sportsmanship, you need to be calm, no matter what the call, and use your captain to question only non-judgment calls. Going crazy on the bench after a call you do not agree with only serves to allow your players to also go crazy. There is no room for excuses, and no coach should use the officials as an excuse.

## **OTHER COACHING POINTS**

Your role model as a coach is strongly influenced by the sports currently on television. The baseball manager who screams inches away from the umpire. The basketball coaches who pace back and forth,

yelling out to their players. Your players are likewise learning their actions from television. These sports also require winning.

In that drive to win, only the best get to play. Thus we tend to emphasize the outcome, winning, over the process. In youth and Junior Olympic Volleyball play, your players are not professionals. What may be seen at our sports top levels, with specialization and few substitutions, is not the role model we should follow with beginning and intermediate players. Novice or expert, our young players not only want to, they deserve to PLAY.

### **Go Beyond the Volleyball Gym**

When you travel, teach your players about where they are going, as well as the history, culture, geography and geology. Make time to see more than just the gym. Make time to let the players make friends, with their opponents. The Chinese have a second great phrase worth repeating here - "*Winning and losing are only temporary, but friendships last forever.*"

You should encourage your players to participate in activities outside of volleyball. We cannot be telling players that they must specialize, that they cannot play other high school sports even if there are other sports and coaches making these same demands. Volleyball is unique, and we must let its qualities speak for itself. Don't worry; volleyball will grow because of all its great qualities, including its non-contact, cooperative, co-ed, rebound demanding action.

Get your players to try other sports and pastimes, especially ones that get the player outside of the gym. Even USA Volleyball national office is in Colorado, the ski capital of the United States, so our leaders can balance indoor work with outdoor action. Motivate your players to try music, art, writing, reading and more. It bears repeating - *ANIMA SANA IN CORPORE SANO* - a sound mind in a sound body - the famous saying for athletes thousands of years ago still is a key focus.

To help you in this, the President's Council on Physical Fitness and Sports has established fitness awards that you can easily add to your program. The volleyball specific award is available only for players over 15 years of age. The Council's program follows later in this chapter. You should also write them at 450 Fifth Street NW, Suite 7103, Washington, DC, 20201 or look online at <http://www.fitness.gov> and request a copy of their free newsletter.

USA Volleyball has many other publications that can help your program. USA Volleyball Coaching Accreditation Program (CAP) and Regional IMPACT courses are just part of the assistance provided. *You are part of the profession of coaching, not just a coach, and we want to help you become that professional.* There is a small but great book of coaching quotes and sayings that you could find inspirational. A list of all those items, along with an order form, is also found later in this chapter. These publications are just part of the service provided by your National Governing Body.

As part of the process over outcome plan, you must be helping your players individually. The motto of the USA Coaches Accreditation Program at this level is "*Athletes First, Winning Second.*" Make sure your practice plans and philosophy encourage the development of each player's identity, self-direction, work ethics, social skills, health habits and such. Demand and assist in the development of good study habits by each player, and require adequate grades as part of playing in your program.

### **Say No to Abusive Substances**

While it is not within the scope of this book to provide in depth information about substance abuse, your program needs to cover this area. Taking overdoses of legal or illegal substances - drugs, tobacco or alcohol - must be prevented through education before a cure is required. You are a very influential person in each player's life. Beyond being a good role model, you can take some time out to learn about and teach your players the health hazards of substance abuse.

Help can be found in the yellow pages of your local telephone book as well as on the web at the United States Anti Doping Association website [www.usantidoping.org](http://www.usantidoping.org) . City, county, state and federal agencies will

help you in your efforts. Many other private and public organizations exist as well and can provide free written materials to add support to your efforts.

If there are any questions about these areas, or how to improve your coaching, don't hesitate to ask the director. It's his or her "job" to help you. Also, make sure you let the director know if you are not going to be able to make a workout (the sooner the director knows this, the better). You must find your own replacement from within the staff.

### **Join the AVCA**

The American Volleyball Coaches Association (AVCA) is something you should become a member. Applications are in the back of all IMPACT books, or you can get one by writing them at 1227 Lake Plaza Drive, Colorado Springs, CO 80906 or call (719) 576-7777. Call for an annual due which gets you a year's subscription to both the *Coaching Volleyball* journal, and the *American Volleyball* coaches' newsletter.

### **ADDITIONAL COACHING ONE-LINERS**

Remember, we are here to have *FUN*, and learn volleyball; to provide a positive, upbeat, joyful approach to the game that contributes to each and every player's confidence and self-esteem; to work willingly with the difficult players to the extent that it does not significantly detract from training others; to establish a common thread to skill development with other program coaches; to test out new approaches to training. You got here because of your *learn-how*, not your know-how.

- Teach them to teach themselves
- Show them before telling them (show and tell, not tell and show)
- Be specific to improve feedback
- Motivate with a positive rather than a negative idea
- Ask questions rather than dictating actions
- Develop self-direction and self-discipline; stimulate self feedback
- Teach them to toss three to five similar throws for better comparison
- Model with every explanation (young people need models, not critics)
- Teach something beyond themselves - faster, farther, greater
- Coach as if the national team coach was there watching practice
- Never set limits on your players
- Work on speed first, accuracy second in learning a skill
- Build on strengths, don't focus on weaknesses
- Have a cordial, supportive and helpful approach to tournament staff
- Touch each player at least once a workout
- Use positive, brief keywords for skills
- Refrain from "don't," as the subconscious does not register the negative
- Speak as WE, not as you or I
- Give your athletes plenty of water
- Use skill checklist for increasing drill difficulty
- Have a professional, non-contentious approach to officials
- Create an environment where there is no fear of making a mistake
- Separate the performance from the performer

## **College Recruiting Guidebook**

A book exists to help all coaches - high school, Junior Olympic Volleyball, and collegiate levels. It actually is written for the player and covers the areas listed below about the selection and recruiting process. It also includes the "NCAA Guide for the College - Bound Student Athlete," a booklet can be ordered through the NCAA as well. For more information, go online to [www.ncaa.org](http://www.ncaa.org).

- Educational Planning
- Campus Environment & Location
- Contacting the Schools
- Letter and Video Guidelines
- Placement Tests
- Recruiting and Eligibility Rules
- Financial Considerations
- Competition Considerations
- The Campus Visit
- Letters of Intent and After Signing

### **NOTES:**

## **CAR RENTAL INFORMATION**

The first priority is to find free or non-expense transportation, by using teammates' cars or borrowing parents' vehicles, especially vans or station wagons, either with the parent as a chaperon or as a loaned car. Likewise, you should establish a give and take relationship with any team in the cities to which you plan to travel, supplying them with beds and floor space for your tournament dates, and "slumber partying" with them when you visit their city. The biggest drain on your non-profit resources will come from lodging and transportation. If no cars are available, here are some tips on car rentals from the major firms.

### **Rent Smart**

Savings occur with every downgrade in size. Can you make everyone fit in two cars rather than a van, and get a good savings there? Do not rent from a rent-a-wreck, lemon or heap establishment, as these firm's cars are likely to break down on the long dash to a volleyball town. Furthermore, they are often illegal to take out-of-state, and if travel to a tournament requires doing so, it is taking too great a risk to save a few dollars.

### **Legal Drivers Only**

When you go to get a car, the person that is driving must have a major credit card, like Visa or MasterCard, not a gas card or similar credit card. The driver must also be over a certain age, as must all other drivers. All must present a valid driver's license. Common age requirements are 18, 21 and 25, a consideration that may influence your decision on which car rental agency to use. Make sure to rent from an agency that allows your younger coaches to drive!

### **Basic Contract**

The basic rental contract provides some insurance in case of an accident. The deductible at most companies is about \$3,000 and if you decline the Collision Damage Waiver (CDW), you must cover the rest. If your car insurance policy covers you for collision in "a hired or non- owned car," - CHECK and find out before you rent - then the \$6 - \$8 a day CDW insurance is not needed. If any driver is uninsured or does not have such a policy, however, by all means, pay the extra \$7 or so a day. Personal Accident Insurance (PAI) generally pays for any injuries to the driver during the rental period; others are covered only when in the car. However, if every person already has medical expense insurance, the PAI is not needed either. Personal Effects Coverage protects your belongings in the car from theft or damage. It is needed only if one's homeowner's policy does not automatically cover possessions stolen, lost or damaged while using them away from home.

### **Fill the Tank**

One last recommendation - fill the gas tank before returning a car to the rental agency because the going rate for rental agency gas is about twice that of at a commercial station. Thus filling it up yourself will save a few dollars. Local rental firms occasionally rent with unlimited mileage. The weekend deals are good only from noon on Thursday or Friday until Monday.

In addition to filling the gas tank before its return, you are expected to return the car early enough not to have an extra day charged. If you have to get the kids up EARLY to do this, do so. Drive safely; bad weather is a justifiable reason for a late return. Speeding just "to get there in time" is something the program staff should not do. Furthermore, the program will not reimburse the "expense" of any speeding ticket, to or from the event. Leave at a time that gives you no reason to speed.

### **Tax Breaks**

Note that mileage for travel to and from practice and events may be considered deductible by the IRS. Therefore, if you, the coaches or parents are putting in many miles, keep track of them.

## VOLLEYBALL SITE SETUP CHECKLIST

- \_\_\_ Obtain keys - entrance, equipment, lights and restrooms
- \_\_\_ Arrive early - At least 15 minutes before practice
- \_\_\_ Raise all basketball backboard
- \_\_\_ Get out the balls and containers
- \_\_\_ Set up the standards, nets, pads and antennae
- \_\_\_ Get out the training kit - All taping done before workout
- \_\_\_ Get out the floor cleaning items
- \_\_\_ Get out the cryotherapy supplies - cooler, bags, ice
- \_\_\_ Contact security
- \_\_\_ Perform a safety check - pads on, sweats aside, system correct
- \_\_\_ Fill team water bottles - individual and courtside
- \_\_\_ Take down bleachers
- \_\_\_ Have tools available for repair
- \_\_\_ Have a pump and needles available
- \_\_\_ Know the location and access to an emergency phone
- \_\_\_ Have player medical release forms with you at every practice

## PRACTICE SCHEDULE

MON TUES WED THUR

FRI SAT SUN

## VOLLEYBALL TEAM DISCUSSIONS AND PRACTICE ADDITIONS

- \_\_\_ Communication quiz - one or two-way, ask questions, self-diagnosis
- \_\_\_ Officiating clinic - scorers, lines, referees, hand signals
- \_\_\_ Captains training - rules, responsibilities, leadership
- \_\_\_ Video taping - skills, scrimmages, matches
- \_\_\_ Goal setting - physical, technical, academic, attitude
- \_\_\_ Return what you have learned to the sport, coaching opportunities
- \_\_\_ Equipment - uniform suggestions, what to buy, discount sites
- \_\_\_ Good vs. Bad error - team, individual, coach
- \_\_\_ Circle of effect - starters, stoppers, troublers
- \_\_\_ Recruitment - video, letters, realistic choices

- \_\_\_ Volleyball jargon - slang and court, net, set numbering
- \_\_\_ Game films and videos - NCAA, USAV, International, Olympics
- \_\_\_ Uniform number selection - fair process for popular numbers
- \_\_\_ Arranging to see higher competition
- \_\_\_ Better the ball concepts
- \_\_\_ Performance not outcome
- \_\_\_ Uniqueness of volleyball
- \_\_\_ Positive vs. negative errors
- \_\_\_ Regression to the mean
- \_\_\_ Exorcising the devil doubt

## VOLLEYBALL PROGRAM TOURNEY/TRAVEL CHECKLIST

Tournament \_\_\_\_\_ Date \_\_\_\_\_  
Gym Name \_\_\_\_\_

Before each tourney you should all be sure that the following items and things are taken care of or brought along.

- \_\_\_ Drivers and vehicles - capacity, how many in your vehicle?
- \_\_\_ Map to gym and housing site(s).
- \_\_\_ Emergency phone number? \_\_\_\_\_
- \_\_\_ Copies of medical treatment forms for your team.
- \_\_\_ Itinerary and player checklist
- \_\_\_ Team Equipment -
  - \_\_\_ Balls and tubes, inventory \_\_\_\_\_
  - \_\_\_ Cooler and ice (one per team)
  - \_\_\_ Players have their uniforms
  - \_\_\_ Water bottles and carrying rack
- \_\_\_ List of newspapers and television to call with scores and information
- \_\_\_ Return site (sheltered) and estimated time of arrival
- \_\_\_ Has everyone gone to the BATHROOM?
- \_\_\_ Video machine and camera
- \_\_\_ Still camera and flash
- \_\_\_ Cash and/or credit card
- \_\_\_ Music box and team fight songs
- \_\_\_ Check of road and weather reports
- \_\_\_ For each overnight player
  - \_\_\_ Sleeping bag
  - \_\_\_ Food money
  - \_\_\_ Toiletries



**NOTES:**