



# COACHING GUIDELINE

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# RUNNING AN EFFICIENT PRACTICE

What makes an efficient practice?

Is efficient more important than effective?

## *Goals of Practice*

- A. Development of technical skills and motor programs necessary to perform a determined level.
- B. Application of the desired skills and behaviours into the formation of a team.
- C. Compilation of individual skill and team development that can be tested during competition.

## *Program Analysis*

- A. Plan your season in cycles
  - 1. Pre-season
  - 2. Competitive season
  - 3. Postseason
- B. Awareness in player development
  - 1. Physical condition
  - 2. Skill development
  - 3. Team development
  - 4. Game knowledge
  - 5. Crisis management
  - 6. Personal growth outside the court

## *What you cannot control*

- A. Restrictions of federations or government
- B. Athletes goals

## *What you can control*

- A. You and your staff knowledge
- B. You and your organised techniques
- C. You and your ability to relate, adjust
- D. Practice environment



## *The Practise Session*

- A. Daily focus
  - 1. Individual skill
  - 2. Team skills and drills
  - 3. Conditioning
  - 4. Mental conditioning
  
- B. Attitude of the coach towards the practice
  - 1. Positive vs. negative
  - 2. Active vs. passive
  - 3. Open vs. closed
  - 4. Rules of the practice
  - 5. Behaviour
  - 6. Evaluation (active learning vs. non active learning)
  
- C. Use and benefits of practice time
  - 1. Organisation of time and facility
  - 2. Attitude of staff and players
  - 3. Give everyone responsibilities – trust your staff
  - 4. Quality over quantity
  - 5. Patience
  - 6. Good athletes



# COACHING METHODOLOGY

What does a coach control?

## *1. Selection of your team and staff*

## *2. Planning*

## *3. The practice*

1. Physical and conditioning
2. Technical
3. Tactical

## *4. Coach athlete interactions – team building – mental training*

1. Communication
2. Athletes roles
3. Motivation
4. Focus
5. Confidence

## *5. Pre-match preparations*

1. Statistical analyses
2. Scouting
3. Video
4. Tactics
5. Line-up

## *6. Match*

1. Line-up
2. Substitutions
3. Time-outs
4. Tactics

## *7. Post match*

1. Game plan
2. Statistics
3. Video

# Components of being the best volleyball player

## *1. Lifestyle commitment*

1. Develop/ Change/ Maintain
2. Nutrition
3. Rest
4. Time management

## *2. Volleyball skills and techniques*

1. Spike
2. Block
3. Serve
4. Receive/ overhand receive
5. Defence
6. Setting

## *3. Physical training/ conditioning*

1. Injury prevention/rehab
2. Flexibility
3. Weight training
4. Plyometrics
5. Interval training
6. Volleyball circuits
7. Core and stability
8. Balance
9. Change of direction training
10. Stop and acceleration training
11. Eye-hand coordination

## *4. Athletic/ physical abilities*

1. Height/ arm reach
2. Quickness
3. Eye/hand coordination
4. Jumping ability
5. Cognitive abilities
6. Personal and mental traits

## *5. Work ethic*

## *6. Mental preparedness*

1. Knowing and understanding tactics
2. Practise and match focus
3. Knowing game plans
4. Understanding scouting reports

*7. Discipline, intensity, consistency, effort, competitiveness*

*8. Communication*

*9. Self- confidence*

1. Having attitude, being the best, you can be attitude
2. That the team will be successful
3. Positive self-talk

*10. Coachability*

*11. Goalsetting*

1. Achieving small goals weekly
2. Setting up bigger goals

*12. Fitting into team system*

*13. Positive attitude*

*14. The athlete is a `gamer`, performer*

# THE TOOLBOX

## Volleyball conditioning & match fitness

### *1. Medicine ball training*

1. Giant circles with squat
2. Lunge and twist
3. Squat to overhead press
4. Squat to chest press
5. Basketball leg walk
6. Sit-up to overhead press
7. Jack knife sit-up
8. Partner overhead throws
9. Overhead slams
10. Overhead slams with single leg stand
11. Partner chest throws
12. Partner chest throws lateral
13. Partner shot put
14. Partner lean & throws back to back
15. Chest upwards throws, run and catch
16. Backward partner throws

### *2. Jump training*

1. Two legged bound over 1 hurdle ... progress to 3 hurdles
2. Two legged bound over 1 hurdle ... progress side hurdle, front hurdle
3. Box landings – correct landing mechanics
4. Box landing with broad jump two leg landing
5. Box landing with broad jump one leg landing
6. Box landing with hurdle bound
7. Single hops using arms and different directions
8. Combinations of two legged and single leg jumps in different directions
9. Jumping using benches
10. Far jump single leg landing and two leg landing
11. Telemark jumps using arms
12. Lateral jumps with single leg use and two leg use
13. Sprints after jump
14. Different combinations in a circuit
15. Jump rope

### 3. *Active warm up*

1. High knees
2. High knee hug, lunge, twist, elbow tuck, hamstring
3. Inch worm
4. Sumo squat
5. Spiderman
6. Half skips combined with full skips
7. Shuffle in different directions
8. Lateral lunge
9. Skaters
10. Slalom runs
11. X jumps
12. Low and high lateral shuffles
13. Bear walk
14. Crab walk
15. Side to side hop
16. Mountain climbers
17. Burpees
18. Speed ladder
19. Foot taps
20. Internal and external hip running
21. Hold knee at chest and step out
22. Tuck jumps
23. Straight leg jump
24. Jog to sprint intervals
25. Toes in/ toes out

### 4. *Circuit tools*

1. Warm up circuit
2. Medicine ball circuit
3. Jump circuit
4. Combo circuit (use the exercises above)

Circuit is a very way to inspire the athletes. Use music and let them use their playlist (game playlist)

There are different ways to create a circuit:

- Time (40 seconds per station, 6 stations, 3 rounds)
- Repetition (4x, 6x, 8x times)
- Big time space (3 minutes to repeatedly do 3 stations)

Insert active recovery between the rounds (1-minute jog)

Or 30 seconds run between each station (great cardio idea)



Circuit training coaching points:

1. Create a safe environment
2. Motivate the players to push
3. Praise the effort and ask if they can do still more?
4. Use a players' music list to pump it up
5. Check your drills and prepare them with an idea, upper body, lower body, speed, strength, endurance etc.

Create so:

- Different muscle groups get activated
- The nervous system is on
- The hormone system gets activated

## ***5. Physical programs***

1. Gym program
2. Bodyweight program
3. Prevention training
4. Elastic band training

**As coaches, it is in our power to make your athletes more fit to play our game and to keep them injury free in doing so.**

**Use caution when selecting the exercise and make sure that the repetitions and sets make sense for each age group. The more you try things out on your group, the more you will figure out what works well and what doesn't.**

## ***6. Fun elements***

1. Wrestling games
2. Ball games different then volleyball
3. Use of different balls
4. Climbing and crawling
5. Obstacle parkours
6. Use of play cards
7. Use of different materials from home, towels, newspaper, ...
8. Use of pool noodles, hula hoop, jump rope, ...
9. Music
10. Be creative and have fun!

## ***7. Applications***

1. NTC = Nike Training Centre
2. Get Set = Olympic application
3. Voimanpolku = Varala made application
4. Video Delay, Coach's Eye, Replay Recorder, Video Coach, Technique

# DRILL PHYLOSOPHY

## 1. *The purpose of drills*

1. To teach players fundamentals
2. To apply the fundamentals to the game
3. To develop a team philosophy and attitude

## 2. *Drill development*

1. As many contacts with ball as possible, especially for the youngest ones
2. Progression in the drill, from easy to advance, different groups with different levels
3. Repetition, how many can you do, who reach first 20 reps ...
4. Combination drills to learn to combine different fundamentals
5. Team drills to learn the positions and team dynamics
6. Individual drills to learn fundamentals
7. Pressure drills to push players to psychological limit
8. Small group drills to learn to play together
9. Ball control drills to control the ball better

## 3. *Selecting and creating drills*

1. Technical part of training
2. Tactical part of training
3. Game like part of training
4. Conditioning part in game like part of the training

## 4. *How to*

1. Be creative
2. Analyse the drills
3. Challenge the best to get better

**Teach a skill, play a game.**

**Teach players how to learn and how to enjoy it. They must discover their own motivation (inner motivation versus outer motivation). Let them explore strategies and solutions. Drills are part of the problem-solving aspect of the game. Have purpose within your drills and training. With young athletes it is cool to have cool names for the drills. It is also easy for you as a coach to use the cool name whenever you want the players to do the drill in a next practice. We call it “keywords”.**

**Give your athlete´s the `WHY`.**

**Be patient with the drills, give the athlete space to achieve success. Believe in your player.**

# TRAINING STRUCTURE

## 1. *General Part*

- Warm up
- General motorically skills

## 2. *Technical/ Tactical Part*

- 6 techniques
- Side out and offence
- Observation
- "If-then" principle
- Before-During-After principle

## 3. *Games*

- 1-1 game
- 1-2 game
- 2-2 game
- 2-3 game
- 3-3 game
- 3-4 game
- 4-4 game
- 5-6 game
- 6-6 game

## 4. *The Idea*

Part 1: general part

Warm up so you have different motorically skills being developed. Play games, use materials, insert core & stability exercises. Teach perception of the ball, the body and time.

Create goals within the physical, endurance, power, flexibility or speed.

For example:

- Dynamic stretches with core & stability combo's
- Catch game or dodge ball game
- Mini circuit of 3 stations in 3 minutes on speed and jump

Part 2: technical/ tactical part

Give your training one specific theme you want the players individually or team to work on.

For example:

- Individual reception technique sideways of the body left and right
- Block training – attention of middle blocker and setter/ spiker on moving synchronised for the spike in position 4
- Spike performance of the team – attention on side out play

Create drills that highlight the theme you want to focus on. Use the “if-then principle” and the before-during-after principle.

“If-then” = visual and hearing

- If the player calls out number 1 – then you make a set
- If the player calls out number 2 – then you make a jump
- If the player shows green colour – then you make a block jump
- If the player calls the zone – then you serve to the zone
- ...

Before-during-after = every action is preceded and followed by another action

- The player makes a burpee = before – the player spikes the ball over net = during – the player makes a block jump = after
- The player sits on the ground in reception zone = before – the player stands up and plays reception to setter = during – the player goes to take the tip ball played back from the setter = after
- ...

**Challenge: as a coach, stay focused on your theme and goal for the training.**

**Communicate with the players what the theme is and what the goal of the training is. Try not to switch your focus towards other errors occurring in the drills.**

**For example: focus is on the teams side out play – along the training your focus switches to the setter or the block-defence from the other side or the service... - the side out loses attention and the training goal is vanishing.**

**With doing 4 to 5 trainings a week, there is enough time to break the game in smaller pieces and to focus with the players on different skills or phases during the developing years. Let’s not rush, keep your goals clear and check through the games how the team and players are progressing.**

**Games are a test to seek for your next training goals. Motivate and inspire your players by communicating them how and what will be done to improve the play.**

**You can do it 😊**

# QUALITIES OF A GREAT SPORTS COACH

A good coach is positive, enthusiastic, supportive, trusting, focused, goal-oriented, knowledgeable, observant, respectful, patient and a clear communicator.

## *10 Key Qualities* (reference: International Olympic Committee)

### **1. Understands the Sport and Leads by Example**

To be able to teach effectively, the coach must have in-depth understanding of the sport from the fundamental skills to advanced tactics and strategy. Coaches may have experience playing, but not all former athletes make good coaches. Coaches must plan for the season, know the progressive nature of training adaptation, know the rules, and provide a simple, structured environment for athletes to succeed. Plan – Prepare – Rehearse – Perform –Compete are the essence of good coaching. A good coach should have a recognised qualification from the governing body for their sport. Not every great coach will have the top-level qualification, but every coach should have some qualification.

### **2. Sponge for Knowledge / Profound Thinker / Visionary**

While a good coach knows a great deal about a sport (s) he/she must continue to learn and develop new training techniques. Staying up-to-date and informed of new research, training and everything which supports the coaching process, attending coaching clinics and camps, and seeking out tips from other coaches and athletes are a sign of a great coach. Watching videos, reading books and studying periodicals can also be helpful. Attending classes in a range of subjects such as sport psychology, nutrition and exercise physiology is a great idea and is readily accessible for any coach who wants to grow and improve.

### **3. Shares the Knowledge / Educates Others Obtaining knowledge**

It is important but having the confidence to share and seek others' views, especially those outside of your sport, is a key quality. Being happy to try new things and different ideas in the quest to improve performance. The best coaches clearly understand they are there to educate the athletes. Most athletes spend most of the time training on their own, so the more they really understand what they are doing and why they are doing it the better they will train and practise.

### **4. Highly Energised and a Motivator**

The successful coach is a motivator with a positive attitude and enthusiasm for the sport and the athletes. The ability to motivate and inspire is part of the formula for success. Getting athletes to believe in themselves and achieve come far easier from some coaches than others. The coach who can motivate is able to generate the desire to excel in their athletes. Motivation may mean keeping the practice fun, fresh and challenging. When motivating a player, a good coach stresses trying to reach performance goals, not outcome goals. A coach should make sure that athletes understand that you can completely control your own effort and training but can't control what your opponent does or the outcome of every match. Fun and enjoyment are the cornerstones to successful coaching.

## **5. Knows the Athlete, Values and Respects that Relationship**

To be aware of individual differences in athletes is an important ingredient in coaching excellence. Yelling, screaming and other emotional displays may work for some athletes but could have a devastating effect on others. Individualising communication and motivation to specific athletes is vital to successful coaching. Paying attention to the athlete's emotions, strengths and weaknesses are the responsibility of a good coach. Understanding every athlete is different and have different ways of receiving coaching information is key to good coaching, especially in a team game.

## **6. Is an Effective Communicator & Teacher**

The effective coach is a coach who communicates well and exudes credibility, competence, respect and authority. A coach should be able to explain ideas clearly. Clear communication means setting defined goals, giving direct feedback and reinforcing the key messages. Acknowledging success is also essential for good communication. Language is a key part of coaching and keeping everything simple and easily understood is a sign of a successful coach.

## **7. Is a Good Listener**

Part of communicating effectively is listening. A coach should be a compassionate ear and should welcome the athlete's comments, questions and input. The effective coach will actively seek out information from athletes, and work in an environment where athletes are encouraged to present ideas and thoughts to the coach. Finally, the good coach will be flexible and will use player feedback to modify the training plan if necessary.

## **8. Is Disciplined, Strong in Character and Integrity**

Athletes need to adhere to a reasonable set of rules both on and off the field and if these are ignored the coach is responsible for discipline. Trust between athlete and coach is of paramount importance at all times and essential for successful coaching – trust comes from the quality of the actions from both coach and player alike. The effective coach clearly states a code of conduct up front and adheres to it. When violations do occur, discipline should follow. Evidence supports that for discipline to effectively change behaviour, it must be mild, prompt and consistent. Committed to individual integrity, values and personal growth.

## **9. Leads by Example with very High Attitude to Hard Work**

The effective coach also leads by example. A good coach adheres to the same rules he/she expects of athletes. A coach who wants respect should also show respect. A coach who expects athletes to remain positive needs to display a positive attitude. A coach who wants athletes to listen should also listen to athletes.

## **10. Displays Commitment and Clear Passion for the Sport**

The best coaches are in the profession because they love it. Besides being strongly committed to the sports and success, the best coaches display a clear commitment to looking out for the best interest of the individual athletes. Coaching in many ways is a 24/7 365-days-a-year job as top coaches live and sleep the art of coaching. Able to think of every possible scenario and allow the athlete and coach to perform at their best when the pressure is at its greatest.

# LET`S TRAIN SKILLS

## 1. *Setting goals for every player*

- The player can set with perfect technique
- The player can play short and long distances, forward and backwards
- The player can move under the ball correctly, R-L footwork or L-R footwork
- The player can jump set forward and backwards
- The player can set a high set of about 1,6 seconds between set and spike, forward, backwards, same in jump set
- The player is covering the ball after the set
- The player can make good decisions
- The player can communicate with other players
- The player can set all positions
- The player follows through the own set with full stretch arm movement
- The player can set out of defence
- The player can set out of block

## 2. *Reception goals for every player*

- The player can receive with perfect technique
- The player can play short and long distances (till 6 meters)
- The player can play front-back-side after fast movement
- The player can play with precision on short and long distances (till 6 meters)
- The player is covering the ball after receiving
- The player is available for spike after receiving
- The player can read the speed and direction of the service
- The player can communicate with other players
- The player can give a passing set-up out of bad reception
- The player can give a passing set-up out of block
- The player can receive after moving with side steps and shuffles
- The player can be in a relaxed start position before receiving

## 3. *Blocking goals for every player*

- The player can block with perfect technique
- The player can move left and right with right steps and block over net
- The player can move synchronised with other players
- The player can read the set-spike situation on the other side
- The player can keep frontality
- The player can land with good stability
- The player search eye contact with the ball when jumping
- The player can explosively stretch out the ankle-knee-hip
- The player can communicate with other players
- The player knows what is closed start position versus open start position
- The player can block jump and land on 1 leg

#### *4. Spike goals for every player*

- The player can spike with perfect technique
- The player can make different approaches, 2 steps, 3 steps, 4 steps
- The player can read the speed of the set
- The player is explosive, and the movement is continuous
- The player can land stable and is amortising the landing
- The player can spike different heights of the ball
- The player can adjust the approach
- The player can spike different directions
- The player can use the hand on the ball in different spike ways
- The player can make a good tip
- The player can make a dropshot
- The player can play block-out
- The player wants to risk in spike and is aggressive
- The player can see the opening in block and spike accordingly
- The player can find solutions to make points under pressure

#### *5. Service goals for every player*

- The player can serve with perfect technique
- The player can serve underhand
- The player can serve upper hand from 4-5 meters
- The player can serve upper hand from 9 meters
- The player can serve float from the baseline and from further off the baseline
- The player can serve jump float with stable landing
- The player can jump serve with landing inside the court
- The player can serve in different zones
- The player can serve under pressure
- The player enters right after service in defence position
- The player can make a short service

#### *6. Defence goals for every player*

- The player can defence with perfect technique
- The player can defence with 2 hands and 1 hand
- The player can move from first tempo start position to third tempo position
- The player can read the block
- The player can communicate with the blocking players
- The player is not afraid to go to the floor
- The player is not afraid to defence the ball
- The player can take the ball with pancake

Enjoy your journey,  
Virginie De Carne  
VDC Volleyball Academy  
For Lempo Volley



