



Real World Volleyball

Real World Volleyball



ISBN 1-868702-98-7



92100



9 781868 702985

by the **Coaching Staff of the**
Gold Medal Volleyball Clinic

Real World Volleyball

by
The Gold Medal Volleyball Clinic Faculty

Doug Beal, Laurel Brassey-Iversen,
Greg Giovanazzi, Mick Haley,
John Kessel, Mary Jo Peppler,
Russ Rose, Brad Saindon, Al Scates,
Don Shaw, Mary Wise

The Sports Group, Inc.
Concord, Mass. USA

Sports Support Syndicate, Inc.
Pittsburgh, Pa. USA

Real World Volleyball

First Edition & First Printing
Copyright © 1995

The Sports Group Inc.
66 Alford Circle, Concord, MA 01742
phone: 508-371-0503
fax: 508-371-0541

For permission to re-print, reviews, and research write to
the publisher,

Sports Support Syndicate, Inc.
108 South 12th Street, Pittsburgh, PA 15203-1226 USA
office: 412-481-2497
orders: 800-869-0758
fax: 412-481-2540

ISBN: 1-878602-98-7

Softcover price: \$21.⁰⁰ - USA

All rights reserved. No part of this material may be reproduced, stored in a retrieval system, or transcribed, in any form or by any means—electronic, mechanical, photocopying, recording or otherwise—without the prior permission of the publisher or the author. All international copyright laws apply. For foreign distribution, translation, and reproduction, please contact the publisher.

Photo credits are printed in the back of the book. Thanks to the respective coaches, media offices, Volleyball Monthly for shots of PSU and AllSport for 5 shots of UF for use of the photos. Cover design used 3 images © Aris Multimedia Entertainment, Inc. 1991-3. Images from and about space are © Aris Multimedia Entertainment, inc. 1991-3.

A special thanks to Chick Agnew, head coach of the girls team at Penn Hills High School (Pa), and Ray Bobak, retired coach from Duquesne University, for their input and ideas.

Contents

The Authors.....	7
Foreword.....	10
Introduction.....	11
Section I – Team Cohesion Situations.....	13
#1 Fundraiser & Travel as Special Event	13
#2 Team Rules.....	16
#3 Team Cancer & Remedy	18
#4 Injuries	19
#5 Keeping Faith while Losing	20
#6 Leadership.....	25
#7 Taking Three Days Off	30
#8 Encouraging Dedication	34
#9 Medling Parent	38
#10 New Coaching Job.....	41
Section II – Practices & Warm-Ups	44
#11 Quick Reactions	44
#12 Practicing Alone	50
#13 Practicing with Two	54
#14 Practicing with Three	58
#15 Practicing wit Four	60
#16 Player Suggestions for Practices	61
#17 Warm-ups and Getting Ready to Play	62
#18 Ball Goes Into the Net	66
#19 Setting and the Overhand Pass	68
#20 Hitting Practice.....	70
#21 Shaking Up Practices in Mid-Season.....	72
#22 A College Scout Visits Practice	74

Section III – Match Situations	76
#23 A College Scout Visits a Match	76
#24 A Rival Scout Watches Your Team’s Match	78
#25 Calling Balls Out-of-Bounds	81
#27 Dealing With a Time Out at a 13–0 Score	83
#28 Putting Up with Verbal Hassling	87
#30 Keeping Statistics While on the Bench	90
#31 Talking to Substitutes As They Enter the Game	95
#32 Talking with Players Just Pulled to the Bench	99
#33 Handling a Tiff Among Players	104
#34 Protesting and Bad Referees	108
#35 Happenings After a Match	112
#36 Analyzing Results from the 4th Server & Serving ..	116
Section IV – Offensive Situations	122
#37 Developing Offense Quickness and Spiking	122
#38 Spiker Coverage	130
Section V – Defensive Situations	133
#39 Countering a Super-Star Opponent & Digging	133
#40 Blocking and Facing a Slide-Attack	142
Section VI – End Matter	153
Photo Credits	153
Footwear Information	154
Other Books of Interest	156
Sponsor Messages	157

Foreword

This book, *Real World Volleyball*, written by the faculty of the Gold Medal Volleyball Clinics offers real situations and solutions from some of the best minds in volleyball today. Many of these situations and countless others are discussed at our Gold Medal Volleyball Clinics conducted throughout the year in locations all over the U.S.

Since 1984, The Gold Medal Volleyball Clinics have offered the very best in coaches' education and training for the sport. This premier program was organized by Doug Beal and Bill Neville after the USA Men's Olympic Team captured the gold medal in 1984. Since then, more than 7,000 coaches and adult players have attended the Gold Medal Clinics.

Both coaches and players are challenged in a 12 hour course by several of the most successful and influential coaches and players in volleyball today. Discussion and individual consultations with clinicians are provided throughout the clinics. If you have not attended one of our clinics, please call my office at 1-800-228-6290 for information on current clinic dates and sites.

I hope these real world situations enhance your coaching and playing skills. I challenge you to improve and strengthen your game and coaching.

Mary Ann Ferrell, President
The Sports Group Inc.

Introduction

by Mark Rauterkus, Publisher, SSS

This book is about perspectives. Everyone has one and everyone's perspective is unique. The vision of this book is to widen your perspective.

The situations found in the text and photos of this book are meant to provide you with different peeks through both telescopes and microscopes of the Real World of Volleyball. Some days you might find yourself on Mercury and gaze out to the rings of Saturn, or you could be in State College, Pennsylvania and ponder about the grass being greener in Palo Alto, California. Or, today you might be one of the pine brothers because you were on Jupiter instead of setting the double-block as you should have been. Where ever you are coming from, this book can help you by giving you a picture of what is out there and then allowing you to re-think the situation for yourself and examine what you should do.

Everyone, clinic participant or not, is trying to improve their game by finding valuable information and bringing it home to use in practices and games. Each and every year for the past six years the Sports Support Syndicate, in close coordination with the Gold Medal Clinic organizers and faculty, have released a new volleyball text book. These books (a complete listing can be found on the order form in the back of this book) compliment the clinic experience for coaches and players. These books plug new, technical information into your mind and refresh past experiences to help you improve.

This information has staying power and is currently being put into action on volleyball courts throughout America and the world.

Each coach did not write a response for every situation. Some situations call for simple one-sentence responses. Meanwhile, other situations might hit closer to home with some authors, and they have offered strong opinions.

Considering the time you spend with these authors at the clinics and the time you spend with their answers within the pages of this book, you're bound to get to know these coaches well.

Some of the greatest minds in the game have provided some interesting viewpoints and responses to the questions set forth in this book. Their responses are similar in a few instances, but quite different on a whole. Learn of their coaching records, and follow their careers and the teams that they coach.

We are going to keep putting news twists into the programming and the books, but we are going to try to include more input directly from the participants. Our publishing formula that relies exclusively on the clinic faculty for contributions to the annual clinic book is under review.

Your questions, your problems, your team's strategies, your headaches and your brilliant ideas are needed for next year's book. The situations in this book are universal and the solutions will help you, but we want to respond to your individual questions next year. If you could sit down with some of the best coaches in the country, what would you ask?

Here's your chance. Send your questions, situations, and your answers to: SSS, 108 South 12th Street, Pittsburgh, PA 15203-1226 USA.

Fax us at 412-481-2540. Send e-mail via the internet to: MRauterkus@Pittsburgh.Net

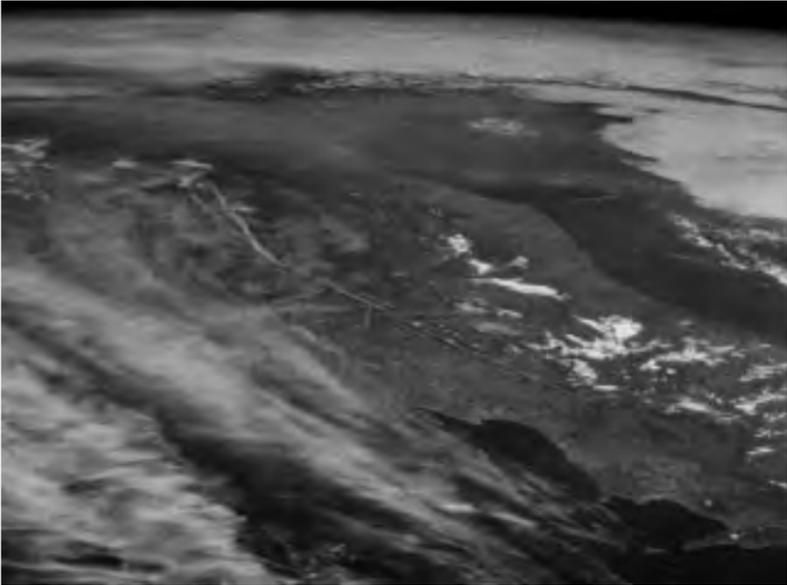
Sports

Support

Syndicate

Team Cohesion

Real World Volleyball — Situation #1



Your team is wonderful, and you want to organize a major special event that includes travel. What do you do and most importantly, how can you pay for it? What is the best fund-raiser you ever used, and can you explain how it worked?

Response from: Laurel Brassey Iversen, University of New Mexico

Let me share with you the fund-raiser called *Aces Are Wild*. I stole it from our soccer team. It is self explanatory. We raised more than \$9,000.00. We mailed the attached letters (reprinted here in this book) all over the country. It worked great!



Letterhead

Chio Lobo Volleyball Fans,

We are trying to raise some extra money for this year's team. As you may know we have five seniors on the team, and we are expecting to have a very good season. We are planning to take this team to Europe, Italy precisely, in May of 1995. We are raising the money for tickets, rental car and meals, but each player will need an additional cultural allowance.

Our goal is to raise \$10,000. There are 17 athletes on this year's team. We have estimated that each one will need \$500.00 to be able to experience Italy as one should. That makes a total of \$8,500 for the players. With the other \$1,500 we would like to buy some t-shirts for the tour and some gifts to give to our hosts in Italy.

Our exact itinerary is not set yet but our idea is to concentrate on central and northern Italy. We will probably fly into Milano, then drive south to begin our tour in Genova, where I played eleven years ago. We will play in San Remo, near the French border and then head back to the Italian Riviera, stopping in Porto Fino, Camogie, and Rappallo. Then we will visit Pisa, and see the Leaning Tower, of course, and then on to Florence and Siena. After that we will go north to Reggio Emilia where there are many fine teams, not to mention great food, and stop in Bologna, Verona, and Venice.

We want to make sure that each player has enough money to enjoy the trip and be able to see all of the cultural wonders of Italy. There is an admission charge to visit every museum and ruin. We want to be prepared so that no one will miss out on seeing Michelangelo's David, the Uffizzi Gallery, or even ride in a Venetian gondola.

The players have already begun to learn some key Italian phrases like, "good morning," "good evening," and most importantly, "where is the bathroom?"

We plan to make this a memorable experience that they will enjoy for a lifetime. We need your help. We don't need you to pick up aluminum cans, bake cookies, or dress up as a wolf and flag down cars for a car wash. What we are asking for is a helping hand in a way only volleyball fans can appreciate.

To participate in "Aces are Wild," submit a pledge on the form below for each service ace our players score during our Fall 1994 season. At

the end of the season we will inform you of our statistics for aces served during the season and provide a summary of your pledge. Feel free to create your own individualized pledge (e.g., \$10.00 for each ace served against BYU) by writing it in on the pledge form. If you feel more comfortable making a cash contribution instead of a goal pledge, we will gratefully accept these donations as well.

Grazie!

*All coaches and players signed the letter.

Previous years stats for Service Aces

	Games	Team	Tania	Sally	Gretchen	Robyn	Mindy	Alicia	Kris	Reta
1993	104	147	24	28	21	9	4	37	2	1
1994	118	165	23	7	na	24	6	17	na	9

Option 1

Yes, here is my pledge for each ace the Lobos serve during the 1994 fall season. Send no money now, UNM Volleyball will contact you when the season ends.

\$5.00
 \$3.00
 \$2.00
 \$1.00
 \$0.75
 \$0.50
 \$0.25
 \$0.10
 Other
 Custom _____

Option 2

Here is my pledge for \$_____, regardless of how many aces the Lobos serve.

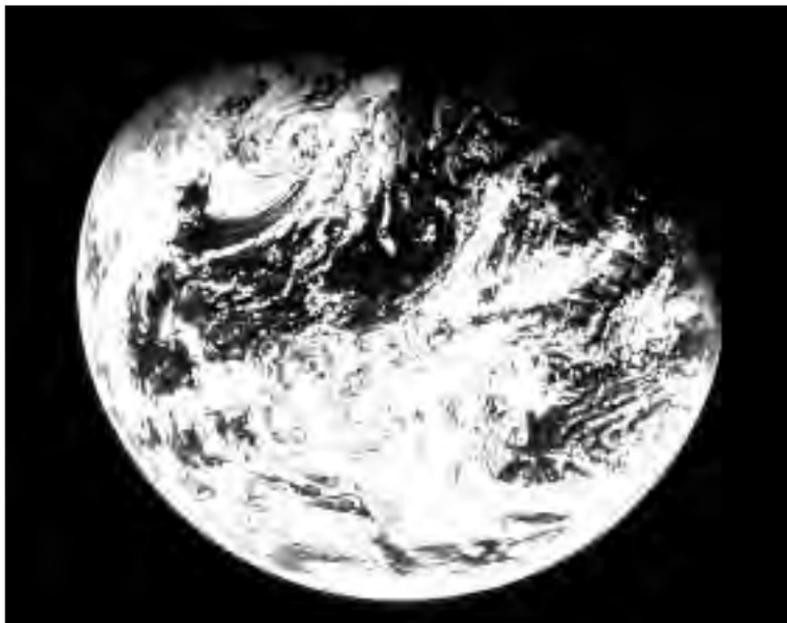
Name: _____ Phone: _____

Address: _____

Please make checks payable to UNM Women's Volleyball and send to: Laurel Brassey Iversen, UNM Volleyball, Johnson Center, UNM, Albq., NM 87131

(Your pledge is tax deductible as allowed by law.)

Real World Volleyball — Situation #2



© 1991-3 Arts Multimedia Entertainment, Inc.

When you start the season, what are the hard and fast rules that you need to make clear for your team?

Response from: Brad Saindon, University of Colorado

We don't have many rules. Most of the rules we have are self evident and regard work ethic.

1. **Every player will go for every ball, every drill, every practice, every day.** We pride ourselves on relentless pursuit, this value is passed down from each generation of players and enforced by the coaches.

2. **Communication on the court is each player's responsibility.** Lack of communication will not be tolerated. We have a team "Language" that is standardized for simplicity that all team members are expected to use on the court. For example we say, "Mine!" when calling for the ball. Not, "I've got it!" or, "Ball!" or whatever. We call a players name to indicate that that player is expected to play the ball, rather than, "Yours!" or,

“Go!” etc. This language is important in team function and on court communication.

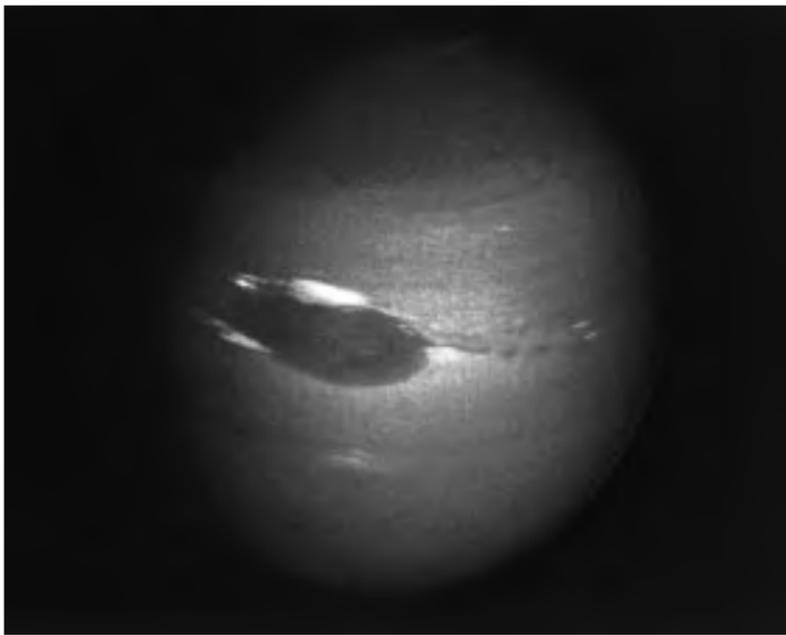
3. We are either getting better or we are getting worse.

Each player is expected to perform and act in a way that allows us to improve each and every day. Each player is responsible for her own actions. We are not about getting worse.

4. Each player must remain cognizant of who they represent on and off the court. We have a strict but fair code of conduct that each player must operate within.

5. My players are instructed to keep their focus on the court. From the moment they walk onto the court for warm-up, they do not look into the stands, wave at their friends, turn and look at some one saying something, respond to any one or anything, etc. This is hard sometimes but is a team rule and is a matter of discipline.

Real World Volleyball — Situation #3



© 1991-3 Arts Multimedia Entertainment, Inc.

What is the worst case of cancer that you've ever faced on your team and how did you remedy it?

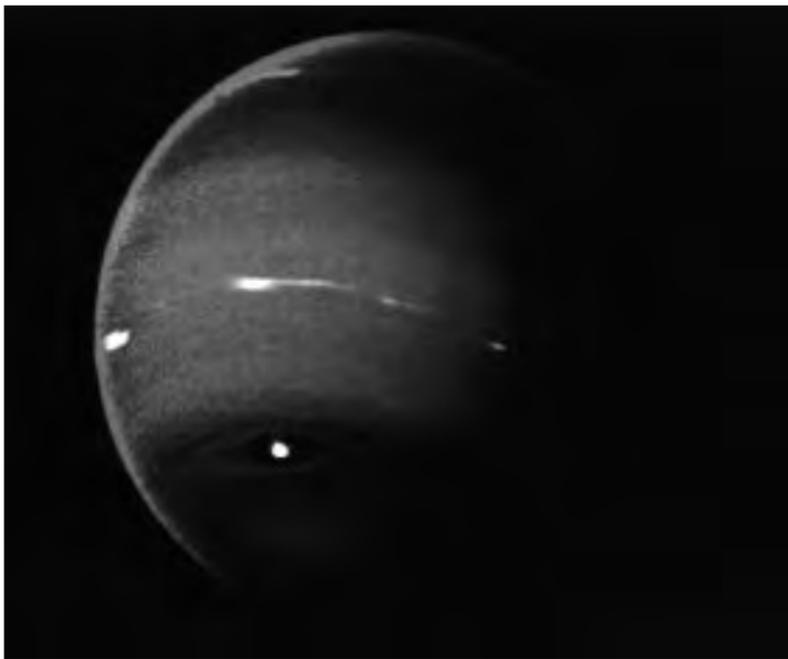
Response from: Mick Haley, University of Texas
Cheating! You operate and cut it out!

Response from: Mary Wise, University of Florida

Perhaps the question should read: What is the worst case of team dynamics you have ever faced?

It is often the scenario where seniors (high school or college) don't play. In this case, the key is to establish clearly defined roles for each senior. The seniors on the bench must understand how they can contribute to the success of the team. Our job is to communicate those roles and what is expected from each player. We all want to feel worthy and that we can contribute—especially seniors.

Real World Volleyball — Situation #4



© 1991-3 Arts Multimedia Entertainment, Inc.

Injury situations have made large limits on the team and many of the team's players. How do you play through injuries?

Response from: Mick Haley, University of Texas

I listen to my trainers!

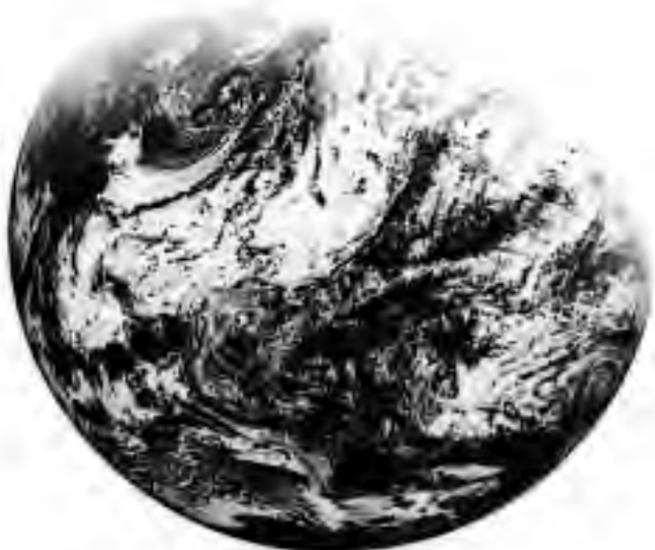
Response from: Greg Giovanazzi, University of Michigan

All medical decisions are deferred to the trainer, team doctor, and player.

Response from: Mary Wise, University of Florida

Whether the player is in high school, college, or post-college, decisions as to a player's injury status should be made by somebody qualified, and not by a coach. We are working in a day and age when a wrong decision in this area can cost a coach his or her job.

Real World Volleyball — Situation #5



© 1991-3 Arts Multimedia Entertainment, Inc.

How do you keep faith with the kids when losing? Especially when the losses are coming as a result of circumstances (i.e., injuries) rather than sheer lack of skills.

Response from: Al Scates, UCLA

When we lose I usually do not discuss the match with the players until the next day on the practice floor. We learn from our losses and correct our problems the next practice day.

Response from: Greg Giovanazzi, University of Michigan

Have statistical goals for each match. Stay consistent and focused on improvement. Comment on positive aspects of play and correct the negatives as quickly as possible. Stay away from emotion and team meetings after losses.

Response from: Mary Wise, University of Florida

During the 1994 volleyball season we lost three starters to injuries. At a time when it would be easy to use the injuries as an excuse, our team rose to the challenge and finished with a Southeastern Conference Championship, a 28–6 record, and a birth to the NCAA round of 16.

We were able to accomplish this when after each injury, we redefined the roles of the players and kept focus on our team goals. The “faith” was kept because the players accepted their roles and worked harder to make up for what we lost with their teammates’ departures.

Response from: Brad Saindon, University of Colorado

I have a philosophy that I strive to live by: Spend your time and energy only on the things that you have control over. Easy to say, hard to do. When one thinks about this, there is not really all that much that each of us control in our lives. What we think, how hard we work, what goes into our mouths, what comes out of our mouths, how we spend our time, our daily attitude; these are things that we control. If our focus is on winning, I think we are spending lots of thought and worry over something that we don’t control, because our opponent certainly has something to say about the final outcome of a match.

I talk to my team a lot about this philosophy. We only control how we train, how we prepare, our work ethic, our focus. We control our game plan, our actions, and our competitive drive. Winning is really only a by product of the things we do daily. However, if we do what we are supposed to do, and lose, losing is still bitter but can be understood.

A coach must coach his or her team the same regardless of circumstances. Sometimes fate deals us a bad hand with injuries, defections, etc. Don’t get caught up in “what ifs”, and “if only” because those thoughts are thoughts of a loser, and we do control what and how we think and act. A team will absolutely pick up on that kind of thought coming from its leader, if you already have excuses to lose, you will indeed lose. Play the cards you are dealt the best you can. After all, the best poker players are always the best bluffers.

Response from: Russ Rose, Penn State University

It is hard to keep the kids in it. I don't think it is hard to keep the coaches in it. I look at it and say, I've been coaching for more than 20 years, some years we lose, some years we win. We never won the national championship here at PSU, so every year our last match is a loss. Every year. So what. So we lose. Maybe we win the first game and lose the last game. It doesn't make a difference.

The important thing I think is, "How do the kids handle it?"

Are we getting better? Are we just losing because we are playing better competition? Are we losing because we are playing better people. If that is the case we need to be patient because our day will come. It is hard to keep the players from going overboard. I don't think the coaches in any sport are good losers. They always want to find a way to help their team win, to help your team get better at dealing with it. I think we have to realize that losing is a great motivator. Winning doesn't do it.

That year when we were 44 and 0, that team ended up being a mess. That team was beating good teams on the road in front of big crowds, and the score was 3-0. That team didn't want to get in the gym and work hard. They had to, but it took some serious work on my part to get the players mad at each other. That was the only way to do it. That is what I did. I put the players against each other. I'd just sit back and instigate, which is a great trait that I have. Not a venerable trait.

We are going to lose. There are days when we lose and days when we win. You just hope that you don't lose badly. You hope that you don't give up. You hope that you don't quit. If you just lose because the other team is better, oh boy, then we need to work harder, need to recruit better and need to make some decisions. The decisions many times are personnel changes. When you change the personnel you change the complexion of the team. You change how they feel about each other, how they feel about themselves.

I was a starter and now I'm on the bench. I'll never play again.

If you are losing because of injuries, you've got to be patient. Injuries are a part of the game. They are a real disruptive part, but you just have to be patient with the players because the players are equally frustrated with the loss.



Response from: Russ Rose, Penn State University

You might make a mistake and you are the type of player that I can walk over and say, "It is okay." And then there is another player who makes a mistake and we know as a team that this is not a person that we walk over and say, "It's okay!" to because she doesn't think it is okay. She is so competitive.



Response from: Russ Rose, Penn State University

Sometimes as a coach we fail miserably. We know what we want to accomplish and didn't accomplish it. I talked to a high school coach this morning and he said to me, "Coach, we totally overachieved this year." I look at my team and say we under-achieved. Not because we didn't win the national championship, but because we never really played well together at the same time. So to me, I felt miserable. We didn't get the job done. I didn't fail bad enough that I should take a cut in pay or get fired. But on the other hand, I didn't get them to do what I thought was critical for this team to do. The responsibility stops with me on certain things.

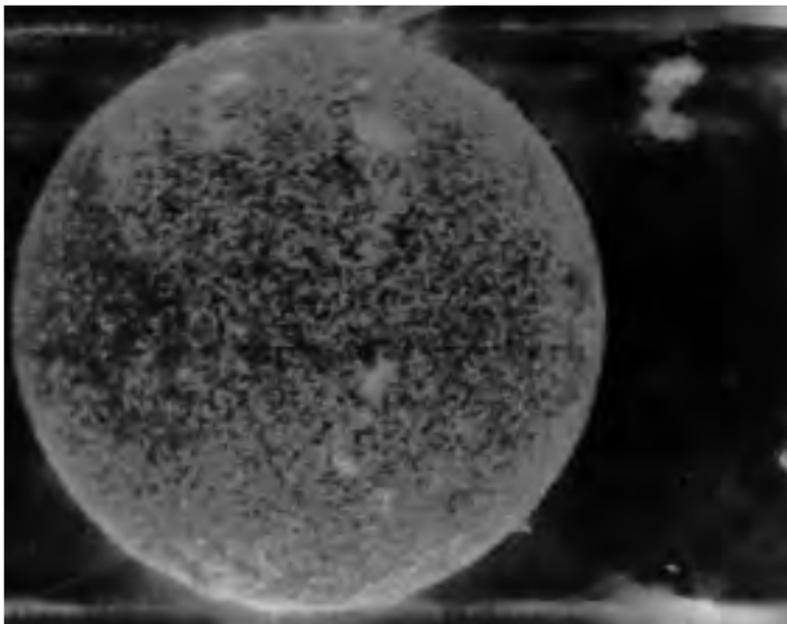
I told the coach who called me that next year you will have my problem.

I thought this years team tried hard. They never didn't do things because lack of effort. They always wanted to do it. We just weren't on the same page. "I was up all night studying." "She was on a date." It was never a fully committed effort in unison.

They should be up all night studying. They should be going out on dates. They should be doing those things. But when everybody takes a little away from their maximum, it hurts the team. But I don't want them to be all volleyball. I refuse to have them 24-hours a day, seven days a week under my thumb. I refuse to do that.

There are other people in my conference who I think are doing that and they are going to be kicking my butt pretty soon. But I am never going to do that. I refuse to do it. I got a little kid at home who is six-weeks old. He is on the verge of smiling. I'll be dammed if I'm going to miss it because I got to come here in January and see someone do some jump training. No way.

Real World Volleyball — Situation #6



© 1991-3 Aris Multimedia Entertainment, Inc.

What if there is no clear leader on the team? How do you motivate the potential leaders?

Response from: Mick Haley, University of Texas

Utilize the group strengths and build on what can be accomplished together.

Response from: Mary Wise, University of Florida

In the event you are entering a season with no clear leaders, understand as a coach you will have to take on more responsibility. To help develop leadership, give an individual (preferably an older player with leadership potential) a series of small tasks where she has to make decisions (i.e., which uniform should the team wear?). As she becomes more comfortable, more responsibility can be delegated. Whether she knows it or not, she will be assuming the role of a leader.

Response from: Greg Giovanazzi, University of Michigan

Everyone on a team offers their own type of leadership. The 1992 USA Women's Team had captain, Kim Oden, who was calm and nurturing. Paula Weishoff, who'd been successful at the Olympics before. Caren Kemner, possibly the world's best player. Lori Endicott, very reliable and steady. Tammy Liley, Elaina Oden and Janet Cobbs are very competitive. Ruth Lawanson had a great work ethic. Liane Sato, individual who had great confidence and ability. Tara Battle's and Tee Williams' youth and talent.

Every aspect of every individual could be, and was, interested as a form of leadership. Having this many leaders empowers each individual's role.

Take time as a coach to point out what the individual offers the team.

Response from: Laurel Brassey Iversen, University of New Mexico

In Division I, we have a non-traditional season during the spring. Usually, the seniors who just finished their eligibility do not participate. Consequently, some (if not all) of our leadership is gone.

In accordance with NCAA rules, we are allowed to practice for six weeks in the off season, uninterrupted. Most coaches go in the middle of the semester, say March 15 to April 30. The rules allow you to take spring break off and this time does not count against the six week practice period. Some coaches prefer to hold their practices on both sides of the spring break. We have opted to hold the practice period in the first part of the semester.

For the remaining time in the semester, after all the six week period has elapsed, the coaches are not allowed in the gym with their athletes. At our level, we know that if our athletes only practice for six weeks during the spring semester, we are not going to be very good in the fall season. Our athletes are committed to the sport and team enough to practice on their own. One of the problems with them practicing on their own is organization and leadership. Remember, the seniors are out of the picture.

We begin practice the first week in February. We select our oldest players, usually juniors, to help us run each practice. The first hour of each practice is conducted by one of these people.

They must devise a practice plan to cover the first hour of training. They must bring it to us sometime beforehand so that we can approve it and make any adjustments. We (our coaching staff) will be there to coach, in the way of verbal cues, encouragement, correction of skill performance, but we do not run the drills, toss balls, hit balls or serve, or direct the drills.

When this portion is over, while the team takes a short break, we talk to our apprentice coach and give feedback on the practice session. The coaches talk about what was good and what parts could be altered to be more effective and efficient. When the junior-leader's time is up, the real coaches take over and run the last two and a half to three hours of practice.

The next day another junior leader takes the first hour, and so on. In this way we can train three or four players to be coaches. The other team members get used to taking directions from another member and the leaders get some experience being in charge.

With us in the gym for support, things go pretty well, and we can step in and help if things aren't going very smoothly. All the while, these people are learning how to be in charge and run the team. Here's the payoff.

We finish our six weeks of coached training at spring break. The players get a vacation and when they return they begin training on their own, with their junior leaders. Our team agrees to train in the gym four days a week for at least one and a half hours a day. They usually don't train on Fridays. This is their commitment to improving so that they can remain a top 20 team the following year.

Of course no one can make the players on the team go to these practices after spring break, but the peer pressure is unbelievable here. Occasionally, someone will miss because of an impending major exam or paper, but overall, the players show up and train hard—so I'm led to believe.

The things we like the best is that the players drill in the way that we have trained them, mostly in gamelike situations, rather than just play deep court for the whole time. Normally, the team drills for an hour and then they play for a half and hour or longer.

Lots of things are going on at these sessions in the way of teaching leadership. Each day, one player is in charge and responsible. The player in charge is responsible to make sure all

of the equipment is set up, taken down, and stored securely before and after practice. The leaders are accountable for all the balls.

Leaders must preplan the practice, and explain the drills to the team. Leaders must start and end on time and initiate and motivate everything that goes on.

In some of the past years a new leader has jumped forward while at other times the leadership roles have to be pulled out of the players. This plan has been a good way to help them along in the leadership process.

A coach can start grooming the younger players during the regular season also. No matter how small the task, assign duties to the younger team members. Players feel a special sense of responsibility when the coach asks them to do something specific. These specific tasks can encompass the following: things that need to be done before and after practice, tasks for road trips, off the court social events for the team, organization of anything that needs to be done.

Start out small. You do not want to give a crucial assignment with major consequences to a freshman who hasn't had any experience in your program. Let the younger players help a senior with the more crucial assignments. Do give the younger players smaller assignments. In this way each member of your team must learn to take on responsibilities. Leadership has to be cultivated. Some athletes love to be in charge, but they have their own agenda. You must make sure that they are leading the team down the road you have chosen for the team.

Response from: Russ Rose, Penn State University

That is a really tough one. I always say, "Leaders emerge, and captains are elected."

At Penn State, I have always had one setter. I'm finishing my 16th year at Penn State, and I'm finishing my fourth setter. I don't want two setters on my team. I don't want half of my team saying, "I hit better when you set." Then the other half of the team is saying, "I hit better when you set." Then I got half of my team saying already, "If you play, then I'll have to play because I hit better when you're in."

This is the setter, and this is the way it goes. I figure that she has got possession of the ball the most and this is the person I talk to the most. Sometimes the setter is good, sometimes the

setter is bad. You live through the good and the bad. That is how it goes.

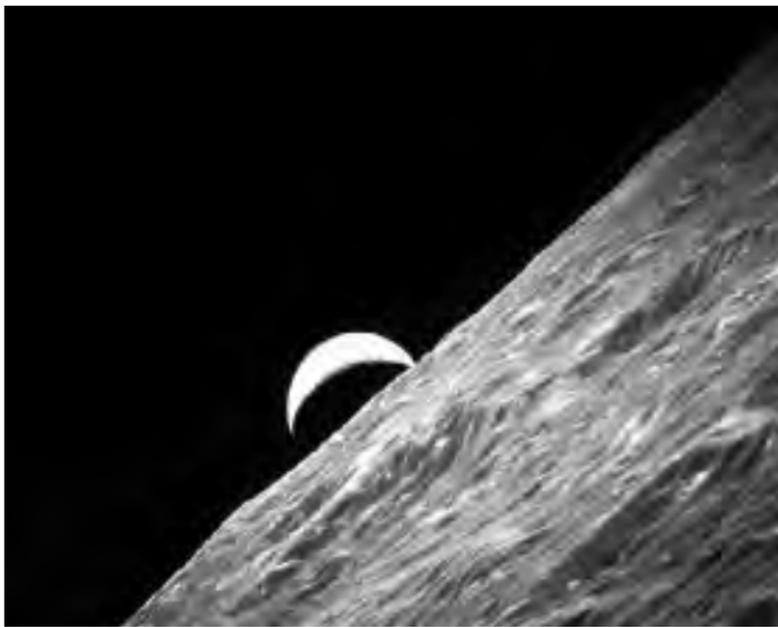
This year we had good, quiet leadership. I had four seniors on the floor who had been here for four years each—18 years of experience. Two of them were fifth year kids. They knew what they needed to do. We didn't need people telling each other what to do. We needed leadership because I wanted them to work harder in practice and address some things that we did and didn't do.

Photo #43



Salima Davidson is the most recent Penn State setter, and she is an All-American. In her senior year her assist average was 12.82 in 117 games.

Real World Volleyball — Situation #7



© 1991-3 Aris Multimedia Entertainment, Inc.

When does it make sense to have a team take three or more days off of practice when it is so run-down and hurt rather than playing onward?

Response from: Al Scates, UCLA

I have often give a team two days off during the season, but never three days. Be flexible with rest for injured players, but train the healthy ones while they take time off.

Response from: Mick Haley, University of Texas

Sure — but I have never taken three days off.

Response from: Greg Giovanazzi, University of Michigan

When the team is playing too well early or when nagging injuries not only increase but never heal.

Response from: Mary Wise, University of Florida

We try to anticipate prior to the season when days off will be needed. At no point do we want to be in a position where a team is run-down and hurt from over practicing. We believe that a day off from practice, to rest the body and the psyche of the players, can often do more good than three days of practice. More is not always better.

Response from: Brad Saindon, University of Colorado

I absolutely believe that time off is just important as time on. Bodies need time to recover. Minds need time to recover. If athletes are given time off regularly, this time off may be recovered later by avoiding the need for “extra” days off later on to recover. I have given my players 2 or 3 days off even in the peak of our season. Each time the effect has been positive. The players return to the gym refreshed and hungry. However, I think this needs to be a special thing. Coaching is both an art and a science, knowing how to read your team, and how to award time off is part of the art of coaching, and experience the only teacher. I personally don’t subscribe to the “more is better” philosophy of coaching. If you’re not getting better in practice, fatigue and burn out might be the problem, and rest a solution.

Photo # pumpkin



In mid-October the UNM team might be taking a weekend off and spending time on the gym floor carving pumpkins. Be careful with those sharp objects! Do the finished jack-o-lanterns make some statements as to the team’s mental state?

Response from: Laurel Brassey Iversen, University of New Mexico

In Division I, our season is quite long, beginning in August and finishing in December. Traditionally, there is an open week-

end in the middle of our conference season, around mid-October. Unless we have a chance to play somebody really good, we leave that weekend open for all of us to take a break. It comes right in the middle of the season.

If you don't have any open weekends, then, you need to find some days to give the team a break. In the past we have tried a couple of different things.

Looking at the conference schedule we will take a Monday, Tuesday and Wednesday off, when we are going to play a weaker conference opponent. Or perhaps, take just Monday and Tuesday off, practice Wednesday and Thursday and then be fresh to play on Friday and Saturday. You must impress upon them the reason for taking time off is not because you have an easy opponent, but that you feel the team and staff need a break. The athletes must be mature enough to take the upcoming opponent seriously, and work especially hard the couple of days during that week that you do train.

We have followed the above schedule during the week of our toughest conference opponent. It just depends on the timing and the mental state of the team at a given time during the season.

Just before mid-term exams is a particularly stressful time. We usually take some time off during this period.

Some years, illness will run through the team and you really have no choice. Our philosophy is that we would rather take a few days off and let the players rest and get away from the gym for awhile, than make them practice when their hearts aren't in it. It's a fine line, because you can't let them off every time there is a little stress in their lives. You have to know your team well to be able to decide when it's time to push them through or just give them a break.

The team we had in 1994 was very cohesive. However, by mid-season, it was pretty strung-out. Past teams had said they needed a break from volleyball and each other. This group said they just needed a physical rest away from the gym but that they wanted to do something fun as a team. We had a spaghetti dinner together. Another time, they got together and toilet-papered the football coach's house. It's become a yearly tradition now. Sometimes they get the addresses mixed up and they decorate my house too. It's still good for team spirit!

Photo # TP house



This photo is too small to ascertain exactly who the culprits are as they stand in front of that house somewhere in Albuquerque,

New Mexico. But more importantly, rest assured that this is not the house of the football coach.

Real World Volleyball — Situation #8



© 1991-3 Arts Multimedia Entertainment, Inc.

Talking with a young player with lots of potential at the end of the season, you want to encourage more dedication to training and inspire a new attitude for the off-season, or else you think that player should pursue other activities for future seasons. What do you say?

Response from: Mick Haley, University of Texas

Identify all the positives that were evidenced by the player. Identify personal and team goals for next year. Identify training habits and practice that can assure the player of the best opportunity to reach the goal. Together plan weekly what is to be attempted. Set up ways to evaluate progress every four-to-six weeks.

Response from: Mary Wise, University of Florida

The key for the young player with lots of potential is for her to have a clearly defined role. If that role is to be the super star

for the team as a freshman, she might be set up for failure. Perhaps that can be the role filled later in her career. As players understand where they fit into the big picture of the team, it will be easier to motivate them to train.

Photo #42



Response from: Russ Rose, Penn State University

If the person has a lot of potential and they want to be good, then I think you need to pencil in for them what you think they need to do to be a good ballplayer. I don't think anyone can be good with a part-time attitude. You have to be committed to be the best you can be. I think you have to pay the price physically. You have to do some training. You have to do some emotional and spiritual testing. You have to work the kid hard. But I don't think a coach can say to a player that if you want to be really good, it is all up to you. The coach has some serious responsibility in providing an opportunity to really becoming the best they can be.

The higher the level, the less the responsibility for the coaches. At the national level, I don't think the coaches should worry about that. The men and women that come in to the national teams should say, "Hey, I want to be the best player in the world. I want to do this. I want to do that." Fine, if you don't do it, hit the road.

But as a college coach, I've got some players who need work, and I've got to be responsible to help them get there. Help with the reps. Help them understand what they need to do. Teach them shots. Teach them to be mentally tough. With the help of a staff, I can do that.

The attitude in the off-season is you have to decide what you want to do. If you want to be a great player, you need to do this.

I think college coaches should address this in the recruiting process. That way there is less misleading of trust.

The player might say, “Coach, when you recruited me you said that I was going to play.”

Then the coach can come back to the player and say, “And yeah, well you told me that you wanted to be a great player. Well, I have to tell you—you lied. Does the word embezzlement mean anything to you? What about fraud? You are impersonating an athlete.”

With some players you have to be honest and say what you think. Perhaps you say, “You are a secondary player. You are a role player.” But you can recruit people who are role players, and they can become even better at role playing.

Some people really elevate their play throughout their career. I thought as a great example this year that Kelly Aspringen of Nebraska was a role player a couple of years ago, but this year she was a major player. She wound up being an All-American player for them. She was clearly a third or fourth option on their team a couple of years ago. She really developed. She paid the price. She is strong. She is good. Because of that, Nebraska is that much better.

Response from: Russ Rose, Penn State University

High school coaches who have a kid with equal potential to do both basketball or volleyball, what do you do? You don’t do anything. It is the kid who makes the decision. You can say, “You can be really good in this sport, or maybe you can be really good in this other sport, but I’m not going to comment on that sport. That is her call. She can decide what she wants to do.



Response from: Russ Rose, Penn State University

High school kids shouldn't do stats, but they should clearly watch other teams. I think the learning is an evolving process. I always want my players to work camps in the summer. They learn so much more from just working with young kids than they do from what we as coaches tell them. It goes to a different level of understanding.

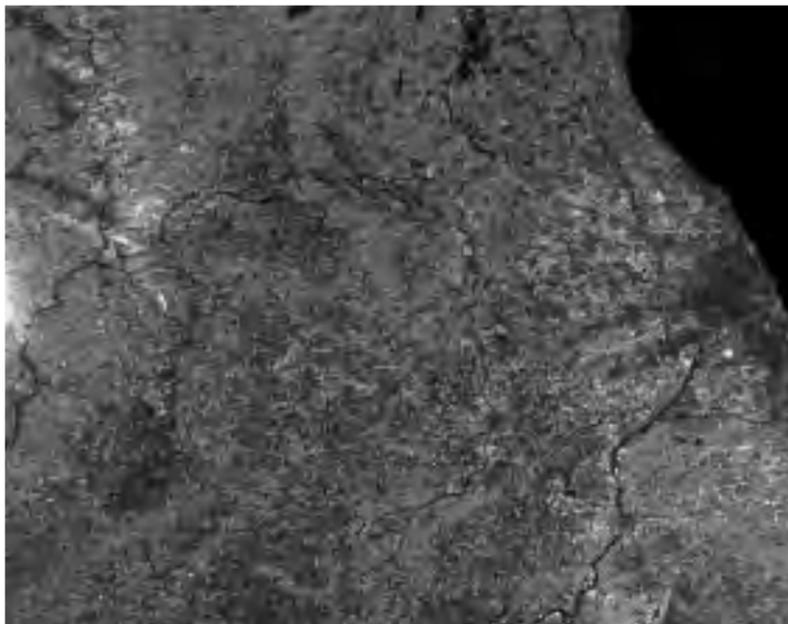
I'll walk by their courts when there are camps underway and I'll ask, "How's it going."

They say, "Coach, I told this girl the same thing 10 times and she doesn't listen."

I'll say, "You're kidding me! How does that possibly happen? You're kidding me." I just say that enough until the player asks if she does the same thing. I then say, "Everybody does that."

I think players get better with that experience of doing it. They hear what you say and they realize that there are certain situations where they have to acknowledge that I know what you are saying, I know what you want, and I made a mistake. It is over.

Real World Volleyball — Situation #9



© 1991-3 Arts Multimedia Entertainment, Inc.

How do you handle a meddling parent?

Response from: Greg Giovanazzi, University of Michigan

I recruit players, not parents. I strongly encourage players to keep their parents positive.

Response from: Mary Wise, University of Florida

The best way to handle a meddling parent is to keep them from meddling in the first place. By communicating your expectations to the parents, problems can be avoided.

Response from: Mick Haley, University of Texas

Explain the ground rules. Tell the parent how they can help and what their responsibility should be. Approach them as if they are part of the team and you need their help, but they must let you work with their child. They need to keep encouraging

her and just be good, supportive and positive parents or take their daughter and go!

Reward positive; discourage negative.

Response from: Al Scates, UCLA

We don't interact with parents about their child's attitude. The coaches tell the athlete what we expect on the court and if they can deliver, they play.

Response from: Russ Rose, Penn State University

Parents at the collegiate level can be really annoying. At the high school level parents can be darn-right wicked. They can be board members. That is where you have to go back and decide about the job in the first place. Who do I report to? Do I report to the parents, then I don't want the job. No way.

When I first got into coaching and I got involved in some little league thing, it was because I was playing with the kids in the neighborhood. Then I was asked, "Hey, do you want to do this?"

"Yea. I'll do it. But my rule is, as soon as you parents start getting involved, then I'm out the door."

Then it got to the point where I ran into someone at the grocery store and heard that so-and-so should really be playing right field. Should not be playing infield because he has a great arm. You know I've been working with him...."

It just got to the point where I called them all together and said, "You know, in the last week I heard from this and that, so I'm going to retire now because I see all of you now coming into the forefront as you are all really coaches and you need to come out of the closet and take a leadership role with your children. I'm out of here."

As a college coach, I have no problem with a parent as long as the parent is addressing issues that deal specifically with their child. I'm totally into that. Because I am a very confrontational person with their children. I want them to be really good and I'm going to kick them in the butt until they are really good or until they make a conscious decision to not really be so good.

With the parents I always say that the minute a parent addresses another kid then this conversation is over. I have no

problem with a parent saying, “Hey, I think you need to be a little more gentle with my girl.”

I’ll say, “I think you are probably right. But on the other hand you need to just leave her alone. You should be the good guy, and leave me to be the bad guy. You should be her father. Don’t be her coach. Don’t say everything I say is right. Say ‘honey I love you. You are my girl. Just do you best. You’re a good person.’ That is what you should say.”

Sometimes I tell parents that they should say that. Sometimes I say, “You are out of line. It was nice talking to you.” and that is it. If they have access to go to the athletic director and get me in trouble, so be it.

Photo 33



I care about providing an experience with these kids. I think my kids have some positive feelings about what we are doing. Do I think that they are at times mad as hell at me? I hope so. If it is that way then I know that I’m making them do some things that they wouldn’t necessary do on their own.

Real World Volleyball — Situation #10

© 1991-3 Aris Multimedia Entertainment, Inc.



What are the vital requirements for you to consider when taking a new coaching job?

Response from: Mary Wise, University of Florida

Vital requirements: administrative support, job security, and the ability to compete for the league title on a consistent basis.

Response from: Greg Giovanazzi, University of Michigan

1. Will your athletic department support the program financially and philosophically?
2. Is this a school you can recruit to?

Response from: Russ Rose, Penn State University

At the collegiate level the requirements you really have to look at are: budget, scholarship, staff, expectations of the university, and, how am I going to be evaluated.

I can only speak from one perspective, but this is my fourth year in the Big 10 and there are eight new coaches out of the

eleven schools. I think that speaks for volleyball as women's volleyball is turning into one of the four ugly monsters in collegiate athletics. It is turning as ugly as football and as ugly as men's and women's basketball.

So I think there are a lot of coaches at the lower levels of collegiate volleyball who say, "Boy I wish I was coaching in the big time." Yea, I wish I was at Stanford or UCLA too.

But everybody has problems. I'm not sure I would want to be at Stanford or UCLA. Everybody always thinks that the grass is greener. You really have to look at what your career goals are. What are you really looking for?

There are a lot of Division I coaches that I know I speak for when I say that they would love to be coaching in Division III again because that is pure coaching.

When I look back at the old days, and I can see it clearly as I read the men's volleyball team's alumni letter. When I read that, it gives me a chill. This is what I was into coaching for. I got into coaching for people who wanted to be coached. Not for people who wanted new shoes, new uniforms and new sweats, new bags and who have agents and who have parents call. No way. Those guys got in a car and drove 10 hours and played and had some fun. Those guys come back every year and celebrate the excitement of their college experience. I find that less and less in every year of college coaching.

I really think that people have to look at things. When I think about how my job has changed at Penn State in the 16 years that I've been here it is something. Back in the old days we got in a van, and I drove the van. I got up at 6:00 in the morning, we drove to Maryland, and we played until midnight. We got back at 4-o'clock in the morning. I wouldn't want that responsibility any more. I wouldn't want to drive a van. I don't want the coach of my children to have to do that either. But now the question is, Do you have a bus or a van? Do you have a bus or air? Now at the collegiate level, the newest question is: Do we want to charter a plane or take the regular aircraft? I don't know, we have never taken a charter but there are some benefits to doing that.

You really need to look at what the school wants. Am I making the decision or is the Athletic Director making the decision? If I'm the coach then I'm the coach. I don't want an intermediary. If it doesn't work out, then I don't want to do it. Take

Jimmy Johnson (former coach with the NFL Super Bowl Champions, Dallas, Texas). Where is his next position going to be? His next position is going to be where he owns a part of the team. If he owns a part of the team then all the decisions he makes are for the best interest of the team.

I think people have to be really cognizant of what they want. The grass is not always greener. Many times you have a much better situation where you are because you know the devil. You know all the things that lurk in all the little hallways and bad news. If you think you are getting away from the bad news, well there is bad news everywhere. There are problems with every job. There are problems with the lowest high school level, and I am sure Terry Liskevych would say that there are problems with the national team as well.

Photo 55



Practices & Warm-ups

Real World Volleyball — Situation #11



© 1991-3 Aris Multimedia Entertainment, Inc.

As you program your players' innate responses for lightening-quick, on-court reactions, what are some of the skills/programming/codes that you teach? What actions and responses do good players on good teams possess?

Response from: Greg Giovanazzi, University of Michigan

"See the ball!" I think great passers have superior vision. Photos of the best passers show them watching the ball into their arms.

Great attackers come in line, behind the ball and see the blockers and come. We encourage a late and fast approach. Late for vision, and fast to denote quick twitch jumping.

Response from: Russ Rose, Penn State University

I feel that I can have more impact in teaching our kids defense and playing hard defense than I can in getting them to jump higher and having perfect footwork and things like that.

Footwork doesn't come into play when it is "Go for the ball." I don't care if her left foot is forward or her right foot is forward. I care that the ball is alive.

Photo #dig sequence photo



Response from: Doug Beal, USA Volleyball

This series shows an outstanding example for movement and body posture for digging. The player is low and on balance. The ball is played in front of the body and in the body mid-line. The eyes focus just above the ball as it contacts the arms.





*Response from: Doug Beal, USA
Volleyball*

The player shows a very low position that allows for more control and more time to play the ball.



Response from: Laurel Brassey Iversen, University of New Mexico

We teach all our players a step hop or get-set hop preparation step for defense and for serve-receive. Our setters make the same little hop in response to a dug ball or passed ball so they can chase it if need be. We also want our setters to lower their center of gravity so they can get moving quickly if they need to chase a pass or dig.

Diggers and passers take a small step with either foot and then a small hop/or glide, landing with both feet parallel in the direction of the hitter. Starting position is low and remains low taking care not to pop up. "Head level" is a good cue word and so is, "step hop."

The action must begin prior to contact by the hitter, and the defender must be in the adjusted position when the hitter contacts the ball. Defenders should be on the balls of their feet, balanced, ready to dig or go for a tip or deflected ball.

All players on the court should attend to the person playing the ball. Blockers must turn quickly to find the ball, if it gets by the block, so they can help set if needed or set away from the net to transition into offense.

Response from: Al Scates, UCLA

1. When calling a ball out of bounds, go to the line and make the call. Play it if it is close and easy.
2. When blocking one-on-one, take the attacker's best shot away.
3. Serve in after a time out.
4. If the ball is set above the net, attack it (as long as you do not have to jump backward).
5. Do not quit on the block.
6. Diggers stop moving the feet before the attacker hits the ball.

Response from: Mary Wise, University of Florida

The difference between a good player and a great player is the great player understands the game.

Thomas Boswell, an avid baseball fan, once wrote: "Bernie Allen was an outfielder for the Washington Senators and a career .239 hitter. If hard line drives hit to right center that were caught were counted as hits, Allen would have been a .339 career hitter. What Bernie Allen taught me was that when good effort is met by repeated failure, that isn't bad luck. And, it doesn't mean that deep down you are winning. It means that deep down you haven't figured out the game."

We must put our players in as many "game like" situations as we can during the practice sessions. It is only when a skilled player with athletic talent learns the game that she can become great.

Response from: Russ Rose, Penn State University

When I think of this situation I think of a Kerri Windel from Stanford. I think of a kid who has played a lot of volleyball and who is just got an innate ability to be focused on the ball. There is a theory that, "the life between contacts really matters."

Great players develop an ability to be involved in the play even though the ball is clearly on the other side of the court or on the other side of the net, but still be involved in the play. You have yourself in a position where you can react. You have yourself in a position where you can read. You have yourself in a position where you are comfortable with all of your facilities and have great spatial orientation because you know where

things are. Those are the great players—the Kiraly's of the world. They have a great nose for the ball. Those are players that really have it.

It is hard to have a whole team that has that—I think. But, the teams that are great defensive teams, great ball handling teams, made that decision to do that. If you look at a lot of the Asian teams, their drill development and training and forced response mechanism are such that the players are always ready for something to happen. So therefore, it is more unlikely to catch them off guard than it is some other teams.

In the college ranks it is tough with the amount of practice time you have. If a team has a player that can read and move at the highest of levels, I have given those certain players the “green light” to play every ball they can get. If they get in somebody else's way, that is okay. I'll take the heat.

If the other player says, “Coach, she is really a ball hog.”

I say, “I know. I am cognizant of that. If you could be a little quicker, if you could read a little better, if you could move a little faster, then you would be having the same green light and you'd be getting the ball. And, we would be that much better as a team because we would have two people who could get as many balls as possible.” It is hard for coaches to get players to understand that.

Too many coaches drill teams and say, “This is your area of responsibility.” I don't believe that. I believe, “Go get the ball.”

I'll worry about who's ball it was later. Just go. I think by doing any high intensity defensive drills, you are going to develop those habits. Read and do the acceleration drill that was in the past books (Gold Medal Volleyball Drills with SSS). Another drill is called, “The Pit.” Push players to go hard all the time.

Response from: Russ Rose, Penn State University

Sometimes two players play better than three players. And when you have that you need to say to the next player playing, "Hey listen, we are better with those people getting every ball than we are with the three of you trying to divide up the court."

Players have to realize that there are certain areas where they have to go for it. There are certain areas where there are team responsibilities and not player responsibilities. Every defense has some flaws.



Real World Volleyball — Situation #12



© 1991-3 Arts Multimedia Entertainment, Inc.

How do you practice volleyball without a net or teammates?

Response from: John Kessel, USA Volleyball

Volleyball is a game to play with friends. It does not matter if those you train with are only seven-years old, or your grandmother, as long as they can provide you with the unique angles of the game, you'll be learning fine.

The other essential key for learning the right habits for game play, is a net. Even if it is a rope, or an imaginary net above a line on the ground, always play with a net, to hit over, set along, pass from a served ball over, etc. The more you use a net, the better you'll get, so use a net whenever possible.

If you want to practice and you don't have any teammates or a net, you need not take up solitaire, but you need to watch out that you do not teach yourself "bad," non-gamelike habits and reactions. Sure you can bump the ball to yourself, but would you ever do that in a game? That is not a likely desired

action, as you most often send the ball to a teammate or an opponent.

While you train by yourself or with a small group, compete. See how many in a row you can do without an error. You define what an error is. How many seconds or minutes can you train without a mistake? Another option is to see how long you can go without making two errors in a row. Most of us make mistakes. The best players bounce back and correct their errors on the next contact, or better the ball that comes to them from the prior contact.

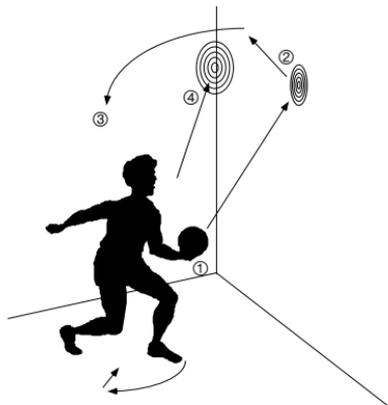
Here are some suggestions:

1. **Serve against the wall.** Mark a line at the height of the net at which you play and stand back nine meters or more and go through your routine, serving over the line. It is most important that you have the skill of always serving over the net, even if you sometimes serve out. Go through your whole routine, and imagine each time that you are in a pressure situation and visualize your successful, tough serve.

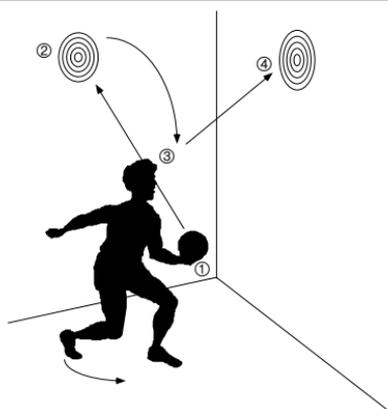


2. **Serve and dash.** Most people forget that the whole skill of serving includes dashing to the backline defensive area. For those defending left back, the server has a good sprint of eight meters or more. As you run, you should be watching the ball. Run and watch, not watch and then run. Watching is important so that you can determine what small adjustment you should

make on the next serve to better float, or top-spin powerfully, the next serve.



3. Pass into a corner. With the corner in front of you and to your right, throw a ball off the wall in front of you so it rebounds back as if it were being served near you or at you. Move to the ball, and pass it with “settable” ball flight into the corner, as if to the setter. Get the ball and do it again.



4. Front set into a corner.

Throw the ball off the wall to your left side, 90 degrees or so, so that it rebounds back at you as if it were coming in from a passer. You can work on low passes that you need to scoot under, higher passes that you could even jump set, or angled standard ball flight passes that you might need to move to. Get in position and set any kind of

set you want to the front. Gather in the ball off the front wall and throw it again, and again.

5. **Backset into a corner.** This activity is similar to the prior one (front set into a corner), but stand with the wall behind you and to your left. Backset the ball behind you. Turn and gather the ball and throw it off the wall to your left again and again. For setting lower sets, like a meter ball, stand with your back closer to the back wall, any distance from the wall to your left. The farther from the left wall, the more time you’ll have to react to the incoming pass.

6. Spike against the far away wall. Most players are already good at hitting overpasses into the net, that same skill developed in pepper where the ball comes at you and you blast it down in a rhythm. Stop! Stand nine or more meters from a wall and set the ball up to yourself and hit it with a gamelike ball flight over the “net” (that is not there), not into it or into the feet of the blockers. You can’t really get into the Kaboom, Kaboom rhythm found in the non-gamelike ball flight wall hitting, but you can learn an armswing that will be of value. If there is no block, you will zing into pounding the ball down, but that is a rare situation. You need to learn to hit around the block and over the net. Set yourself one-meter sets and high balls. Hit crosscourt, cut and line shots to the wall. If you can hit the floor/wall corner, you hit the back line “coffin corner,” a tough shot to defend.

7. Juggle. Like a soccer or hacky sack player, learn to rebound the volleyball off your head, thighs or knees—legal worldwide since the end of the 1992 Olympics—shoulder, bent elbow or “J” stroked arms. Learn to hit the ball cleanly, not with a lift.

Real World Volleyball — Situation #13



© 1991-3 Aris Multimedia Entertainment, Inc.

How do you practice volleyball with two players?

Response from: John Kessel, USA Volleyball

What does traditional “pepper” teach you?

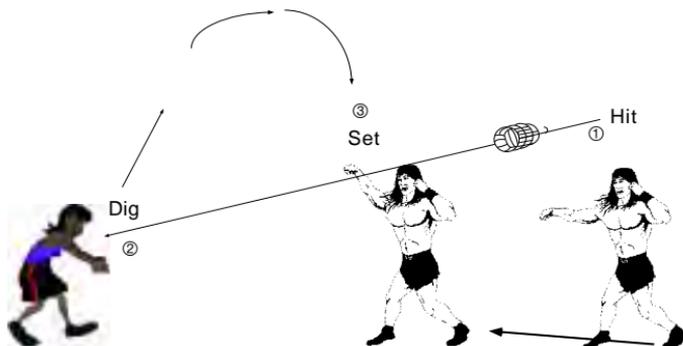
To say, “sorry” when you do not hit right at a player. How often after hitting do you want to say “sorry” to your opponents?

Pepper also teaches you to stop your armswing so that you do not blast the ball at your teammate. Don’t you want to learn to hit fast and hard by letting your arm swing fully? Most people playing pepper stop their armswing above their heads, almost “serving” it.

Pepper teaches you to hit the ball down at an angle that would go into the net or blockers, rather than over the net or block.

Pepper teaches you to hit everything the way you are facing, rather than the more deceptive cut and line shots.

You should start four–to–five meters from your playmate, and move back to a distance of seven–to–nine meters away from this person after you set the ball. This lets the hitter spike a more gamelike ball flight, and gives you more time to react to the hit. It also teaches you better to move forward and backward, something a good defender does well.



2. **Alternating pepper.** This game is similar to the dig to yourself game, but the goal is to dig back toward, but never all the way back to, the hitter. The hitter then becomes the setter and the digger becomes the hitter. Both players must move forward after hitting to set the dug ball. Then both players have to set a high ball and scoot back after making the set to distance themselves for the dig from the hitter. You hit, then set, and then dig, before the cycle starts again. How many in a row can you and your friend do?

3. **Setting corner off of passes.** As in the corner game that is played alone and already described, this game is done with a teammate. You can have that person pass to you from all over an imaginary court, while you move to the ball and set it to the front or behind you. Start the game by you throwing the ball to your teammate, making him or her move. The teammate then passes the ball back to you for your set. How many times in a game do you get to throw the ball in a game to a setter? Since the answer is never, practice passing balls to the setter from a

passer, not throwing it. Then get the set ball and throw for a pass to react to again and again.

4. Play one on one over a net/rope. You do not need a net, but you do need to play over some obstacle at about net height. I had a friend who had a shortage of nets in a small nation. There they organized successful play over soccer goal crossbars. Shrink the court down. Make it 3 meters deep by any width and play. While it is not perfectly gamelike, as you do not get to hit it to yourself in a game, hey, you are a one person team! Go for three hits. Learn to use the net as a teammate to recover tough digs and give you time to get to the ball to set yourself. Be sneaky, and hit any way but the way you are facing.

Someone once said about the great 1968 Olympian Jon Stanley, that he “Never hits where you are, never hits the same place, never hits where he looks.” Now that is a skill worth learning. In these games, the loser buys the winner ice cream. Serve with a roll shot or an openhanded tip, do not toss it in. Serve anywhere along the backline of your mini-court.

Real World Volleyball — Situation #14



© 1991-3 Aris Multimedia Entertainment, Inc.

What volleyball activities can be played to help you improve your skills with three players?

Response from John Kessel, USA Volleyball

1. **Play triple pepper.** This can be played without a net, or over a net. If you have no net, make sure you are hitting the ball to the digger with a ball flight that would have cleared the net if it were there.

The setter stands halfway between the two digger/hitters, to one or both sides. By both sides I mean that the setter moves back and forth so that both diggers are digging to the same angle. If the setter/digging target stands only to one side, in the example to the right of one hitter/digger, the other hitter/digger will thus be practicing digging to the left. The hitters need to hit the full 9–15 meters to the digger. You can have one person do all the digging and the other all the hitting, or you can randomize more by having them alternate.

With a net, the setter should duck back and forth under the net, so the diggers never dig over the net. Watch to make sure the hitters stay 9–15 meters apart, as time goes on in this game, you'll find the distance shrinks to about 5–6 meters, the classic pair pepper hitting distance everyone is comfortable with.

2. Set in a triangle. Work on backsetting with the ball moving around clockwise and one of the three of you backsetting while the other two overhead pass. If the ball is going counter clockwise, all three of you should be frontsetting.

3. Receive serves over a net. Pass them to your third friend that catches the ball at the setter target zone. Score yourself for accuracy. Give the server a point if the setter target has to move more than one step. Give the passer the point for a serving error or if the setter moves one step or less.

Real World Volleyball — Situation #15



© 1991-3 Arts Multimedia Entertainment, Inc.

What volleyball activities can be played to help you improve your skills with four players?

Response from John Kessel, USA Volleyball
Play two-on-two volleyball.

Real World Volleyball — Situation #16



© 1991-3 Aris Multimedia Entertainment, Inc.

When do you take practice ideas from the players? How is it best communicated between player and coach?

Response from: Greg Giovanazzi, University of Michigan

The players often know best which skills need to be polished so I ask for that feedback. I find though that in regard to team drills, I desire no input.

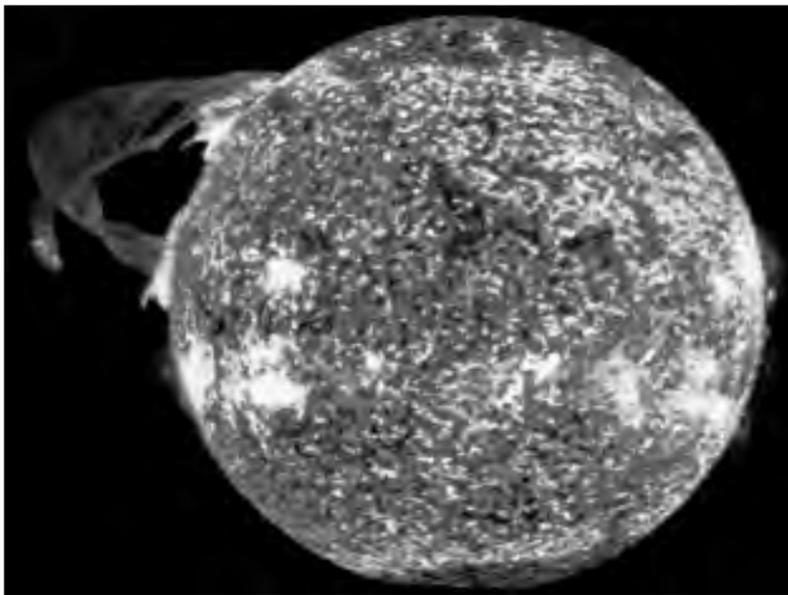
Response from: Al Scates, UCLA

I always listen in those rare instances that practice ideas are offered by a veteran player. I have even tried to implement a few.

Response from: Mick Haley, University of Texas

In private and whenever they are concerned enough to volunteer suggestions.

Real World Volleyball — Situation #17



© 1991-3 Aris Multimedia Entertainment, Inc.

In the real world, what is going on in warm-ups for your players and your team? What do you want your players to do in warm-ups?

Response from: Greg Giovanazzi, University of Michigan

Warm-up, especially before matches, is a time to get the body ready. A good athlete has, by this time, already prepared his or her mind. It is vital to point out to a young team that a “bad” warm-up has no carry over into the match.

Practice warm-up, for many teams, is always a transition time at the start of training. No stress, yet no talking. This is a time to properly prepare the body so that we can improve.



In the real world, plenty of actions have already occurred before the players get introduced to the crowd.

Response from: Al Scates, UCLA

Warm-up procedures are determined by the captain with freedom for individual preferences. Men who like shorter warm-ups start later. Frankly, I don't care how the players warm-up as long as they are ready when the whistle blows. If they are not, they move to the bench.

Response from: Mary Wise, University of Florida

The goal of warm-up is to prepare the team physically for the match. We give flexibility to those players who need more time and to those who need less. We don't want to be so regimented that a change in any part of the warm-up will sound an alarm and yet we want it to be routine-like.

The most important thing to remember as the head coach is not to over analyze the warm-up. How an athlete performs during the warm-up has nothing to do with how he or she will play in the match.

Response from: Russ Rose, Penn State University

Research always indicates the value of warm-up. But I think certain people can warm-up differently. Some can warm-up by putting on a sweat suit, putting on earphones, putting a hood over and sitting there and just rotating one's joints. That would be a sufficient warm-up for some players.

I think players do need to stretch and go through some range of motion things. I also think that there isn't one way to do it. I am sure of that.

My team usually warms-up 45 minutes before the match. The players jog around. They do some stretching. They do some

silly things. Then they do ball handling. I want ball handling to be volleyball specific. I want them working hard at ball handling as far as defense and those sort of things. I want them to know the goal is to keep the ball in play without a bounce. I want them to play hard.

Warm-up is important. There is no question some teams can have a great warm-up that can really enhance the way they play. We have had some terribly flat warm-ups where we just never got into it and you just sit there as a coach and you say, "Come on, let's go. Pick things up." And it just doesn't get picked up and they start at a low level and they play at a low level. It might just be that the warm-up wasn't better.

Photo #40 & 36



*Response from: Russ Rose,
Penn State University*

In my opinion the energy level was so different from 1994 to 1993. The building was so much different. When we were in Wisconsin (1993), clearly the crowd was for us in the first place. It

was a high-energy and exciting match. It reminded me of when I was in Puerto Rico when there were 3,000 people in a little cage with their hands against the net. Everyone was shaking the fences and throwing mangos. That is what 1993 reminded me of. This year it was such a different environment to play in.

I know our players commented to me. "Where are the people? Where is the energy?" It was a tough road to hoe. We had it a little tougher.

Coaches have to come up with something. I don't think you can go to the well every time and do it the same way. We warm-up differently most of the time. There are days where we will do some silly, elementary school games, and there are some days where we will play football or basketball as well. Or, we will play six-on-six volleyball.

For a match there is kind of a choreograph for what we are doing, but it is not specific. It is not like the Asian teams who used to have everything memorized in a specific sequence. Different people do different things prior to the 45 minutes before the match. Once inside the 45 minutes of pre-game when the clock is running, all the players are at the mercy of the event.

Some people want to hit a few balls just to be warmed-up. Some people want to bang the ball and look like they are the big banger. It is a totally different mentality. Yet sometimes you want people to hit the ball as hard as they can so that they feel better about themselves. Or there are other times when you say to somebody, "Don't even hit. Just stay back and relax. You are going to need to play. You are not going to need to warm-up."



Real World Volleyball — Situation #18



© 1991–3 Aris Multimedia Entertainment, Inc.

You are in the front row and a ball heads into the net. How do you play the ball off the net?

Response from: Mary Wise, University of Florida

We teach our players to try and make a play on the ball before it touches the net—especially the setters. Should the ball travel into the net before it has been contacted, then the player’s response will depend on the speed and trajectory of the ball as well as the tightness of the net. The tighter the net, and the flatter the ball’s trajectory, the further off the net the ball will travel.

Response from: Mick Haley, University of Texas

If the ball goes into the upper part of the net, then the player should expect the ball to fall straight down to the floor. The player attempting the recovery must get very low and close to the center line under the net. If the ball hits into the lower part of the net, expect the ball to rebound off the net outwards as

much as two—or—three feet. Recovery player's shoulders should be perpendicular to the net in both cases for the best results.

Response from: Brad Saindon, University of Colorado

We train our players to never let the ball get to the net, to do something with it before it gets to the net. Set it or bump set it. Knuckle it up, anything. Ninety-nine percent of these types of balls can be played before the ball gets to the net.

If the ball gets to the net, drop as low as possible, as close to the centerline as possible and bump the ball back off of the net and high so a team mate can handle the next play. Our over riding theme is to “better the ball.”

Response from: Greg Giovanazzi, University of Michigan

Take a very wide stance where the ball is going to come out of the net. Lay your weight back and as low to the ground as possible. Wait for the ball. Play it calmly and controlled.

Response from: Russ Rose, Penn State University

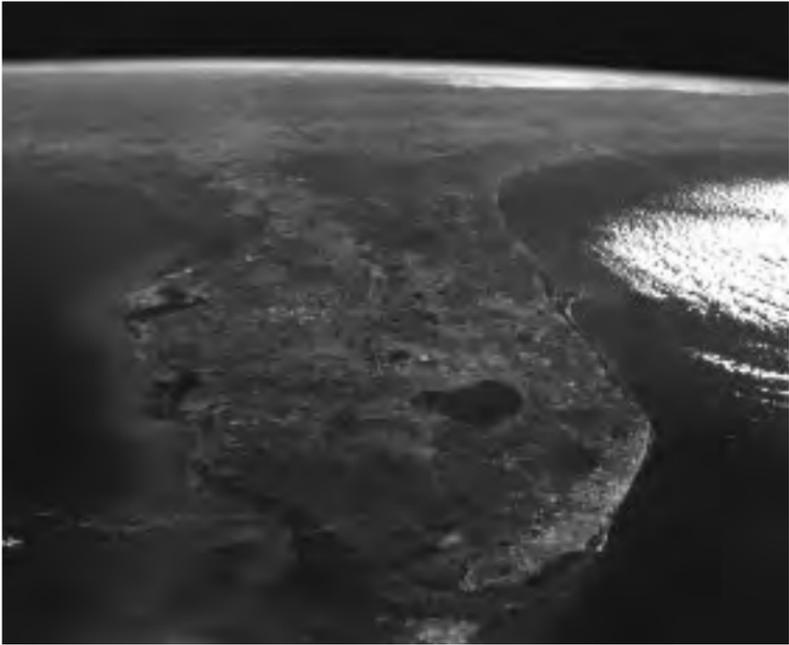
It is like a ball that is blocked and hits you on the top of your head, — How do you play it? It doesn't happen enough to worry about it.

If the ball goes into the net, I want my setter to be prepared to do something, but the other players don't spend much time on this. My setter, I think because of balls being dug at the net, has to have some ability to do that. You just throw balls into the net.

If it hits the top of the net, it goes down. If it hits the bottom of the net, it is going to go in and come out. They need to understand that to make a difference. But it takes a lot of time, and I'm not sure it is time well invested for a high school program. I think for the long run it is something you have to look at, but I'm not sure it helps for the short run.

You need to be sideways to the net—lateral. You need to see the trajectory so that you can pop it out, or fist it out. Hit the ball with the back of the hand, a shot that they talked about 25 years ago in volleyball, but they were really talking about the dive back then. Also, this shot is like a water polo shot. If the ball goes in, you just smack it out of there and do your best to keep the ball alive.

Real World Volleyball — Situation #19



© 1991-3 Arts Multimedia Entertainment, Inc.

What important points do you look for in setting and with and the overhead pass?

Photo #1 & #1B



*Response from: Doug Beal,
USA Volleyball*

This setter has great body position waiting for the ball with her hands high. The triangle is important in overhead passing. The triangle is from elbow to elbow and the peak is where the hands are together.

Photo #53



Response from: Doug Beal, USA Volleyball

This picture shows very accurately outstanding body position by the setter. Her right foot was slightly forward of her left foot at the moment she left the ground

and it remains that way while in the air. Her contact point on the ball is high above her head and her shoulders are angled so that her back is more facing the net. This is the ideal position to teach a setter how to touch the ball close to the net.

Photo #6



Response from: Doug Beal, USA Volleyball

The setter, #9, has made a follow through in releasing the ball in the direction that she intends the ball to travel. Notice the fully extended arms and straight elbows. This is outstanding positioning for the conclusion of setting.

Real World Volleyball — Situation #20



© 1991-3 Arts Multimedia Entertainment, Inc.

Is your hitting practice with blockers facing spikers? Or, do the hitters have a clear shot?

Response from: Mick Haley, University of Texas

It is important to do both. No block when working on confidence and technique. But you must also practice against the block to be able to score. Pick the proper time for each.

Response from: Russ Rose, Penn State University

In hitting at practice we will hit like a lot of people. We will do 10-foot-line hitting without a block. Then once we start hitting I always throw blockers in there. I think it is totally unrealistic to hit against no block. It doesn't happen enough in a game to do it everyday in practice. So we spend most of our time hitting against a block. Plus I always throw diggers into the back-row. We have some back-row players who need to learn how to

dig balls behind blockers. So we want them to do the same thing.

Photo #2



*Response from: Doug Beal,
USA Volleyball*

Great arm extension by this hitter contacting the ball well above, in front of and to the right of her hitting shoulder.

Real World Volleyball — Situation #21



© 1991-3 Aris Multimedia Entertainment, Inc.

It is the third month of the season and you have just had two stale, blah practices. What do you do for the next practice to shake things up a lot?

Response from: Greg Giovanazzi, University of Michigan
Cancel it.

Response from: Mick Haley, University of Texas
Set more definite goals and make sure they are reachable.

Response from: Al Scates, UCLA
We will change the starting lineup and run strenuous wash drills. The length of the practice will vary between short and long.

Response from: Mary Wise, University of Florida
We would try to make adjustments after the first “blah” practice so as not to have two in a row. We could do this by changing the pattern of the practices, introducing a new warm-

up, or adding a highly competitive drill to the practice. Most importantly, we would communicate our displeasure of the previous practice to the players and ask them for a commitment to make that day's practice better.

Response from: Brad Saindon, University of Colorado

I believe that there is one constant among athletes. They like to compete. They like to compare themselves to the other people in the gym. After all, this is why they have chosen to pursue athletics. I would find a way where every drill would have a score, and thus a winner and a loser. The losers would have consequences. The drills would be rapid fire, intense and most of all competitive. I would have little down time, and little talking by the coach. I would match up players in drills that are competing for playing time against each other. I would match up my starters against each other across the net. If my starters were playing together, I would handicap them in some way to make winning the drill difficult. If a team is truly competing in practice, I believe that there will be little complacency.

Response from: Laurel Brassey Iversen, University of New Mexico

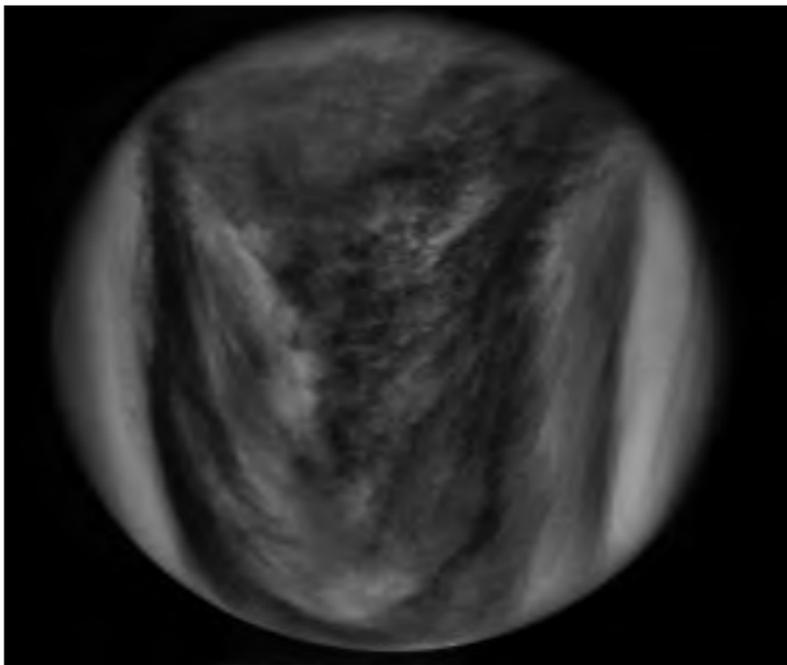
By this time in our season, we have shortened our practices to one and a half to two hours maximum. Everyone, including the coaching staff is a bit tired by this point. We never want our team to get complacent though. Even though the practices may be short, they are intense.

As a staff, we will sit down and try to think of some drills that we haven't done for awhile, especially drills that the players like. We will do a coach-on-one defensive drill at different times during the season, and believe it or not, our players like it. We might do that to shake things up a little.

Another thing we have done is to have a very short practice and go down the street to get ice cream. Some things can't be helped by practicing. Another thing we have tried is playing various warm-up games. There are different types of tag or relay races. We've sent them into an adjacent aerobics class to warm up.

Be creative. Try to make things fun, silly and challenging. Other favorite games are capture the flag, turtle tag and medic.

Real World Volleyball — Situation #22



© 1991-3 Aris Multimedia Entertainment, Inc.

A scout from a NCAA Division I program is in the stands for practice, what do you do differently that day?

Response from: Greg Giovanazzi, University of Michigan
Kick them out!

Response from: Mick Haley, University of Texas
Not one thing!

Response from: Brad Saindon, University of Colorado
Nothing. A scout being present should not interfere with your regular practice agenda. It is not your responsibility to cater to the scout in any way, your responsibility is to your team. The scout will be able to see what he or she needs to see without any changes on your behalf.

Response from: Laurel Brassey Iversen, University of New Mexico

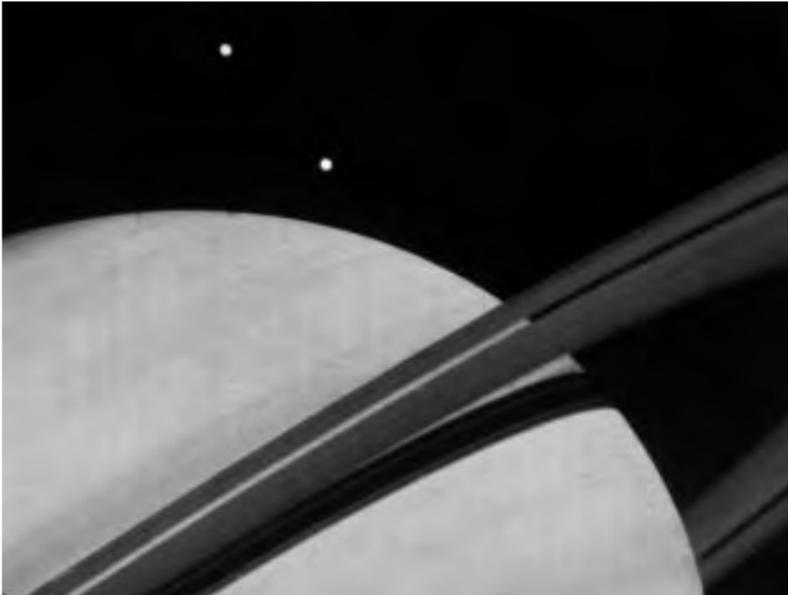
If I knew that the scouts were going to be there, I would plan to do more ball handling and skills work at the beginning of practice. This way the scout could evaluate the ability and potential of my athletes. If there was one or two players in particular that the scout was interested in, then I would try to feature those players to some extent.

I would do some small group drills, using gamelike situations with competitive goals, so that the scout could see the players interact and exhibit their leadership qualities. I would play some wash scoring type of games that are faster and often more intense than regular scoring games. Let the scout see a lot of action and see the players in many situations and with many opportunities to show all of their skills.

If I didn't know that a scout was coming and they just showed up, I might try to accommodate them, but, if it was the day before a match and I had specific things planned, I probably wouldn't alter my practice plan. I would explain this to the scout.

Match Play

Real World Volleyball — Situation #23



© 1991-3 Aris Multimedia Entertainment, Inc.

A scout from a NCAA Division I program in the stands for a match, what do you do differently that day?

Response from: Mick Haley, University of Texas

Nothing — Make them (the players) do the changing.

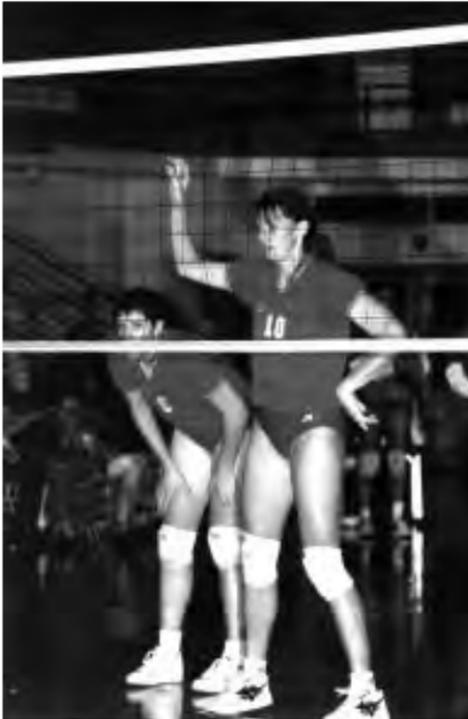
Response from: Brad Saindon, University of Colorado

Once again, nothing. Your responsibility is to your team and to the particular match you are playing. Your normal plan, substitutions, tactics or whatever should be followed. You have no requirements to the scout.

Response from: Laurel Brassey Iversen, University of New Mexico

If a scout from a Division I program was in the stands for a match, I'm not sure that I would do anything differently. It would depend a lot on the opponent. For example, I might tell my setter to set more to a player that is being scouted. But possibly, I wouldn't know whom the scout was scouting! I would just have to run my team the way I normally do.

If you know a coach has come to watch a specific player, you might try to feature that player more or let them play if they are not a starter, if it is within your game plan. I don't think you need to cater to college coaches, but you should want to help your players get recruited if you can.



Real World Volleyball — Situation #24



© 1991-3 Arts Multimedia Entertainment, Inc.

A scout from your arch rivals is in the stands for a match against a lesser team, what do you do differently that day?

Response from: Brad Saindon, University of Colorado

Just because you are being scouted doesn't mean that the team scouting has any answers. In the 1970s, everyone knew that the Oklahoma football team ran the wishbone. They knew what was coming, but no one could stop it. There are no secrets. Win this match as you should. If the opponent is indeed inferior, you might take advantage of this by playing some of your second line players. This might hide what you intend to do against your rival, but don't risk a loss to hide your real team. I think it is truly a sophisticated team that can change what they do based on who is watching. That sophistication is beyond most of us. I believe its not so much what you do, but how well you do it. Playing your best team and blow-

ing the other team out may have as much impact and be more intimidating as trying to hide your intentions anyway.

Response from: Mick Haley, University of Texas

Play games with your line-up and starting positions. Make them work a little more.

Response from: Greg Giovanazzi, University of Michigan

It really depends. Usually nothing. Play more people and run less offense.

Response from: Laurel Brassey Iversen, University of New Mexico

You can't disrupt your team too much. I would probably start my first team. I would definitely use substitutes. I would probably play very conservatively, offensively. I might not run any combination plays or any special plays that we might use in certain rotations with certain players.

You also could show different serving than you normally do. For example, if your team is particularly good at serving short, you might keep that under your hat while being scouted. Or tell your best jump server to stay down. You might tell your setter who is very good at setter tips, to save them for another day. You might instruct your best hitters to only hit one shot for the day so that the scouts will chart that and think that is the only shot they can hit.

You still have to keep your team in sync and keep its confidence up. Depending on the experience and maturity levels of your team, you might not be able to make many changes, just because you are being scouted. You may have to play "your game" in order to beat the opponent at hand, without any deviations from your normal game plan. If you can get by the opponent you are playing there are lots of things you can do that will mess up a scout's evaluation of your team. Remember, your players must be able to execute these changes in your normal game plan and still beat the "lesser opponent."

Response from: Russ Rose, Penn State University

Nothing. I've got to win today. I may change the rotation. Certain teams may actually change the line-up. A few years ago I think Don Shaw did an excellent job when they won their first

national championships. He would flip-flop his line-up. He would put the middle hitter next to the setter, then he put the outside next to the setter. And his kids still had the ability to play the game the right way. That is really great. When you can do that, people who are watching will say, "We have a problem with them. We can not match-up because this team has the ability to do things."

Then you say to your team, "This is the personnel. This is what these players like to do individually. How do we combat that? That is another way of doing it.

I don't mind letting other people know what we are going to do if we are good at doing it. Some teams are very good at executing and it doesn't make a difference if the opponents know or not. We knew that UCLA was going to set left-side this year. We just didn't close the block well enough in the finals and we didn't put the ball on the floor well enough. Although we hit better than them, we didn't do what we needed to do to win. But we did almost everything we set out to do the week before against Nebraska.

I always tell my kids at the beginning of the year, "I'm probably going to go to the final four this year whether you go or not."

Real World Volleyball — Situation #25

© 1991-3 Axis Multimedia Entertainment, Inc.



A player is on the court for your team and a ball is headed near to the out-of-bounds line. The player is thinking—is the ball going out, or is it in, and should I play the ball. What golden rules do you have for players concerning balls that are possibly headed out of bounds? When can a player call the ball out? How should players communicate in the real world?

Response from: Greg Giovanazzi, University of Michigan

A ball is in or out the moment it is served. The call must be early.

Response from: Mick Haley, University of Texas

When they are in position to best see the situation and are sure they are correct about the call.



This team from Brazil is calling the ball out as it flies past the end-line.

*Response from: Mary Wise,
University of Florida*

Every ball is yours until you hear “mine!”

Response from: Russ Rose, Penn State University

I want our players to call a ball out of bounds when it is clearly out of bounds. I would rather play balls that are out than let balls fall that are in. That is the golden rule in my program. Therefore, I don't care if you play a ball that is close. But I am beside myself when you don't play a ball that landed in. There is just no excuse for that. That is your job. That is your responsibility. It is something that you need to be accountable for.

I met a couple people who told me, “Gee coach, I thought you might have had a couple of bad calls in the finals.”

No we didn't.

We had two balls that I thought my players should have gone for that we didn't go for that were called in that maybe were in or out. It didn't make a difference. My response is you should have gone and gotten the ball. I don't care. Line judges make mistakes. Referees make mistakes. Players make mistakes. But the biggest mistake is that you didn't go for the ball.

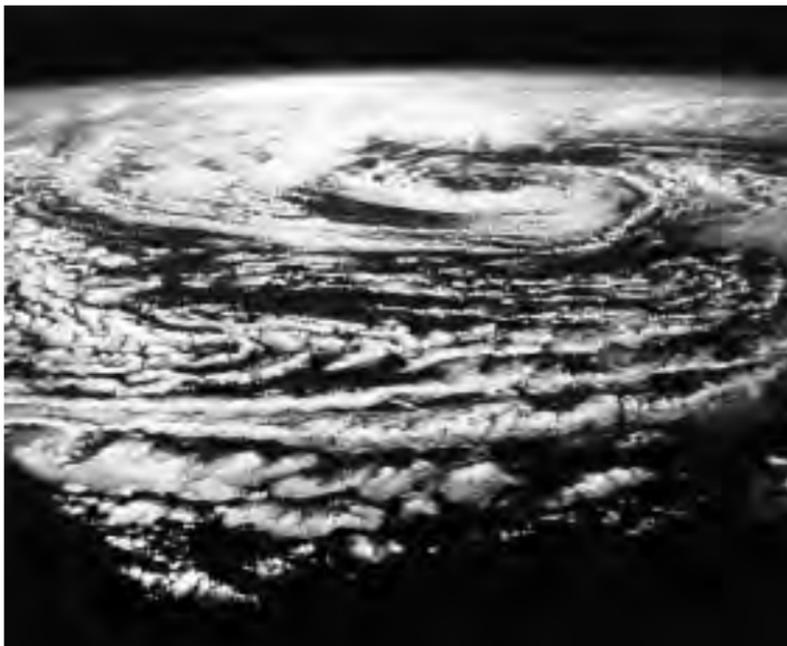
The ball wasn't clearly out. Even if the ball was clearly out, and they made a bad call, that was the risk you took. So, you took the risk as a player. I didn't take it as a coach. I respond to it as a coach. My response is, “You should have gone for the ball.”

Her answer is, “I thought it was out.”

“Okay. Well, now you are out.” I'll put somebody in who is going to go for the ball. I mean golden rules, “You have got to go for balls.”

Real World Volleyball — Situation #27

© 1991-3 Actis Multimedia Entertainment, Inc.



It is mid-season and one of your top rivals comes to your home court and takes a 13–0 lead in the first game. You call your second time-out. What do you say?

Response from: Greg Giovanazzi, University of Michigan

“Well, gang, we’re just trying to slow this down. Let’s use the full time-out and come out fresh.” Maybe I’d focus on one technical aspect.

Response from: Mary Wise, University of Florida

With the thought of any chance of winning that game being slim, we would instruct our players to try and make a run.” We just want to change momentum and take it with us into game two. Also we would try to change something tactically in order to get our players thinking more strategically and less emotionally.



Coach Wise talks to her Florida team at a time-out.

Response from: Mick Haley, University of Texas

You attempt to get your team to concentrate on short term goals that will neutralize the opponent's momentum. Most likely you will lose the first game, but making the opponent's work extremely hard for the last two points can, many times, change the entire complexion of the match. Goals might include trying to get six sideouts before they get 15 points. My favorite is to try to score 10 points before they win the game.

Response from: Brad Saindon, University of Colorado

Some thoughts first: I am sure that I wouldn't have waited until 13-0 to call my second time out. I am not worried so much about what to say, but rather what to do.

WHAT TO SAY: I want to impress on my team that it takes three games to win a match. The score of a game doesn't mean much in the big picture. We may have lost a battle, but we haven't yet lost the war. Secondly, I want to impress on my team to try to extend this game for as long as possible, regardless of the outcome. Mostly, I want to make side outs and try to gain some confidence and instill some fight. Thirdly, I would stress the game plan, things that we need to continue to focus on.

WHAT TO DO: To me this is the important part. Chances are that we will lose this game. My focus is now on adjustments

for game 2 and the rest of the match. My primary considerations have to do with match ups and rotational analysis.

Going into the match I would have had a couple of match ups in mind. There is an old coaching phrase that I always keep in mind that goes: "Always change a losing game, never change a winning game." I think this is a good guideline, and I am definitely going to change something.

There are two ways to change match ups. The simple way is to "spin the dial." In this method you keep your rotational order constant, but start in a different rotation. In this way your players are matched up against different players because they will face different opponent rotations. The second way, and more radical, is to "shuffle the deck." In this method you change your rotational order. Perhaps you flip-flop your two middle hitters in your starting rotation. Or you flip-flop your setter and your right side player in the rotational order. In this way you not only change the match-ups that your players face, you also change the interaction of your own team. When a coach shuffles the deck the players on that team are next to different players.

There are two ways to match up: Strength on strength (your best blocker on their best hitter for example) or strength on weakness (your best hitter against their worst blocker). There are also defensive match ups (your blockers and defenders against their big gun) or offensive match ups (your best hitter against their weakest blocker). I would definitely change into a new match up philosophy at this point in the match.

My final consideration is what rotations I am winning and losing points in. Chances are that I have been losing big points in only one or two rotations. I want to minimize being in my bad rotations and maximize being in my good rotations. If I'm losing big points in rotation 4, maybe I start in rotation 5. Avoiding being in rotation 4 just once might be the difference in winning or losing the game.

Response from: Laurel Brassey Iversen, University of New Mexico

They are obviously on a roll, but we have to fight like heck now to try and slow them down. We can't let them finish this easily and whether we can win this game or not, we have to get ourselves prepared for the next game.

We shouldn't be nervous or scared anymore. Try to relax and have some fun. Keep talking out there.

Give the team one or two tactical things to concentrate on like, "Let's serve them short now and/or make sure we're blocking line on #5, etc."

Response from: Russ Rose, Penn State University

It is more important to know what I said in the first time-out than the second time-out. I might now say, "Did you listen to what was said in the first time-out?"

That situation happens in the real world. In the 1993 finals of the women's national championship we were losing 7-0 to Long Beach. I called time-out and didn't even stand up. It is just like... we are not going to lose 15-0. They are hot, and we are not. It happens.

You clearly can't get upset because in most instances most teams do not react well to the coach losing it. In some sports maybe they do, but I am not comfortable in that in my own personal behavior. I just think that we have won some 15-0, and we have lost some 15-0. It is okay. But we are not playing one game to 15. And, I've seen teams win games 15-0 and then lose the next game 15-0. So it is the same mentality.

You are in a bad situation, but it is a situation that will be over shortly. "I'd like to score some points in this game, but I want to make sure that we don't come out in the same way for the second game."

The first game of a match doesn't mean much to me. I think if anything, the third game is a pretty critical game, especially if you split the first two.

In 1994, we beat UCLA 15-3 in the first game and came out and lost 15-4 in the second game. So between the second and third game I yell over to Andy (UCLA coach), "We are winning. We have scored more points than you." It is just one of those things. They are young people and various things happen. You don't know why, but you have to realize that it goes both ways.

Real World Volleyball — Situation #28

© 1991-3 Aris Multimedia Entertainment, Inc.



When do you make a scene regarding verbal hassling coming from the fans?

Response from: Greg Giovanazzi, University of Michigan
Never.

Response from: Al Scates, UCLA
Never acknowledge verbal hassling from the fans; it only encourages them.

Response from: Mary Wise, University of Florida
We would bring the matter to the attention of the down official between games so as not to give the abusive fan more incentive to harass.

Response from: Brad Saindon, University of Colorado
Never. My players are instructed to keep their focus on the court. From the moment they walk onto the court for warm-up,

they do not look into the stands, wave at their friends, turn and look at someone saying something, respond to any one or anything, etc. This is hard sometimes but is a team rule and is a matter of discipline. If a situation really gets out of hand, I instruct my team captain to go to the first referee and address it with him or her. Ultimately it is the first referee's responsibility to control this situation. Making a scene will only insight more abuse as those individuals will see that they are being heard and having an effect. My players should be focused enough that they aren't hearing things from the crowd. If this isn't the case I will make a substitution and find a player who is not listening to the fans. Players on the bench have the same expectations in this regard as players on the court.

Response from: Laurel Brassey Iversen, University of New Mexico

Try to never make a scene, because then the crowd starts hassling you. If you hear gender or sexual comments directed at your team as individuals or as a team, you should report it to the second referee or to someone at the scorer's table. At many institutions, it is required for there to be a person in charge of crowd control available near the benches.

Between games, make the other coach aware of the situation. Most coaches want to know if there are rude fans harassing the teams in their own facilities. They can usually take care of it right away.

It is best to try and control this situation immediately. If you wait until the match is over, it's too late then to point out the rude parties. And if you lose, it sounds like sour grapes. You also must encourage your players to report such incidents to you as soon as they happen. Often players won't say anything until after the match when you have left the site.

Response from: Russ Rose, Penn State University

I don't. That is part of the game. Every now and then you will get some people who razz like, "Hey number 6, nice pass." That is nothing. But if you get someone getting on a player because of her appearance or her ethnicity or something like that, then I'll get involved. I'll defend my players to the end. But I think there is something to be said that the crowd is part of the competition as well.

If you go up there and hit a ball against the wall and they start yelling, it is like in basketball and you shoot an airball. There is an echo. That is part of the game.

I think fans harass coaches. That is part of the game. If it is detrimental, hey, I'll take some people (in the stands) out. What are we talking about here? If someone wants to give me some grief, they got to realize that I'm 6-foot-one and 240 and I'm going to bring it. I'm not going to go up there and scratch you. I've gone after some people before. I've turned around and said, "Do you want me?"

But on the other hand, I realize that is part of the game. People are entitled with their price of the ticket to get on the officials, to get on the opposing team. That is part of the game. People have to realize that they are rolling dice with some people. It is more so with men than with women. I've never had any women get too fired up about it, but I know when I was with some men's teams in college I saw participants go up in the stands a couple of times after people. If somebody is going to talk something, then we'll see what you got. That is okay.

Photo 35

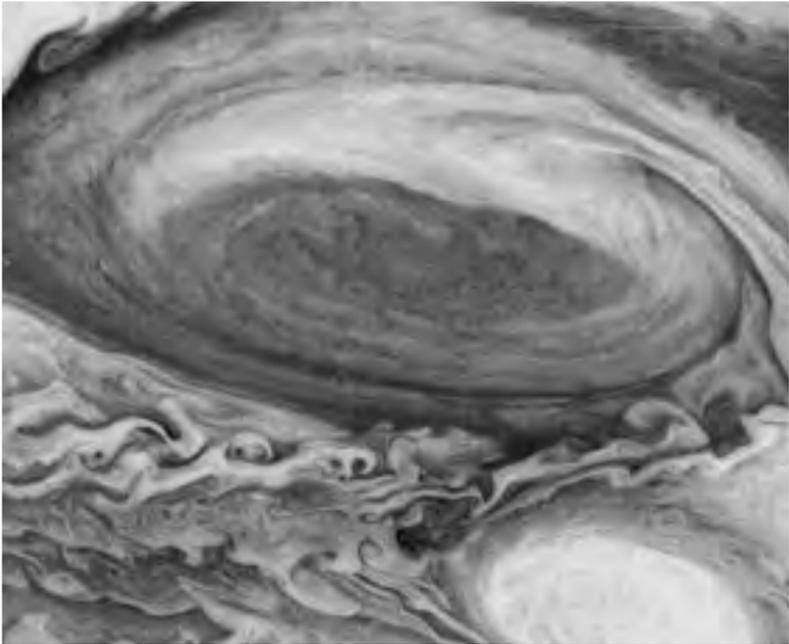


Coach Russ Rose can stay cool on the bench with fans breathing down the back of his neck.

Response from: Russ Rose, Penn State University

Smiling, celebration, having fun! These are some of the things that we really wanted to emphasize with this team. For the PSU team of 1993, when we were making our move into the tournament, I just basically said, "Hey, if you guys get to the final four, go for it. Have fun. Make sure we smile." We clearly did that.

Real World Volleyball — Situation #30



© 1991-3 Aris Multimedia Entertainment, Inc.

When you are in a match, what sources of information are you look to obtain from the scouting, scoring and charting responsibilities, and do you assign tasks to the bench and the team at a tournament?

Photo # UNM bench with stats



This look at the UNM bench shows one player resting with a towel, two players with clipboards and three players clapping.

Response from: Al Scates, UCLA

One assistant charts the opponent side outs and the other charts ours. Substitutes chart our blocking and hitting.

Response from: Brad Saindon, University of Colorado

The head coach is responsible for keeping track of his or her own actions. Time outs, and substitutions must be kept track of. I also keep real time points per rotation. I want to know where my team is winning and losing points so that I can manipulate match-ups and make sound decisions. The head coach should generally be free to watch the match, and thus should take few stats. The head coach should primarily focus on his or her own team.

The second coach should focus on the opponent, and be the "expert" on what they are doing. What are their tendencies by rotation? Who is having trouble passing? Which of their hitters are hurting you? The second coach can provide the first coach with information regarding tactics against the team he or she is focused on.

If there is a third coach, I believe he or she should take stats on your team's individual players. Attack efficiency, passing, serving, defense, or whatever you deem important. The third coach can provide the head coach with information about who on your team is playing or struggling and in what skills. This information might be useful for substitution patterns, etc.

The manager should take a flow of game chart to provide an overview of the ebb and flow of a match.

I don't believe in having the players taking stats of any kind. After all, they are athletes, and should be focused on their individual roles. All stats that are taken should provide the head coach real time information to help in decision making.

Response from: Mick Haley, University of Texas

The point chart is done by players to reinforce what is important. The players look for how points are really scored.

Response from: Greg Giovanazzi, University of Michigan

At each match, my assistants keep stats of our hitting, passing and serving as well as what the opposition is doing to side-out. I don't like players keeping stats. The information is used in

time-outs, between games, in practice and the next time we play that team. Stats are used mainly by the coaches, filtered, simplified and then repeated to the players.

Response from: Russ Rose, Penn State University

I never have the players on the bench keep stats. If I'm playing ahead of you and you are taking my stats, what are you going to say? It was between a 3 and a 4, what are you going to say? For me as coach, sitting on the bench, I don't care how the player was scored, was it a 3 or a 4, as it doesn't make any difference to me personally.

Head Coach:

I do my teams serving, passing, hitting, blocking and digging. Plus, our subs, opponent's subs and time-outs. I also do ball handling errors and officials calls.

I have a record on my stat book that shows if we were most penalized or least penalized. Looking at the recent stat book coach said, "Against UCLA we had six ball-handling calls, and UCLA had two. That is pretty significant as my setter had four of them. She had more ball-handling errors against UCLA than she did in every match all year long. That referee was a little tighter on ball handling. In the second match there was a Big 10 referee and she didn't call any ball-handling calls. So that is part of the game. Did the official do a bad job? No! I thought he did a good job. He just had a different interpretation of ball-handling than some of the other officials. That is life. What are we to do?"

First Assistant

One takes the opponent's serve-reception patterns, and what they are doing on side-out offense.

Second Assistant

The other assistant coach takes down what the opponents are doing on defense. So we can say, this is where we think we should attack the ball. This is where they are most likely setting the ball. It is not like it is a big surprise.

And I will always have one of my coaches sitting there and if I see something that is wrong, I say, "Write this down." Then we will have to address that in practice.

The first team you need to scout is your own team. You need to know what you can do and what you can't do.

photo #41



Response from: Russ Rose, Penn State University

Sometimes I realize I'll say something to these players and then I'll realize that they have no idea what I'm saying. But they might understand it when they are sophomores. But I'll say it anyway. I'll ask, "Any questions?" I'll know that three-quarters of the players on the team don't know what I'm talking about, but they are not brave enough to put their hand up. Then we go out there and the other team does that to us, and afterwards I say, "Okay. We had a learning opportunity here. I indicated that I didn't want to serve this player, but we served her all the time. When I say, "Do not serve this one player and then the first serve of the game goes right to her, I say to myself, 'What are you guys doing?' What is everyone here doing? Everybody should be aware of that."

Or you make a mistake and come back and say, "I'm sorry." But you just don't go back and do it again and again. Because clearly you are not listening to the scouting report and game plan.

Coaching can be enhanced by players that know what is going on. So I think there is a lot to be said for some of these teams, at least in the collegiate level, who are really intelligent teams. They are really intelligent people. They are really competitive. They are very efficient with errors. They realize that things happen and they keep playing. They don't care if they

make a mistake. The coaches are also very good at that. They let players play through mistakes. There are other coaches who are very quick with the whip. If you make a mistake you come out. You put in somebody else. If she makes a mistake you pull her out too.

I am never critical of an opposing coach because it is his or her team. They know better what is going on there than I do.

Photo #64

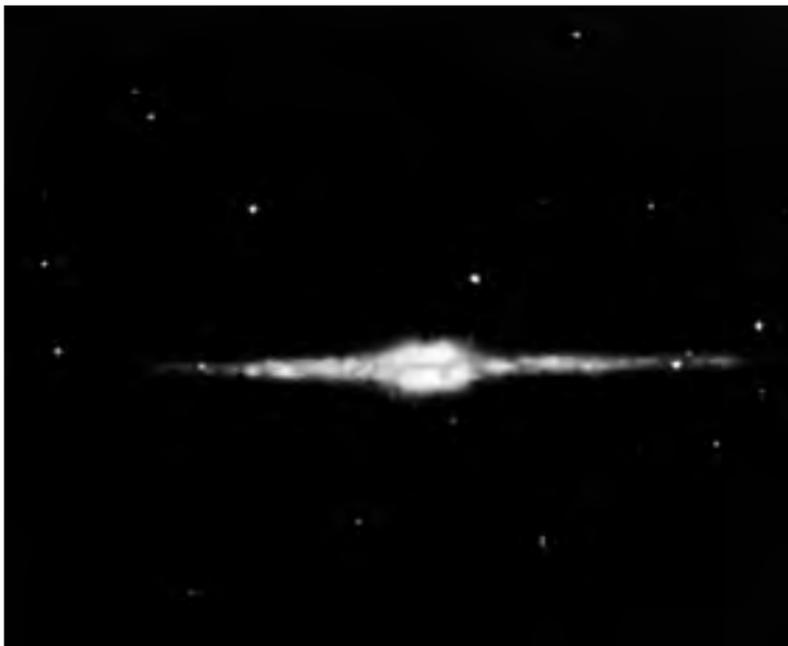


Response from: Don Shaw, Stanford University

This shows a broken play as a player on the court looks to better the ball. All the players on the court need to be ready to set the ball and not be surprised when needed. Even when teaching a volleyball class, everyone must be ready enough to deliver a set that is a hitable ball. Players on the court should not expect the setter to set every ball. Play the game one contact at a time.

Real World Volleyball — Situation #31

© 1991-3 Aris Multimedia Entertainment, Inc.



What do you tell your substitutes as they enter a game?

Response from: Greg Giovanazzi, University of Michigan

Nothing. All prep for matches is done in practice.

Response from: Laurel Brassey Iversen, University of New Mexico

Before putting substitutes into a game, it is a good idea to prepare them before hand by telling them to be ready to go for a certain position, and if you have an idea of when you might put them in, try to let them know that as well. When it is getting close to the time when they will enter the game, sometimes it is good to call them up and have them sit on the bench next to you. Then you can point out things to them and remind them of tendencies of the opponents they will play against.

For example: Remember the #8 only hits cross court so since you are the outside blocker, you have to set the block inside more. Also remember when you are the offside blocker and #5

is hitting, they will tip inside the block in your direction. Be ready to get that!

Point out to substitutes as they are watching the game to key on the opponents that they will be playing against when they enter the game so they can practice from the sidelines and prepare in advance for the actual situations they will face. In this way they won't be surprised.

Always tell substitutes to make sure they communicate on the court so that the team feels comfortable with them right away.

Include everyone who might play in the team discussions at time-outs so that any sub who enters the game will be aware of any adjustments or special instructions that you have made before coming out onto the court.

Photo 11



Response from: Brad Saindon, University of Colorado

If possible, and I believe that this is almost always possible, players should be addressed before they enter a game. A coach should plan a substitution with some fore-thought rather than making a “knee jerk” reaction. I believe in roles for all players. The player going in should be advised as to the role you want her to play upon her entry. A coach should tell the player something like this: “I need you to go in and really focus on solidifying our passing. You are a good passer and we need you to do that when you go in. We need you to stabilize our team.”

Or, “We are flat right now, and I need you to go in and pick us up. I want you to be vocal, I want you to slap some hands. I want to see you run around and congratulate your teammates when they make a good play. I want your to rekindle the fire and get us over the hump.”

I think it is very important that the player knows what is expected of her when entering a contest.

Response from: Mary Wise, University of Florida

Just as our starters have clearly defined roles, so too must players coming off the bench. Before the match is played, they should have an understanding of how they can contribute to the success of the team. We try to anticipate substitutions in order to give that player time to prepare physically and mentally. Of course in the heat of a match, that is not always possible.

Photo 21



Response from: Russ Rose, Penn State University

Nothing. My players know in practice what they are going to be doing. There might be some cross-training where you have a player play leftback or rightback, but clearly certain players know they are going to go in. We have a game plan. It doesn't make a difference if the middleblocker is serving or the rightback is serving. Our substitute is serving for her. In this rotation we want a serve to a certain area of the court or to a certain individual. I expect the substitutes to know that as well. I don't anticipate having to have to give the substitutes a lot of information.

Many times I think the substitutes are scared and crazy going in anyway.

Response from: Russ Rose, Penn State University

A player substitution is never made because the person out there is not trying. It is that old story where a coach asks a player on the bench, "Would you like to go in?"

The player answers, "I'll try."

Then the coach says, "Hold on a second. Don't you think that person out there is trying? She may be failing miserably, but she is trying. So that is not the answer. The answer is, "Yea. I'm going to do it. Hey — Sure."

A lot of coaches like those kids who are a little cocky and a little off the way because they actually think they are going to do it when all common sense and knowledge says the player riding the bench has no more chance of succeeding than the other person who is warm and in the flow of the game. None-the-less, many times making a substitution is good to do.

I sub pretty freely. I like to sub. I have a pretty large roster and have done so for all the years that I have coached. I feel very strongly about having a large roster.

I think coaches should take a kid, and give him a chance more often. They all train every day for three hours. They all get pretty good. Even if they don't get too good, at least they have the confidence to try.

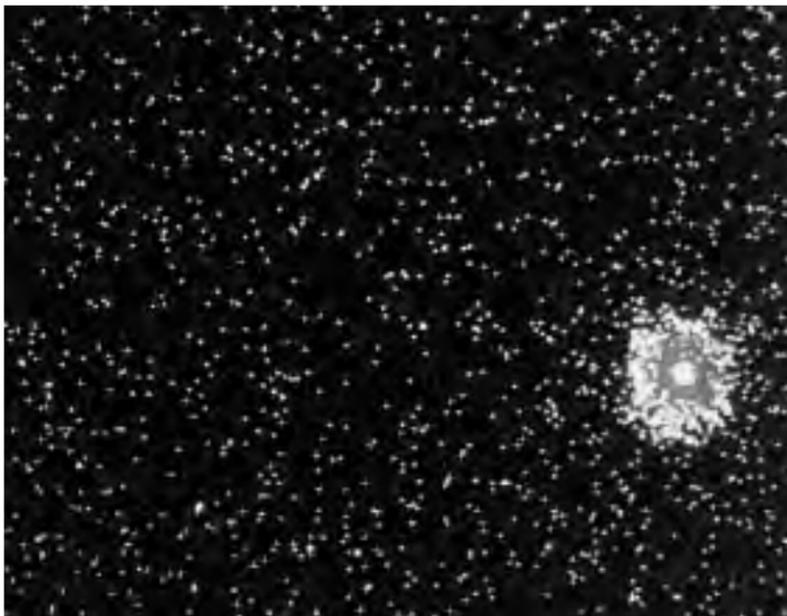
So, go for it. If you fail, so what. It is better to be out there taking a swing than be sitting back saying, "Boy I didn't even go for it. I didn't even have my guns out there. I was holding back."

Photo #57



Real World Volleyball — Situation #32

© 1991-3 Aris Multimedia Entertainment, Inc.



What do you tell a player who was just pulled after shanking a couple serve-receptions?

Photo 16



Response from: Al Scates, UCLA

Tell the shanker why he missed the passes and tell him to join the Pine Brothers.

Response from: Mick Haley, University of Texas

“Catch your breath, re-focus and be ready to get back in there.”

Response from: Brad Saindon, University of Colorado

I want the player to understand that she wasn't pulled as punishment. I want her to know that she will be returning to the match, to take a break and catch her breath. I would give that player a couple of technical keys about passing to concentrate on when she returns to the match. I think it is just as important to tell a player why she was pulled as it is to tell a player why she is going into a match. I would re-focus her attention to the fact that she is a solid passer, that everyone shanks balls on occasion, and give her a technical focus to concentrate on. Maybe I can re-establish her confidence to some degree in this way.

Response from: Greg Giovanazzi, University of Michigan

This can vary.

Sometimes I keep it very short and technical like, "See it all the way in." Or, "See it out of the server's hand."

Other times I'll just let 'em go relax or take a break.

Or, sometimes I'll talk about an unrelated skill.

Response from: Laurel Brassey Iversen, University of New Mexico

Try to make eye contact with the player so that you can reassure her. This isn't always easy to do when she has just made a few consecutive errors. You need to keep this player's confidence up so that you can use that player again later on in the game or match.

Tell the player to shake it off or to forget about the mistakes and make sure that they are ready to go back into the game. If it is a good point in the match when you have a minute to talk to the player, you might try to tell her a piece of technical information about what occurred on the court so that this player can correct the problem when she goes back out onto the court.

Possibly the mistakes occurred because the player just didn't call the ball early enough or move her feet to get into position to pass. Oftentimes, giving them something to key on is more helpful than merely telling them to be ready the next time.

Response from: Mary Wise, University of Florida

In this case we try to give the player specific feedback on what she can do to improve her serve-reception. We want her

focus on what tactics she can use to change behavior. It is important that the player not let her passing performance effect other things she does for the team. Thus, we may give her encouragement for the skills she is performing well.

Photo #30



Response from: Russ Rose, Penn State University

I don't pull them. If this player is my best passer, then this is my best passer and will be until the end. I sub freely, but I don't take out my primary passers. If they get aced a couple of times, that is part of the game. If they are your primary passers, it is probably a decision you made based upon the thought that they were your best passers.

A good team is going to have a concept of saying that if our best passer just shanked away a ball,

and then she shanks another one, then the players on the court are going to step in and help her a little bit even though they are not better passers. The players on the court are going to make a conscious effort to try and assist her to relieve some of the burden that she might be feeling right now.

Some players just snap. It depends upon the disposition of the players. I don't really take anyone out for shanking a couple of balls. I will take someone out if they launch a few as a hitter. Especially if they don't have the authority to be swinging as hard as they are swinging. But I am not going to take someone out for shanking.

Response from: Doug Beal, USA Volleyball

The hitter in this photo, #10, is probably attempting a soft shot or tip that will go just over the blocker's hands. The cover players appear to be in good position and all eyes are focused on the area of the attack and the block.



Response from: Russ Rose, Penn State University

Here is a player coming in. Obviously she is not "bringing it." She is going to hit a wipe shot or tip or she has already done that.

When players do come out of the game for poor play, I don't say anything. I'll let one of my staff say something. I'm watching the match. I don't have time to talk.

Sometimes I'll bring them down next to me on the bench and say, "Clearly, that wasn't a good choice."

Or, I'll just say, "Be ready to go right back in. You are just coming out for now."

When I do take them out, I do say, "Do you see where that person is standing? That is how far you hit the ball. That is just because I'm sort of a smartie. My players are accustomed to that sort of behavior. If they hit a ball really far, it is not uncommon for me to walk over and put a piece of tape on the wall to mark it. But on the other hand, if this is someone that I said, "You have the ability to swing at every ball," then I am never going to take them out for doing it. Because, you need someone with an aggressive attitude. But there is a downside to that aggressive attitude and they are going to launch a few and they are going to get blocked. That is how it goes. I don't want somebody tipping. There we were tipping the final point against Long Beach

trying to win a national championship. Instead, go for the upper deck. You hope for a touch, but you don't tip the ball into the player of the year. You don't do that.

Response from: Russ Rose, Penn State University

I know that there are certain players on my team that I need to let them play through the mistakes. Yet that is what players always complain about. They say, "You take me out when I make one mistake." No, I don't take you out when you make one mistake. I take you out when you make a myriad of errors, one or two of them were volleyball related. But you are not talking, you are in the wrong position, you are not low. These are the things that I will take you out for. These are the things that I will acknowledge.

Photo 9



This hitter is going up for the spike without an opposing blocker. Perhaps the setter did a great job and fooled the defense.

Real World Volleyball — Situation #33



© 1991-3 Arts Multimedia Entertainment, Inc.

You sense that there is some type of tiff happening with the team among the players that has just been made apparent on the court. What do you do for the men's team vs. women's team?

Photo 22 (crop)



Response from: Al Scates, UCLA

If the men or a man is edgy on the court, the coach must determine whether this display of temperament is working positively or negatively. Most of the time, a team leader is cajoling another player into putting forth more effort and it requires no action on the part of the coach. If it is detrimental, the coach should curtail it immediately.

Response from: Greg Giovanazzi, University of Michigan

For men... Let it go.

For women... Let it go. Based on the history of those involved, I may encourage them to talk it out or I may end it.

Response from: Mick Haley, University of Texas

Solve it if possible, otherwise, eliminate the problem. Deal with it after the game and involve the entire team.

Response from: Mary Wise, University of Florida

In this case we would try to refocus the player's attention back to the game plan with specific directions. We want the player's energy spent on stopping the opponents not on the "tiff."

Response from: Laurel Brassey Iversen, University of New Mexico

Having played on a men's team, it was interesting to observe this situation. On our particular team and since then, this is what I have noticed on most men's teams. A tiff is exactly that: a tiff. The men say what they think, not always very tactfully but usually straight out, and it's over. You can usually ignore these situation. You might want to make sure they are resolved when the game is over.

Meanwhile, women have a tendency to hold things inside and not say what they actually think, therefore often these tiffs carry over and are not easily forgotten. If something is said, many times it will be taken personally and feelings get hurt quite easily. If this situation occurs on my team, I try to get to the bottom of it as fast as possible. I have benched players for outbursts on the court.



*Response from: Russ Rose,
Penn State University*

I think tiffs happen in practices as well as in games. I think the more successful coaches and the people who are more aware of certain things address conflicts in practices as well. We have no

chance of success if we start fighting.

Whether you like each other or not, we have to play together. If it happened in a game, I would take both players out. But it doesn't happen. I see players getting pissed about certain things, but I don't think that is a real thing that is detrimental.

When you have really competitive people, you are going to have some tiffs that just happen naturally. It is not personal. That is what I always say, "It is not personal. As long as you guys keep things non-personal, I want everybody to want to win. Therefore, we need to work as hard as we possibly can to win. But if we have some problems and you guys are fighting along the way, then that is part of nature, part of human dynamics. That is okay." I want some people to yell at each other. I want somebody to be the designated bitch. I don't want to be that role.

It is incredible what I hear. People say, "Boy, I would not want to go play for that guy because he is mean." Hey, I'm the nice guy. I've got other people on my staff to do things. I've got people on my team and I say listen, your disposition is such that you are just an irritating human being. But you are a hell of a competitor, and you could be a great leader. So, go with it. Don't worry."

"I always say to somebody, "What do you care what they think. Care about what you think. Don't care about what other people think. Don't even care. Care about what I think. I'll tell you what I think, and then do what you please."

There are certain things that coaches have to ignore. At the same time, the players have to have thick enough skin. My players always learn that. I say, "Listen to what I'm saying. Listen to

the message, not the messenger. Don't be mad at me. It is my job to say things that bother you. It is not a lark that we have had some success here. One of the common denominators has been me. So I realize that I'm good. I also realize that other people are really good. I realize that I do things that I should never have done. I know that.

I realize that there is that little gray period of time where you say, should I say what I think and risk the bad side or should I bite my tongue and just ignore it? I don't bite my tongue. No way. I'll let it rip and then someone will walk up to me and ask, "Now why did you say that to them?"

I'll say, "Because it is true."

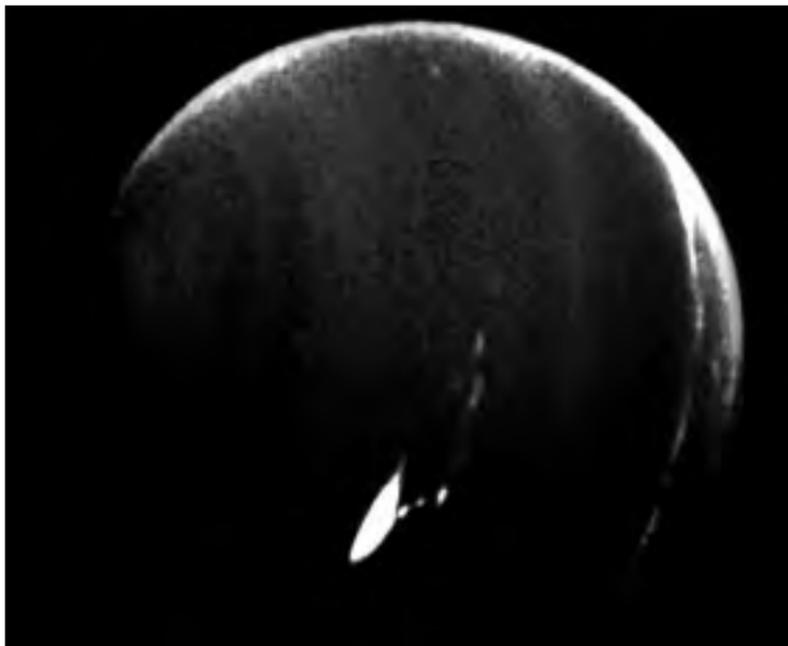
They will say, "I know it is true, but why did you do it?"

"Because if it was you, I would have said the same thing to you."

But everybody is different. Mine is not the only way, or the right way. I also realize that I am probably running out of time with my way. I don't believe that I can continue. It is evolution with the way players are coming out as well as the environment in which I work.

Eventually I could be terminated for some of the things that I've said in the past—because—I say what I think. Therefore, that is not being a team player. You have to say the politically correct things. I don't say anything racial and I don't say anything sexual. I care about people's efforts. I say, "You guys are getting paid to do something and you aren't doing it. You are embezzling from the university. I'm here to tell you, Stop it."

Real World Volleyball — Situation #34



© 1991-3 Arts Multimedia Entertainment, Inc.

What happens when you have a bad referee?
What should the players do? What should the coaches do?

When do you protest the outcome of a match to the league or conference?

Common Knowledge:

Never protest the outcome of a match unless there is a clear violation of a rule. But, if there is a clear violation of a rule, at that instance, the coach should fix the violation on the spot by pulling out the rule book and resolve the conflict then and there.

Response from: Greg Giovanazzi, University of Michigan
Endure him or her and report it.

Response from: Mick Haley, University of Texas

They should reinforce the referee whenever they make a correct call that involves anyone on your team. Coaches should encourage the players and especially their effort at all times.

Response from: Mary Wise, University of Florida

Just as there are bad teams, there are bad officials. In addition, just as good teams can have a bad night, so too can good officials. The better a team's talent, the less coaches and players have to worry about bad calls.

I have never protested the outcome of a match, nor have I ever seen a match where the outcome was the result of a bad call and not the result of better overall play by the winning team.

Response from: Russ Rose, Penn State University

You have to bite the bullet. I don't think there is such a thing as a bad referee. There are officials who have a bad match. I think people who are bad at it get out of it. Or certainly they don't find themselves officiating at the top level.

In international play, if the first referee is bad, and we have our own second referee who is from the United States, then we are going to get some calls from the second referee because the first referee is killing us. There are certain political ramifications at the international level that I don't think happen at the collegiate level.

In college play, sometimes we get officials who don't have good matches. Sometimes we get officials who are clearly over their head for the level of intensity of the match, not intentionally. Sometimes you get officials who aren't very good but just rise to the occasion.

If you have a bad official you just have to ignore it. You just have to play the match. You hope that the person is just bad—not biased. I can deal with bad. I can't deal with biased.

There are a lot more high school referees than college ones that are not very good. They have a job, and they are going to do their job and make \$30 or \$40 on the way home by officiating a high school game. That is a problem.

I think the coaches have a responsibility to try to educate the officials a little bit. Get them to come and see a practice. Get them to see how we set.

Mary Jo Peppler pointed out many years ago that the worst thing about officiating is that it is incredibly tight on the young kids and incredibly loose on the oldest players. The oldest players can set the ball from below their knees. Yet, the high school kid who is standing there and the ball comes and she hits it and the ball has a little spin and the referee calls the whistle. No! It should be the other way around. Let's be tough on the elite players, not the beginners.

My players realize that we have bad calls, and we're accustomed to dealing with that. I say, "You can never win the argument. So, let's not lose our composure." Let's just roll with the punches. And sometimes it is a low blow. Sometimes you win and sometimes you lose.

There are many times when an official has a bearing on a match. But you have to assume that it is going to balance out in the long run and not carry a grudge about it.

As a coach I have an opinion. If an official has a problem with Russ Rose, that is wrong. That is wrong because the official's job means that they should be fair and honest without any bias. But as a coach, if I have a referee who has done a terrible job, who treats me poorly, who treats my team poorly, I can clearly have an opinion that I don't like this official. But officials should never have that. Officials have to be blind to who is playing the match. As coaches we don't have to be blind. I can have a problem.

In the Big Ten, I am given an officials' list from the official's supervisor. The supervisor says to me, "If you have any problems, then let me know." I don't respond to that. If this is the assignment, I take it. I'll take what has been given to me. I'll work with it.

I've had some officials this year who, I thought, in the past haven't been good, and they were really good. And I called some officials after matches on the phone, and I told them that I think they did a really nice job. "We lost the match, but I thought you did a good job."

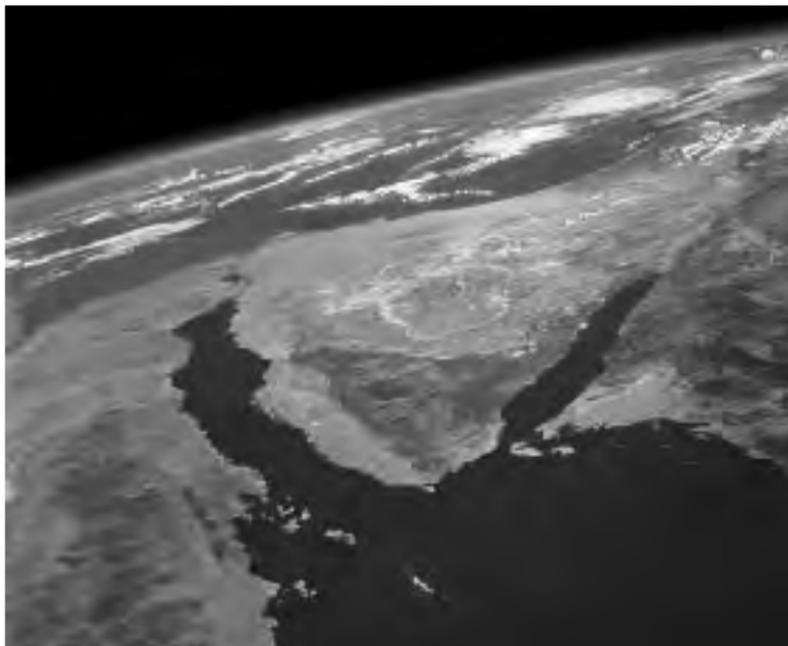
And there are some that don't do a good job, and if you have an opportunity to say that, you should be able to say that as well. Coaches have the ability to evaluate officials.

I never protest. I believe that it is a waste of time. We had a match a couple of years ago that was a violation of human conduct. It was bad. I had the score sheet, and I sent it in, and they

said, "Oh man, you got screwed." But, there is nothing you can do about it.

To me, if you have problems with a certain school, you don't go back. I'll never go back there again.

Real World Volleyball — Situation #35



© 1991-3 Arts Multimedia Entertainment, Inc.

What is your typical agenda after a match?

photo 44



A post-game interview with coach.

Response from: Al Scates, UCLA

If we win, we stay in the gym so the players can visit with their parents and friends. We then meet briefly on the floor to discuss the time of our next meeting. If we lose we quickly have a brief meeting and depart. The reasons for the loss will be analyzed at the next practice.

Response from: Mick Haley, University of Texas

Leave it alone until the next day, except for individual reinforcement.

Response from: Mary Wise, University of Florida

Immediately after a match I speak briefly to the team in front of our bench. I may say something in general about the match and then give them instructions on what is expected of them next — tomorrow's practice or match. I do not believe in giving long dissertations at the conclusion of a match. It has been more effective for me to get away, speak with the staff, watch the film, see the stats, before I make specific statements to the team. I do not want anything I say (positive or negative) to be the reflection of the emotion of the match and later has to be retracted.

Photo 38



Response from: Brad Saindon, University of Colorado

I think after a match is about the worst time to talk to your team. Generally, emotions are high, attention low, fatigue a factor, and to get any important points across difficult. These characteristics apply as much to the coach as to the players. Coaches are at high risk here, as the chance that they might say something in the heat of the moment that they might later regret, is at its highest. Just about anything you might say will be interpreted differently by each and every player, win or lose. My general agenda is usually to discuss logistical items only. When will we next meet? When is our next practice? What is the next obligation for the players? I try to save the important comments and discussion for the start of the next practice, after we have had a chance to digest it all and give thought to what needs to be said. I have learned from experience that this is the best policy for me.

Response from: Greg Giovanazzi, University of Michigan

Grab my assistants, the film and the stats. We then order a pizza and analyze the match.

Response from: Laurel Brassey Iversen, University of New Mexico

After a match when the teams have finished shaking hands, we gather them together near our bench and talk to them for just a few minutes regardless of the outcome of the match. If we have won, we will congratulate the team, maybe point out someone's great effort. If we did not play well, but still won, I will usually tell them we will talk about it more the next day.

If we have lost, but played well, I probably won't say much. I might point out where I think we could have made the difference. I will certainly say that they played well, even though we lost. I will encourage them to get their heads up and take the loss as good sports.

If we played really badly, I will take them to the locker room. Each situation is different and independent from others and calls for different reactions from the staff. At no time do I want my team to think it's okay to play poorly, that's why I want to speak to them after such a performance, however, I am not a proponent of lots of team meetings.

Sometimes it's just not your night, and you may lose badly, but you can see that the players are giving their best. After such a loss, I will say that things just didn't go our way. I might try to find a reason, but generally just make sure we don't dwell on the loss and prepare ourselves for the next opponent.

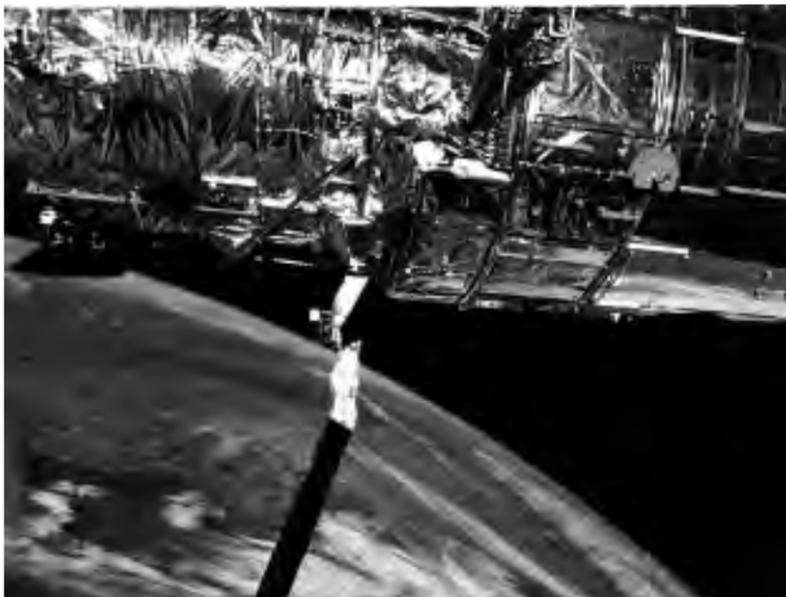
If we play at home, I follow the same procedure. There will always be press or television interviews at home, so I can't keep them too long in the locker room after a "bad loss." This is probably a good thing. After a bad loss, coaches are usually pretty hot, and might say something to the team that they wouldn't say if they cooled off a little. I always feel better the next day. I might still be angry or disappointed but I've had some time to think about the comments I want to make to the team. If we have another game the following night, the team captains tell them what uniform to wear and remind everyone what time to be ready.

At away matches, after I've dismissed the team, they shower and I wait for the stats. Then we go to dinner. At home games, after I dismiss the team, they are free to go. At about half of our home contests we have pizza with the visiting team. This has been a lot of fun and the players enjoy getting to know each other a bit. Once or twice a year the players must remain in the gym to sign autographs.



The players, coaches and administrators have a responsibility to the media and the fans for autographs, interviews and statistics following games.

Real World Volleyball — Situation #36



© 1991–3 Aris Multimedia Entertainment, Inc.

Your 4th server consistently gets the fewest amount of points while serving. How do you analyze this?

Response from: Laurel Brassey Iversen, University of New Mexico

The most obvious thing to assume would be that this person is a lousy server. However, few points may be scored in this rotation because it might also be your weakest rotation at the net and therefore easy for the opponent to side-out at will. If that is not the case, and you do indeed have good blocking in this rotation, then the other thing to look at is your back-court diggers. Possibly they are your worst ball-control players and they cannot dig anything that gets past the block.

If you conclude that the problem is due to a weak server, try to teach the weak server at least one good serve, i.e., short.

Response from: Greg Giovanazzi, University of Michigan

Analyze this situation by breaking down the score sheet. Also, we keep serving stats based on opponent passing. If she is

a poor server, we'll know it. Sometimes, though, the server may not score points because our block is weak. This is why we need statistics as they not only point out the problem (lack of points) but why (serving? blocking? digging?).

Response from: Al Scates, UCLA

Weak servers get increased serving practice. The head coach analyzes serving technique and makes corrections. Look at video of blockers and diggers in that rotation, also.

Response from: Mick Haley, University of Texas

Could be poor blocking in the front row, weak ball control by the back row resulting in poor transition play. It also could be poor selection by the server. Consider making this rotation the 6th serving rotation.

Response from: Brad Saindon, University of Colorado

In my opinion, the most important statistic that a coach can keep is some kind of rotational analysis such as points per rotation. This can be taken after the match from the score sheet or in real time as the match goes on. We do both. I want to know what rotations we are scoring points in, and what rotations we are giving up points in, from both a seasonal perspective, and on this particular match.

Every team has tendencies. An ongoing, seasonal rotational analysis tells you where you are good and where you are bad. If you are scoring the fewest point in the 4th rotation, and that is a tendency for the season, you want to avoid being in the 4th rotation as much as possible. You may want to start games in the 5th rotation, for example. Minimizing one bad rotation might be the difference in winning a game.

Why can't you score points in the 4th rotation?

Look at your server first. Sixty percent of whether or not you score on a given point can be associated with the server. Is she missing too many serves? Is she serving lollipops? Move her deep in the serving zone, or up to the end line. Move her left or right within the serving zone. How about a serving specialist in this rotation?

It may be that the reasons for not scoring lie elsewhere. You have a very weak block in this rotation, for example. This may

be something that you have to live with. If this is the case maybe you need to gamble more with the serve, take some risks. If you have a strong front line but are missing too many serves, reduce the risks, serve easier and let your front-line win points. This kind of discussion is what coaching is all about, but can only begin with valid rotational information.

Response from: Mary Wise, University of Florida

Perhaps a better way of analyzing point scoring is by how efficiently a rotation is scoring points. In other words, for every ten times a player goes back to serve, how many times is the team scoring points. At lower levels of play, that percentage will be fairly high (around 55–60 percent). At the college level, that percentage should be lower (around 40–45 percent). Scoring efficiency can be effected by a number of factors:

- 1) Serving percentage = errors/attempts.
- 2) Opposition passing average = setting options/attempts.
- 3) Blocking match-ups.
- 4) Defensive tactics.
- 5) Serving team's transition ability = the ability to go from defense to offense.

A coach's primary concern is to have servers keep the ball in play (serving percentage), and second, how aggressive the player is serving (opposition's passing average). From that point, a coach can look at team tactics to improve scoring efficiency.

Response from: Russ Rose, Penn State University

It might be a correlation that this person does not serve tough enough or they are serving to the same person every time. Or it might be the poor rotation is a reflection of our defense, which is what I always believe. I believe our side-out ability is based upon our defense as well. It is first swing side-out as one thing, and then it is transition as another thing. If I have my two best hitters in the front row, I'll probably have pretty good side-out potential. But when it comes down to transition we are maybe only so good because my back-row isn't very good. But, we can receive-serve, set high-and-outside and side-out.

So, if my fourth serve is having a problem, it might mean this person has an easy serve. If it is a year-long thing and based

against every team, then it is clearly that this person isn't a very good server. We can make an adjustment. We can ask this player to serve a totally different serve— to serve hard. Because what are we giving up as it is? Already we are scoring the fewest amount of points while you are serving.

I can do one of two things. I can ask you to serve tougher and realize that maybe you are going to make more errors and now we are going to have less points scored. Or, I can bring in another server for you and just have that person serve and play that position.

If the poor results are found just at the single position, then I will take the substitute server out again after we score points in that rotation. Some teams do that. Or, you make a substitution. You say, "Based upon your serving percentage, you are not serving very tough. You don't serve well, so I am going to sub you out in the back row."

That player might say, "Coach, I'm a good back-row player."

"Yes, but you are not a good server. Sixteen-percent of our chances of scoring rests with you serving, therefore you are out."

Some teams are going to want to serve tough and aggressively. In the years we have been in the Big 10, we have been in the lowest two or three in serving every year. But we have been first in blocking and digging all those years. This points out a high correlation. By keeping the ball in play, there is a high correlation that we are going to block it and dig it, so therefore there is some sort of relationship that is happening.

But would I like to serve tougher? Yes!

There are some matches that we play and these teams bring some serious jump-servers at you. They are going to score a lot more points based upon the effect of the serve.

Response from: Russ Rose, Penn State University

Coaches have to decide what they want in service. If you want to serve tough, then there is going to be a lot of errors. You can't say to your team, "We are going to serve really tough." and then say, "Keep the ball in play." You can't say that. You just told them to serve tough. So, if you want them to serve tough then you have to prepare them that you have to miss some serves along the way.

When we played UCLA, I think we missed 30 serves between the two teams. That is an awful lot of serves. It was not a pretty match. Both teams were both serving tough or both teams were not very good that day.

There are some matches, especially in international play, when they need to serve tough. There is no benefit of serving easy. It is an automatic side-out if you serve easy. There is a correlation between serving tough and getting some control. So the higher the level you need to serve tougher.

Photo #17



Response from: Doug Beal, USA Volleyball

This player shows a very dramatic bow-and-arrow arm swing before she makes contact with the serve. Notice her hitting elbow is fully back and bent.

Photo #47

Response from: Doug Beal, USA Volleyball

This server is demonstrating good form in several key areas. The right arm has a very effective elbow bend that is normal in serving and allows for maximum power and control. This player probably took no steps at all but merely has her left foot in front of her right foot which gives her good balance and is a common serving technique. She appears to be standing on exactly the end line which from a tactical point of view is a very wise decision.



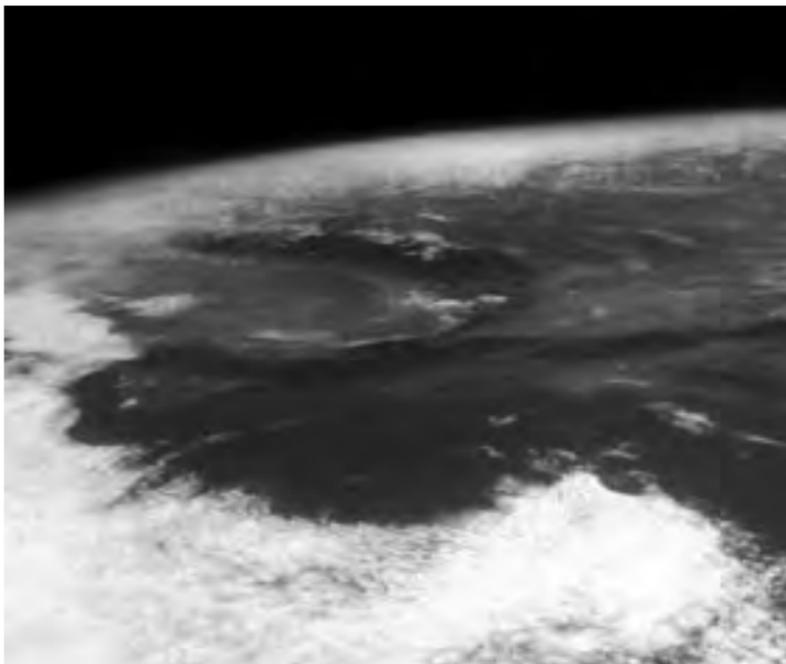


*Response from: Doug Beal, USA
Volleyball*

This player is hitting a standing, spike serve. The ball is behind her hitting shoulder which allows her to contact the ball below mid-line and impart a tremendous amount of top-spin.

Offensive Play

Real World Volleyball — Situation #37



© 1991-3 Aris Multimedia Entertainment, Inc.

A player does not react with cat-like quickness. How can one get quicker movements on the court, especially in attacking. Should we work more on Offense or Defense in today's game?

Response from: Russ Rose, Penn State University

There are some players who are going to hesitate. Coaches will say, "My problem is that my players hesitate."

If they all hesitate, you have a problem. If I have a couple of players hesitate, then I need to work with them individually on the court. All the top schools who are committed to ball handling on defense work with individual players. But I don't think

all teams are committed to defense. I don't think you really have to be.

In the women's final four (1994; Stanford vs. UCLA) maybe ten percent of the balls were set in the middle. The women's championship game was all high and outside, like the men's game. That style of play is error free and low excitement. The teams at Ohio State and Penn State both wanted to run the middle and do things in a variety that made things attractive offensively and both teams finished third. There is something to be said for people just bringing it from high and outside.

Photo #23



Response from: Doug Beal, USA Volleyball

This picture shows the hitter, #15, at full arm extension at the moment of spiking the ball. She is clearly trying to turn the ball to the inside of the court and will hit either between the blockers or

over the middle blocker. There is a small hole between the block that the back-row player may be able to fill which could be a good tactic. This attacker shows physical abilities above the level of the two blockers, at least in jumping ability.

Response from: Russ Rose, Penn State University

If you can get some big kids who can really bang the ball, that is a pretty good way to win. There is a lot to be said for some of these kids like Svetlana Vtyurina of George Washington (3rd in the nation in kills) and Priscilla Pacheco of Georgia (1st in the nation in kills) with 53 kills and big numbers. It doesn't say they had 53 kills and 23 digs. No, they had 53 kills. So obviously, they are bringing it.

There are a lot of teams that try to balance the offense and the defense on their team. I've always thought that defense is important. I'm not that creative. I think offense is okay. A couple

of years ago we led the nation in offense because we had a great team. We were 44–0. We led the nation in hitting percentage by 30 or 40 percentage points. Your offense is as good as your players. Your defense is as good as your players.

Photo 46





Response from: Doug Beal, USA Volleyball

This picture shows an excellent line of force from the spiker from the hitting hand through the opposite leg.

Photo #45



Response from: Doug Beal, USA Volleyball

The hitter in this picture will probably defeat the one person block. The hitter is contacting the ball at maximum extension. The direction of the attack is from left to right for the hitter indicating a fairly radical cut shot that will travel inside and underneath the blockers left hand. The hitters body position is almost perfect. And there is a very pronounced line of force from the hitting hand through the opposite leg.

Response from: Russ Rose, Penn State University

Here is good high extension by the blocker, a nice block. Coverage shows that we have someone involved.



Response from: Doug Beal, USA Volleyball

This photo shows outstanding position for the spiker with the ball being contacted at full extension. The body is turned slightly into the court for a power hit across court. The cover players are down low and are ready to pick-up the ball should it be blocked.



Response from: Doug Beal, USA Volleyball

This hitter should be able to take advantage of this blocker who is reaching to her left in an attempt to stop the line-shot by the hitter. The body position in the air of the spiker is quite normal and correct.



Response from: Doug Beal, USA Volleyball

In this photo the ball is set very close to the antenna. The spiker appears to be tipping to go over the block. It might be preferable for the blocker to move and to position herself more to the right to protect the area between her hands and the antenna.



Response from: Don Shaw, Stanford University

The attacking team looks to be running a simple play with three options:

right, center and left. Meanwhile, the right side blocker is a small blocker, unless she is a tremendous jumper and outstanding athlete. Good teams can take advantage of smaller blockers by spreading the blockers, which was done. The attacking team does not need to run anything intricate, just a simple offense.



Response from: Doug Beal, USA Volleyball

The quick hitter, #7, is in the air at the appropriate time. The setter has released the ball and the hitter is starting to come down. The timing is excellent.



Response from: Doug Beal, USA Volleyball

This photo shows the hitter in the air at the correct time as the setter released the ball, or perhaps slightly before the setter released the ball for a quick middle attack. The blockers are still on the ground. The offense has an excellent chance to make a kill on this play.



Response from: Doug Beal, USA Volleyball

In this photo the quick spiker is in excellent position, in the air before the block and as the setter released the ball. The block is just beginning to jump. The offense has a distinct advantage.

Real World Volleyball — Situation #38



© 1991-3 Aris Multimedia Entertainment, Inc.

You team is about to deliver a strong attack, but the other team has good blocking skills and players. What does the team need to do on spiker coverage?

Photo #48



Response from: Doug Beal, USA Volleyball
This successful block will probably not be recovered by the

attacking team. The players in the cover position are too deep with the exception of the one player very close to the net behind the middle blocker in the picture. It appears that the hitter was fairly deep from the net. In situations like this it can frequently be a good idea to put one of your cover players between the hitter and the net so that the coverage players have a better chance to pick-up the blocked ball.

Photo #59



Response from: Don Shaw, Stanford University

This photo shows coverage, as all six players on the attacking side of the net are visible on the court. The team should have five players all in a position that would be ready to handle the blocked ball. It appears like there are five players who are more in the role of spectators than in coverage roles in this photo. The preferred position is for players #9, the Left Back and #6 to be a lot lower.

The player #13 is in the Right Front position and she looks to be walking up to the net to get ready for the next play and a block. This player should be further off of the net and in a role of a release hitter in case the attacked ball is blocked and the team recovers it. Then the next attack can come from the other side. However, with this person already at the net, she will not be in a good position to make an approach. The off hitter has to be the one to go to for the second swing. There is a bad tendency for this player to fall asleep and walk to the net.



*Response from:
Doug Beal, USA
Volleyball*

The position of the cover players in this photo is very good. They appear to be between the hitter, #13, and the net.

They should have an excellent chance to pick-up the ball if it is blocked onto their side.

Defensive Play

Real World Volleyball — Situation #39



© 1991-3 Aris Multimedia Entertainment, Inc.

You're playing against a team that has one super-star power hitter that kills everything set in that player's vicinity. How do you counter such a super-star?

Response from: Al Scates, UCLA

If the super hitter receives, serve him short and long and serve him every ball. Match up your best blockers against him and if he swings, stack your best blocker on him.

Response from: Greg Giovanazzi, University of Michigan

Take away her best shot with your best blocker. Make her hit a different shot or make them set another attacker. Possibly, serve her and try to take her out of her approach.

Photo # UCLA1(sm)



This UCLA quick hitter, #9, Jeff Nygaard, is 6-foot-8 and he set a single season UCLA record for kills and attempts and finished nationally ranked in the four major offensive categories. As a freshman he led the nation in blocking. He is from Madison, Wisconsin and is considered the best collegiate player in the game. He started for the US National Team and helped get the bronze medal in the

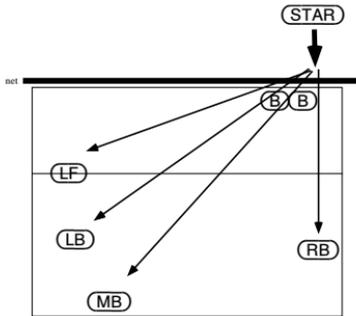
1994 World Championships in Greece.

In this photo, the hitter has some options. He can hit over the block or between the two players.

Response from: Mick Haley, University of Texas

In 1988, in the NCAA finals, Texas was faced with this exact situation. Tee Williams was unstoppable. We decided not to worry about her at all and concentrate entirely on the other players. Tee got more than 20 kills in three games, however, we won the match (3-0) and the National Championship. We have found that one player alone can seldom defeat an opponent who is playing well.

Insert Diagram #1 here

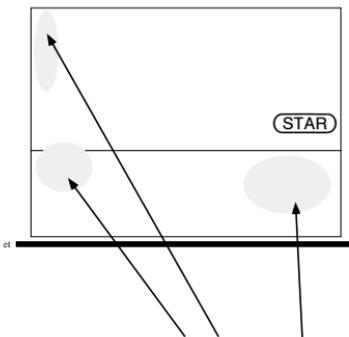


Response from: Laurel Brassey Iversen, University of New Mexico

There are a few things you can try. First of all, scout this hitter well from videos and in person if possible. If the hitter has some tendencies, i.e., mostly hitting sharp-cross-court or deep-cross-court, you can flood that area of

the court with diggers. Place your middle back in the deep corner. Make sure the middle back player gets there before the ball is hit. Then put your left back and left front on the angle and move the block inside. Leave the right back player on the line just in case!

Insert Diagram #2 here



Another thing to try is to serve the star-player short, trying to disrupt your opponent's attacking pattern. Or, serve cross court deep or short. Sometimes the setter may not be very good at turning away from the net to receive the pass and make a good set outside.

Be sure you score points when the "super-star" rotates to the back row!

Response from: Mary Wise, University of Florida

In attempt to keep another team's "super-star" from hurting us, we would determine what we could do to keep her from getting set. The fewer balls she swings at, the fewer chances she has to kill the ball. For example, we serve the ball right at her, and we make her pick-up the off-speed. In addition, we work with our front-row defense to at least slow the ball down and allow us to transition.

Response from: Russ Rose, Penn State University

This occurs. This occurs quite often.

I don't think one player should beat a team. I really don't. I think one player can elevate play. If anyone watched the men's final four in 1994, they saw one of the magical moments of volleyball history when one player, Ramon Hernandez, elevated his play and carried his team to the national championship. Ramon Hernandez of PSU hit .444 in the finals against UCLA. But in reality, one player should not be able to go the whole match and dominate. This shouldn't happen.

Jim Coleman or Terry Liskevych told me when I was first learning volleyball 25 years ago that, "The first team that you need to scout is your team. You need to know what your team can do. After you know what your team can do, then you can throw a game-plan together and counter the opposing team."

To counter a super-star, you have to give the opponents something. We neutralized Danielle Scott, but Michele Burton had a career match and won them the national championship. They had someone step up, and we didn't have anyone step up. We stopped one, but not the other one. That is the benefit of having more than one awfully strong player.

I would have liked to have played Stanford in the NCAA Finals in 1994. Not just because we lost to UCLA. But we had already played UCLA. We would have liked to have played against Kristin Folkl because we would have done some things that would have made it different on her.

In 1993 when we played in the final four we played against Danielle Scott who was the AVCA Player of the Year. We clearly neutralized her—until the third game she was hitting negative. It was because we took away some shots and we gave her some shots. We made a decision.

Now what do you do in a situation like that? You might want to counter by your line-up. That is what we did. Long Beach (1993) was committed to always starting a back-row player (the same with BYU, 1993) to get maximum substitutions, so we countered with the use of the line-up. We matched up what we thought was our best way to counter with what we thought was our top player. Sometimes you counter by putting your best blocker in front of their best hitter. Then you hope that you are going to neutralize them. You are always hoping.

Another thing that we have done in the past is to make the decision that we are going to let the person hit the ball, and we dig that player's shots. So, we give them their best shot. Give them their shot—but we are going to try to dig it. We did that with Nebraska (1994 NCAA Quarterfinals). We dug some balls hit by Allison Weston (11th in the NCAA in kills) that people were just in awe of. Understand, we practiced it. It just wasn't arbitrary.

We knew where she was going to hit the ball. We knew the middle players were going to hit the ball to the 10-foot-line–12-foot-line. And, we just wanted to dig. So, we dug balls on that line. We didn't try to double block because she was going to hit balls above the block.

Now if I had players that could not dig, this is not a good plan. You can't do it. Every answer in a situation like this is, "Do I have the personnel?"

Photo #UCLA dig



Response from: Doug Beal, USA Volleyball

This is probably a picture of a serve-receiver where the ball is passed outside the body mid-line. The best thing about this photo is that the arms are fully extended and the platform is available early. The contact point appears to be quite high, near the elbows but the focus attention of the player is in the correct position. The knees are bent and the player is moving slightly forward.

Response from: Russ Rose, Penn State University

We made that decision in the past that this team could dig balls against some great spikers. This team has been capable of doing that. In the last couple of years I've had really good defensive teams. Therefore, we spend a lot of time on defense.

It is yet to be decided if we can rely so heavily on our digging talents in the future with the players we have coming up. I'm not sure. We won't be as good as a defensive team because we lost four people this year—three of which were our best ball handlers. So next year we would have to try to block somebody because we don't have the diggers. I know that, unless something miraculous happens.

Now if I had players that could not dig, this is not a good plan. You can't do it. Every answer in a situation like this is, "Do I have the personnel?"

Photo #Little Digger



*Response from:
Doug Beal, USA
Volleyball*

This picture shows outstanding technical position for the underhand pass. The arms are fully extended with the elbows locked. The platform is almost parallel with the ground. The player's weight is on the balls of the feet. The knees are ahead

of the toes. The eyes are in focus just above the top of the ball. The contact position of the ball is several inches above the wrist and the hands are pointed down.

Photo #8



Response from: Doug Beal, USA Volleyball

The defensive player here is in a balanced, stable, low position that allows her to cushion the spike and keep the ball on her side of the net. The arm position is particularly outstanding as the elbows are locked and the wrists turned down.

Photo #3



Response from: Doug Beal, USA Volleyball

This digger has her hips below the ball and a terrific platform that the ball is contacting. Her eye focus is just above the ball that is the real situation as it is impossible to move your head to follow the ball to the contact point.

Photo #28

Response from: Doug Beal, USA Volleyball

The passer in this photo is in excellent position. Her knees are bent. She is low to the ground. Her platform is almost parallel with the floor. Her eyes are tracking the ball.





Response from: Doug Beal, USA Volleyball

This player in serve-receive is taking the ball outside of her mid-line which is typical in real world situations. She is a bit more erect than

you might like, but her platform is outstanding and the contact point is exactly correct, slightly above the wrists.



Response from: Doug Beal, USA Volleyball

This player receiving serve appears to have some problems with this ball. Her weight is a little too far back and it

is likely that the ball will be passed very low and possibly off to her left. It would be better if both knees were bent and her weight was forward of the position in the picture. Her arm position however is good and her eye focus appears to be slightly above the ball, which is accurate. The most outstanding positive characteristic of this picture is that the other players have turned to face the passer in case the ball rebounds in their direction. This is an outstanding team tactic that prevents poor passes from being unplayable balls.



Response from: Doug Beal, USA Volleyball

This player has probably just finished passing a serve using the underhand technique. The interesting thing about this photo is that the ball was played outside the mid-line of the body, which is very normal for serve-reception. The arms come apart after contact. The head and eyes are following the direction of the ball.

Real World Volleyball — Situation #40



© 1991-3 Ars Multimedia Entertainment, Inc.

You are a blocker at the net and you see the opponents are sending a slide-attack your way, what do you do?

Photo #19



Response from: Doug Beal, USA Volleyball

The blocker in front of the hitter, #8, has her eyes closed and therefore is unable to react to the ball being hit between her and the very late other blocker whose hands are just at the net tape-line. Start

by keeping your eyes opened, then you can respond to tips and touches.

Response from: Al Scates, UCLA

Block the slide by making the player hit in the direction he is moving, i.e., the small part of the court.

Response from: Greg Giovanazzi, University of Michigan

Against the slide in women's volleyball, we will usually block it with just the left side blocker. She will set the block according to what she sees: If the hitter is early (there before the ball), the ball will be attacked cross-court. If the hitter is late and catching up to the ball, she'll hit line, so get wise.

Response from: Mary Wise, University of Florida

With an effective scouting report, we enter matches with some knowledge of how a player hits the slide: tempo of the set, favorite shot, ability to hit around the block, etc. Depending on the level of the hitter, we may choose to block either line or angle and defend the other way.

When we played Angie Miller, the former All-American at LSU, we committed to taking one shot away with the block and placing our best defensive players in a position to dig. Although we probably had no more success than any other team in stopping one of the country's best at hitting the slide, the game plan gave our players something specific to work on when playing LSU. And as always, we want our best defensive players in a position to make first contact.

Response from: Russ Rose, Penn State University

There are two slides, I think. There is a wide slide and a tight slide. Those seems to be the most popular ways.

If somebody is hitting a wide slide, we want our blocker to start on the sideline. We want them to step out. Big step, close. So if the opponent is in a 4-2 and the blocker has to worry about the setter first, and it is the blocker's responsibility to take the setter and they are taking the setter and the middle blocker is keying there, then we want them to go where they are supposed to go. Just take a big step and go up. It is just like blocking a quick. But, you need to step out.

Now there are some people who are just so darn good at getting the slide attack down that they are just really hard to stop. This year Ohio State had a great combination with the

middle-hitter and the setter and it was just so quick. It wasn't that we didn't know that it was coming, it was that the setter was so deceptive and quick and the hitter was something. The combination of those two players was better than what you would expect.

The benefit of the slide is that it is one unique thing. It is similar to a football pass pattern. Who has the advantage, the offense or the defense? Are you kidding me? If you have a good quarterback and a good receiver, obviously the advantage is with the offense. The offense knows I'm going to fake left and go right. Meanwhile the defense just has to read the reactions or guess wildly.

Photo #25



Notice that the third pair of hands is just entering into the frame at the left edge of this photo. Too bad the ball is at the right edge of the

photo.

Response from: Doug Beal, USA Volleyball

This pair of blockers has made a common error. They are too close together. This has allowed the ball to pass to the side of blocker #9's left side. They have opened up the diagonal or cross-court area which is a hitter's favorite shot.

Response from: Russ Rose, Penn State University

If the hitter can hit both line and cross-court you have a problem. Luckily, they can't hit the third angle, out of bounds.

We have diggers. I never think of a blocker that you are one-on-one and all by yourself. I always say, "Let's try to block them. If her tendency is that she hits the line, then let's take line with the blocker and the diggers have to dig."

Or, if we are going to give line, then we give line. Good players have the ability to hit both shots, and that is why they are good players. There has to be some respect given to the quality of opponents. I think a lot of times people don't do that. They don't recognize that these people are really good. Ohio State was really good. They beat us both times this year. But it didn't prevent us from beating the #1 team in Nebraska and going into the final four. PSU finished third and OSU finished third.

In blocking the slide, you have to make a commitment. There are only a couple of options. One, you go up too early. Two, you go up too late. If the other option is that the opponent hits the ball over the top of your block then it doesn't make a difference if you are early or late. That is what Folkl does. She is the best player in the country and from Stanford. She hits the ball over the block. If she hits the ball over the block, you have to dig her. So when you turn around and your teammates look at you, you can't say much. There is a lot of space between you and her hits. So, don't worry about it. Don't get upset. Don't try to overcompensate and hit the net. Realize that we need to serve tougher so that they can't run that play. Or we need to serve tactically. Some people say if we serve short then that would not permit them from running the slide.

On the other hand, if I'm that team that runs the slide, then we are going to spend a lot of time with passing short and still running the slide. So now what are you going to do?



*Response from: Doug Beal, USA
Volleyball*

In this photo the single blocker is reaching into the cross-court diagonal to protect the largest area of the court that the hitter, #10, has available. The hitter is in good position with her hitting arm in full extension the moment before the contact.

*Response from: Russ Rose, Penn State
University*

This is a good example of setting the block inside. We clearly wanted to set the block inside. We have a digger down the line so we have made a decision of what we really want to do.



The blocker in this photo seemed to have forced a cross-court shot and protected the line.

*Response from: Russ Rose,
Penn State University*

I don't think you need to break the normal blocking

rules when facing a slide attack. You still have to have some discipline with what you are doing. You go up straight and take a shot away. You don't want to reach. You want to block the ball close to the net. If it is close, we will block it.

There has to some respect that this is a play that has evolved in the last few years and there are some players who have gotten really good at hitting it. We have some as well. You just have to realize that good players hitting good shots force you to become better defensively. And, if you can't do it, you are going to lose. That is why a lot of people lose. There are some people

who are really good out there. I don't think you can push a button and be a better blocking team today. You better try to do something else if you are not clearly blocking the slide. But, nobody else might be able to block the slide either.

Jenny Jackson who led the Big 10 in hitting the slide this year was there at the top of the rankings because Ohio State was a good passing team, because they had a great setter and she was a great quick hitter. She didn't beat anybody hitting a high ball on the outside. She beat people hitting the slide. She was very good.

Photo #29



Response from: Doug Beal, USA Volleyball

This is a very good block. Unfortunately, the outside blocker, #7, has moved her hands slightly to her right or outside her body line, allowing the ball to be hit off of her right hand and probably out of bounds. The two blockers have covered a large area, especially the middle blocker. The middle blocker's hand position is excellent.

Photo #UNM quick 1 arm block



Response from: Doug Beal, USA Volleyball

This photo shows the middle blocker making a great reaction with one arm to try to block the ball by the spiker, #14. When the blockers are fooled or out of position or are late getting to the position to block, this can be an effective option that allows the block-

er to reach much further than she could reach with two arms.

Photo #4



Response from: Doug Beal, USA Volleyball

This photo shows a very well placed block that protects a large segment of the court from the attacker. The blockers hands are particularly well

formed and covering the maximum area available.



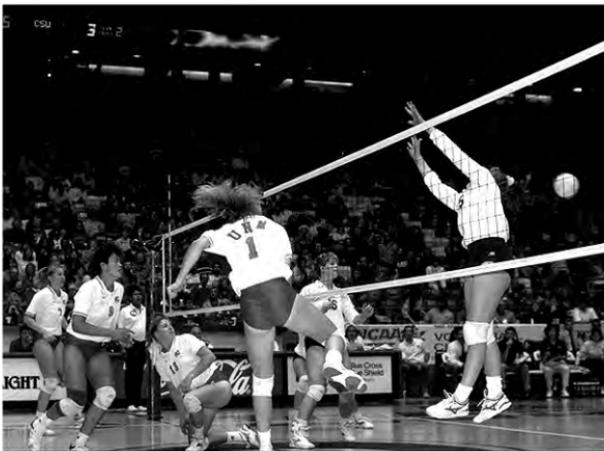
Response from: Doug Beal, USA Volleyball

In this photo the SD State blocker, #4, has positioned herself very well for a ball that was set one or two feet inside from the antenna. She is reaching in a diagonal, cross-court position and has an excellent chance to block this spike.



Response from: Doug Beal, USA Volleyball

This is an example of an outstanding block where the four hands are covering a maximum area above the net. The hitter has really no place to go and has probably chosen a poor shot into the middle of both blockers. Blocker #5 has done a good job of positioning the block and sealing off the line area. The middle blocker, #7, has positioned herself to stop any cross-court attack.



*Response from:
Don Shaw,
Stanford
University*

*Action: The
attacking
player from
the RF (#1)
just hit the
ball. The set-
ter just deliv-
ered a low
back set and*

is on her knee looking over her shoulder. The middle hitter is moving in front of the setter and could have just landed from her approach, but might not have even jumped. This looks to be a play set or combination set play.

On the defense, the LF blocker jumped to block the ball and missed. The MF blocker isn't engaged in the block at all and is on the floor sideways in the middle of the net.

The big thing to notice in this play is that the blocker tried to make up for poor foot-work and poor position by reaching and moving the hands. This blocker had no chance of making the block with this attacker and angle.

"Block with your feet, not with your hands!"

The blocker who is out of position is not big enough to reach, penetrate the net and seal the block. Poor floor position means poor technique.

The middle blocker is really lazy on this play as she isn't even engaged in the block. She might have had specific duties of covering the other team's middle hitter but she is faked out of the play.



Response from: Don Shaw, Stanford University

What an improvement from the prior photo for the blocker. Her is a good instance of before and after, bad to good. The blocker has positioned herself more in line with the hitter's approach angle. The blocker's hands have penetrated the net.

The middle blocker is still flat footed and not in the play. A good player would be able to help with a double block.

This play from the attacking side looks like a lower, quicker set that does not give the hitter many different choices for the spike.

The coverage from the attacking team is minimal. It would be better to have the other players on the floor in ready positions so that they would be able to handle the ball should the blocker make contact and send it right over again.

All in all, this is a better blocking example. The improved floor position makes for a better block but also gives the defenders a better chance to dig the balls.



Response from: Don Shaw, Stanford University

The outside blocker (#13) is reaching too high. Blockers who are up against big, tall hitters tend to over reach on the block. The blocker needs to seal the top of the net and force the hitter to go over the block. Tall hitters don't always hit high, often they put the ball just over the tape of the net. As the blocker reaches too high, the blocker leaves openings.

When blockers seal the block lower to the net and not too high, the blocking strategy becomes a better percentage play.

The two blockers look to have an overlap, but it is hard to tell on this photo angle. Generally the overlap isn't a good idea, but it is going to happen. Overlaps can happen frequently when both blockers read the hitter.

When setting a block with a hitter that is far away from the net on the attack, the lower the block should be with a lower hand position.



Response from: Doug Beal, USA Volleyball

The outstanding feature of this block is that both players have their eyes fully open and are reacting to the ball that was either rebounding

off of their hands or was a soft hit placed over the block.

Other Helpful Books

Additional volleyball books have been published by the Sports Support Syndicate with the cooperation of the Reebok Gold Medal Volleyball Clinics and The Sports Group Inc.

<i>Volleyball Tips for the 90s</i> , 1991,	\$16 ⁹⁵
<i>Volleyball Notes</i> , 1992,	\$17 ⁰⁰
<i>Gold Medal Volleyball</i> , 1993,	\$16 ⁰⁰
<i>Gold Medal Volleyball Drills</i> , 1994,	\$16 ⁰⁰
<i>Real World Volleyball</i> , 1995,	\$21 ⁰⁰

The Sports Support Syndicate publishes books, audio tapes, videos, WWW documents and computer software for cutting-edge sports participants. All the titles from the SSS spotlight the authors' personalities with cutting-edge tactical messages and hands-on advice.

Subject matter for the SSS books range from age-group swimming, water polo, masters swimming, exercise, weightlifting, sports psychology, inspirational biography, sports humor, cross-country cycling, educational enhancement, coaching, sports philosophy, and of course, the great sport of volleyball. Please order our books and get yourself one of our newest catalogs.

Sports Support Syndicate, Inc.
108 South 12th Street
Pittsburgh, PA 15203-1226 USA

office: 412-481-2497

orders: 800-869-0758

fax: 412-481-2540

internet e-mail: MRauterkus@Pittsburgh.Net

Real World Volleyball Space Photo Credits & Details

#1, Tyrrhenian Sea A view of Italy looking to the northeast with the Tyrrhenian Sea in the foreground and the Adriatic Sea and Yugoslavia in the background.

#2, Western Hemisphere A view from the Apollo 8 spacecraft showing nearly the entire Western Hemisphere from the mouth of the St. Lawrence River including nearby Newfoundland, extending to Tierra del Fuego at the southern tip of South America. Nearly all of South America is covered by clouds.

#3, Clouds on Neptune This picture of Neptune was produced from images taken through the ultraviolet, violet, and green filters of the Voyager 2 camera.

#4, Neptune, Filtered Photo This photograph of Neptune reveals the presence of a ubiquitous haze that covers Neptune in a semitransparent layer.

#5, = same as #2 but negative

#6, Solar Disk Color processing applied to a Skylab 2 image from the Marshall Space Flight Center's SO56 X-ray Telescope separates temperature levels in active regions reflected in the solar corona, or upper atmosphere. This SO82 image sequence shows full solar disk and an enlargement of the spike-like eruption extending 1,600,000 km (1 million miles) into the corona. Mission: Skylab 2; Location: Earth Orbit

#7, Crescent Earthrise Mission: Apollo 17; Location: Moon

#8, Tropical Storm This Oblique view of Tropical Storm Sam in the eastern Indian Ocean off the western coast of Australia was photographed with a 70mm camera by the STS-32 astronauts. Mission: Space Shuttle 32

#9, Chicago Area This photo from the Earth Resources Technology Satellite-1 (ERTS-1) taken from an altitude of 914 kilometers (368 statute miles) of the Chicago, Illinois area. Mission: ERTS-1 Satellite

#10, Columbia Launch At 7:35 am, EST on January 9, 1990, the Space Shuttle Columbia roars aloft from Kennedy's Space Center Pad 39-A into the Florida skies. Mission: Space Shuttle 32

#11, Mercury The Mariner 10 spacecraft obtained this view of Mercury during its outgoing pass on March 29, 1974.

#12, Apollo 11, Lunar View

This view of a full moon was photographed from the Apollo 11 spacecraft during its trans-Earth journey homeward. When this picture was taken the spacecraft was 10,000 nautical miles away from the moon.

#13, Saturn with Moons Saturn and two of its moons, Tethys (above) and Dione, were photographed by Voyager 1 from 13 million kilometers (8 million miles).

#14, Orion Nebula, M42 U. S. Naval Observatory Photo Also on cover.

#15, Gulf of Mexico The sun reflects on the Gulf and the Atlantic Ocean as seen from the Apollo 7 spacecraft at an altitude of 122 nautical miles. Most of the Florida peninsula appears as a dark silhouette.

#16, Space Sun Eclipse The Sun fades in eclipse behind the black disc of the Earth as the Apollo 12 astronauts head for the 2nd lunar landing mission. The Apollo 12 crew members, Conrad, Bean, and Gordon were very impressed with the space Sun eclipse, exclaiming its beauty. Mission: Apollo 12

#17, Solar Flares This photograph of the Sun, taken December 19, 1974 by NASA's Skylab 4, shows one of the most spectacular solar flares (upper left) ever recorded, spanning more than 588,000 kilometers (367,000 miles) across the solar surface. Mission: Skylab 4

#18, San Andreas Fault The area pictured includes from King City in the Salinas Valley northward to Napa Valley. San Francisco - San Pablo Bay area can be easily delineated at upper right. The Big Sur coast is at lower left. Monterey Bay is at center frame. Mission: Space Shuttle 34; Location: Earth Orbit

#19, Florida Peninsula Scientists can use high-resolution images of the swampland around southern Lake Okeechobee (the large dark spot) to monitor the encroachment of farms. If the area of natural habitat around the lake falls below a certain critical size the ecosystem will begin to collapse, posing a serious threat to wildlife.

#20, Jupiter This view of Jupiter shows never-before-seen details of the giant planet's cloud tops. Taken by the Pioneer 10 spacecraft as it flew past Jupiter in December 1974, details of the picture now have been greatly improved by data analysis and computer processing at the Optical Sciences Center, University of Arizona. This was taken from 1,305,000 miles away. The Great Red Spot is large enough to swal-

low up three Earths. Pioneer 10

#21, Hawaiian Islands Chain Mission: Space Shuttle 26

#22, Planet Venus The Pioneer Venus Orbiter was in orbit until 1986. This view is one of 900 taken from 1978 through 1980. While the spacecraft made one orbit per day, the clouds rotate around the planet every four hours. Mission: Pioneer Venus Orbiter; Location: Venus Orbit

#23 = same as #13.

#24, Sargasso Sea Sunlight reflects off the water of the North Atlantic Ocean in an area to the east of the Bahamas sometimes called the Sargasso Sea. The area has also been referred to as the "Bermuda Triangle." Mission: Space Shuttle Columbia; Location: Earth Orbit

#25, Uranus This view was recorded by Voyager 2, as the spacecraft left the planet behind and set forth on the cruise to Neptune.

#27, Cyclonic Storm A view of a cyclonic storm system located about 1200 miles due north of Hawaii. Mission: Apollo 9

#28, Grand Canyon The Grand Canyon and Colorado River in Arizona are featured in this 70mm scene captured from space during the STS-34 mission. The Colorado flows (upper right) through the lower Glenn and Marble Canyon into the Grand Canyon, dissecting the photo.

#30, Great Red Spot This Voyager 1 picture of the Great Red Spot shows a white oval with its "wake" of counter-rotating vortices. North is at the tip, and the distance from top to bottom is about 24,000 km.

#31, The Milky Way This figure presents a new view of the Milky Way Galaxy obtained by the Diffuse Infrared Background Experiment (DIRBE) on NASA's Cosmic Background Explorer satellite (COBE). The region covers galactic longitudes from 264 degrees (right) to 90 degrees (left), with the Galactic Center at the center. COBE Satellite; Location: Earth Orbit

#32, Quasar This x-ray picture taken by NASA's High Energy Astronomy Observatory 2 (HEAO-2) reveals a newly-discovered object (upper left) which appears to be the most distant, and brightest quasar yet observed to emit x-rays. The light reaching us began its journey more than 10 billion years ago.

#33, Cumulonimbus Clouds This photograph of Zaire was taken with a handheld 70mm

camera aimed through the "ceiling" windows of the Earth-orbiting Space Shuttle Challenger. Haze created by agricultural burning makes it impossible to see the ground. Mission: Space Shuttle 6; Location: Earth Orbit

#34, Neptune, Orange Filter The image was taken by Voyager 2's wide-angle camera through an orange filter and two different methane filters. The bright, white feature is a high-altitude cloud just south of the Great Dark Spot. Mission: Voyager 2; Location: Space

#35, Apollo 7, Sinai Peninsula The Red Sea is in the foreground, and the Mediterranean's eastern end is below the clouds on the horizon. Mission: Apollo 7

#36, Hubble Over Earth Discovery's remote manipulator system hoists the huge Hubble Space Telescope over Earth's horizon prior to deployment of Hubble's solar panels and antennae. Mission: Space Shuttle 31; Location: Earth Orbit

#37, California's Coast This north-easterly view toward California's Pacific Coast was taken with a handheld 70mm camera aimed through Columbia's windows. The coastal area covered includes San Diego northward to Pismo Beach. Los Angeles is near center. The arc of the Temblor-Tehachapi-Sierra Nevada surrounds the San Joaquin Valley at left. The Mojave Desert lies between the wedge of the San Andreas and Garlock Faults. Lancaster and Edwards Air Force Base, scene of the Space Shuttle Mission #4 landing, lie north of the Los Angeles area.

#38, Earthview This picture was taken of the moon after the Apollo 10 trans-Earth insertion. The darker maria contrast with the light highlands. The small circular mare completely surrounded by highlands is the Sea of Crises. The largest terraced crater shown in all frames is Lagrange located at 10 degrees south latitude and 60 degrees east longitude. Mission: Apollo 10; Location: Moon Orbit

#39, Shuttle Over Earth A View of the Earth's horizon featuring France and England. The Strait of Dover and the English Channel are visible behind the tail (vertical stabilizer) of Challenger. The remote manipulator system (RMS) arm rests in its "stow" position at upper left corner. Mission: Space Shuttle 41-G

#40, World View Showing the Strait of Gibraltar and the Mediterranean Sea. Mission: Space Shuttle 41-G