

# COACHING Volleyball

Fall Issue

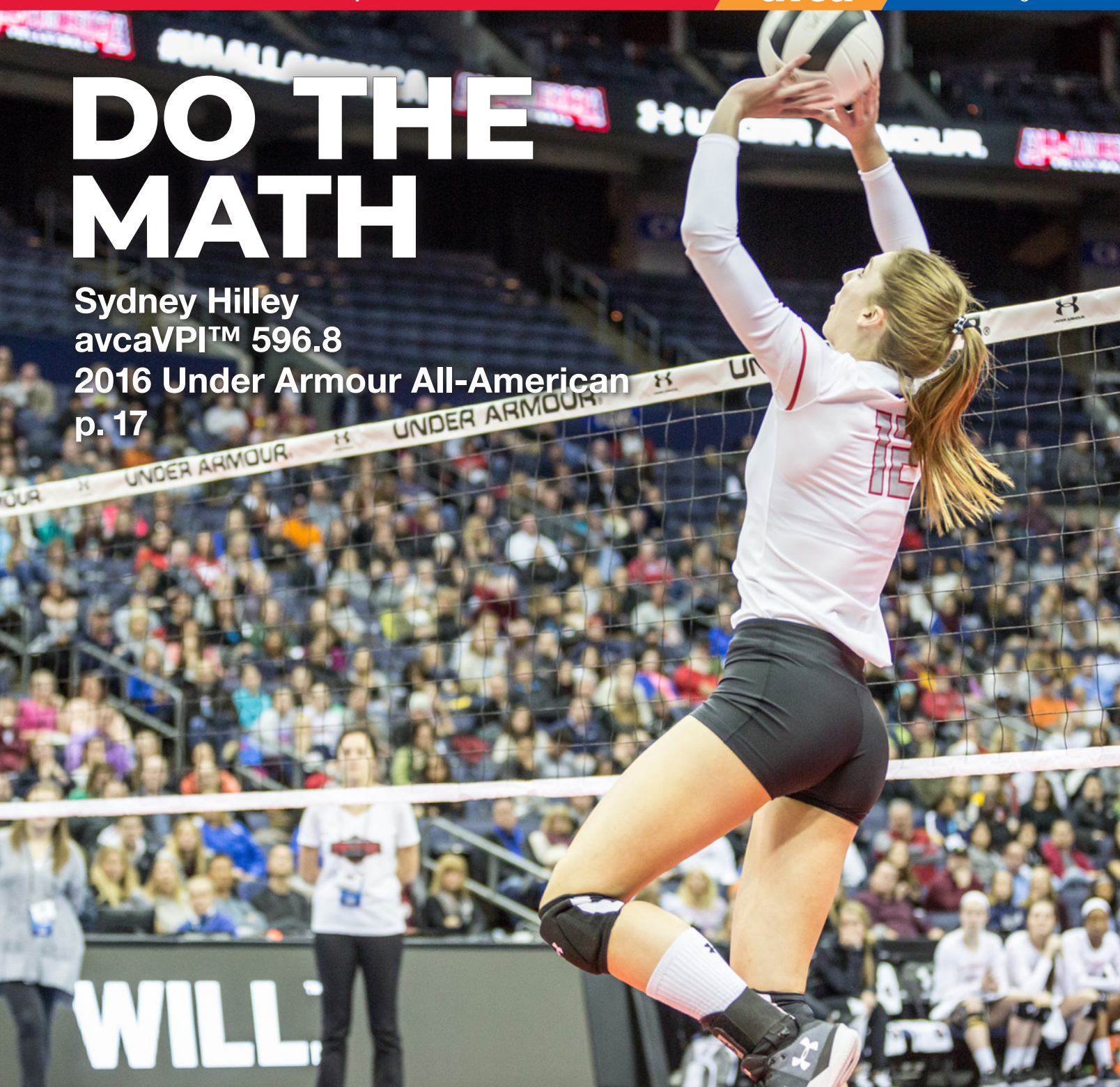
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## DO THE MATH

Sydney Hilley  
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2016 Under Armour All-American  
p. 17



Also in this issue: Using the Scoresheet • TYC Spotlight • Club Awards



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### 17 Numbers Don't Lie

If you haven't checked out the latest data on the Volleyball Performance Index lately, here's your chance. Not only do we dig into the data to show you just how effective the program is at predicting the college-readiness of up-and-coming athletes, we take a quick look at some of the next-level stars that have already come through the program. Check it out, and then check out the AVCA Talent Showcase at the 2018 AVCA Convention in Minneapolis!

### 25 AVCA Club Awards

As we do each and every year, let's take a moment to recognize excellent leadership at the club level. We are proud to honor these coaches with the 2018 AVCA Club Awards. Great coaching is happening at every level – it's crucial to continue this tradition, as this is where the developing athletes are finding their way.



AVCA ARCHIVES

## On the Cover

The Volleyball Performance Index is a fantastic predictor of collegiate success. Just how fantastic? Check out some of the star players that have already come through the program. These players notch incredible scores across a variety of physical metrics – and you can scout them all at the AVCA Talent Showcase this December.

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## PRESIDENT'S LETTER

# From the Desk of ...

Mark Rosen, Head Coach – University of Michigan

I WAS SPEAKING with a student reporter from our campus newspaper the other day and he asked me this question; “What have you learned in all of your years of coaching at Michigan?” Boy, did that make me feel old! I’m sure he didn’t mean to make me feel that way, but it got me thinking. I decided to share a list of things that came to mind as I was reflecting on our conversation. I hope this doesn’t come off as the old coach thinking he knows everything - it couldn’t be farther from the truth. Maybe some of these points will ring true for you and help you navigate the winding road that is the volleyball season.

- Focus on the things you can control and try to let go of the things you can’t. This sounds like an easy concept, but we all know it isn’t! There are so many things that could happen within your team during the year that you have no control over. I believe it is imperative for coaches to keep the focus on things within our control and make sure your team’s focus is pertaining to those items. If we can control those things in our favor, I believe it will increase the odds we can overcome the things we can’t control. If we spend too much time and energy on the things we have no control over, we let them decide our team’s fate.

- Focus on your current student-athletes as your #1 priority! This seems like a no-brainer, but I’ve found there are a lot of things that can pull your focus away from your student-athletes. Administrative responsibilities, recruiting of future student-athletes, media and promotions activities, scouting of opponents, and many other priorities can demand your time during the season. Those things have to get done, but I’ve always tried to maintain that nothing is more important than the team I have in the gym right now. This is especially important when things aren’t going as well as everyone would like. It can be easy to start thinking about the next players you have coming in or are recruiting. I’m not saying the future isn’t important, but like my wife Leisa always says, “Be where your feet are,” and take care of the present.

- Surround yourself with great people who share your vision and you trust enough to let them challenge your ideas. Loyalty is important and you need people in your program that are going to all be rowing in the same direction as you navigate challenges. This doesn’t mean they say “yes” to every idea you have. You need people who will force you to look at things from different perspectives and bring ideas that are counter to yours. At the end of the day, once a decision has been made, everyone needs to support that direction and be aligned in how you’re going to move forward.

- Maintain perspective! We are here to help young people grow and learn how to compete to win a GAME. Yes, a GAME! Volleyball is not life-or-death, even though it might feel that way when your athletic director or boosters are on your case during



MICHIGAN VOLLEYBALL

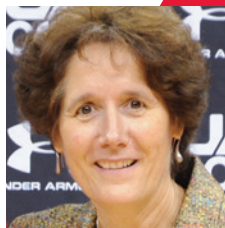
a tough stretch of the season. I’ve seen a lot of my friends and colleagues lose perspective in tough times and I can honestly say I’ve never seen it work out well for them. I’ve been there myself. Again, it is easy to say and hard to do, but I try to remind myself to keep perspective about the great opportunity I have to help young people grow and learn through this game.

- Try and put yourself in the shoes of your student-athletes. We can often forget they have a lot of things going on outside of the gym that will affect them on the court. Remember, they are going to classes, preparing for exams, navigating their personal and family lives, dealing with sore and tired bodies, all while trying to give you everything they can in practice and games.

- We are never done learning. One of the things I love about coaching is that it’s always evolving. As soon as I think I have something figured out, I realize things have changed and the questions are now different. Keep challenging yourself to think outside the box. I have seen a lot of coaches lose their relevance by not keeping up with the changes in the game. If you are coaching the same way you did a few years ago, you might be heading in the direction of the Woolly Mammoth...extinction!

Good luck with the remainder your season. I hope your team reaches their full potential and you enjoy a great season of success. I hope to see you all in Minneapolis.





## EXECUTIVE DIRECTOR'S LETTER

### Our Game

Kathy DeBoer

C.M. NEWTON, former athletics director at Kentucky and one of my mentors, was fond of saying, "There are three things needed to have a great sporting event: good players, good officiating, and a good crowd."

He was a former men's basketball coach, and, as a former volleyball coach, I wanted to know why 'good coaching' wasn't in the mix. "Good coaching can't make an event great if you don't have the other three," he opined, "And, if you have the other three, bad coaching won't ruin the event, it just gives the media and fans something to talk about."

I've thought about this insight a lot in the last year. Volleyball is getting large crowds at different places across our sport – we had amazing crowds at the NCAA Men's Championship at UCLA in May; the NAIA Men's Championship at Grand View last April was played to a packed house; when DIII Ithaca College hosted Calvin at home, there was not an open seat in the gym; the Creighton verses Nebraska match in Omaha in September produced a record crowd of over 14,000; and, the NCAA Women's DI Championship in Minneapolis this December is projected as a sellout of over 19,000.

Because we still play a lot of matches in half-empty gyms, it's easy to forget what spectators add to an event. I hear us thank them after matches and even give fans credit for a victory, but do we really consider them an equal partner in the success of our sport? Do we know what makes volleyball exciting to casual fans?

Each time an administrator, TV person, friend or fan tells me volleyball is their favorite sport, I ask 'why?'. They always give me a variation of the same answer: it's fast-paced.

I also listen carefully to when the crowd erupts: the biggest cheers are always on the spectacular dig that extends a rally. And, the applause is loudest and longest after a long rally. The volleyball spectator is clearly most entertained by 'the ball in play.'

These answers and this listening has also made me acutely aware of the things that suck the energy out of a crowd: the whistle that stops a great rally over a bobbled set, an extended delay during a challenge review, or, the deadening silence during a conversation between a coach and the down official.

I'll admit my tenure at the AVCA has made me 'less coach' and 'more fan;' I watch a lot of volleyball. It has made me much more sensitive to the things we do that diminish the experience of the spectator.

I feel robbed when a great rally is cut short by a whistle – I get the safety factors around net calls or center line violations; I'm talking about mishandled balls that primarily penalize the offending team. This is not a cheap shot at officials - they are calling what we have directed them to call. It's also not diminishing the training of proper technique. It is stating a fan's truth: the ball in play is entertaining; whistles that stop play are enraging.

I love the challenge review system (CRS) and welcome the chance to review a controversial play; I just can't get with the 'however-long-it-takes' and 'you-have-to-guess-what-we-are-reviewing' way we manage CRS.

We must treat our fans as the partners they are in creating a great event. This means tell us what is being reviewed, show it on the video board if possible, take 30 seconds to look at it, signal the decision (we will cheer or boo – it's entertainment), put your palms out and get on with the play!

When I was coaching the gym was mostly empty. I thought it was my right to converse with the down official about calls I didn't like. The parents weren't going anywhere, and, the fact that the down official couldn't do anything about my complaint didn't stop me from blowing off steam. Today, as your #1 fan, I yearn for the international rules that allow for only three requests – a time out, a substitution, or a

challenge. In other words, no dialog, no rants, no explanations of the CRS review, no stalling!

Keeping fans and attracting new ones only happens if we prioritize the spectator experience. Look at other sports: the shot clock in basketball was introduced because fans were bored by slow down tactics - the famous four corners; the three-point line was added to make comebacks easier, highlight elite shooters, and open up the key; overtime was added to football games because fans wanted a 'winner;' same for 'the shootout' in soccer; concern for fans precipitated the pitch clock in baseball and the pace-of-play regulations in golf.

In our own sport, fans love rally scoring and 25-point sets; they don't care about a double contact on the first ball, receiving serve with your hands, net touches that do not impact the play, or bobbled sets. They come because the sport is fast, the ball is always in play, there is lots of scoring – they come for entertainment!

Coaches are purists by nature; we see ourselves as 'guardians of the game.' Change is always excruciating for us. But remember C.M. Newton's words: at match time, we're extras - it's about good players, good officiating, and a good crowd!





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# THIRTY MINUTE PASSING PROGRESSION

by: Matt Huskey, Assistant Coach - Saint Louis University

“IT’S A SERVING AND PASSING GAME.”  
 “WIN THE SERVE-PASS BATTLE.”  
 “WE PASS. WE WIN.”

NO MATTER WHAT level we coach, at some point, we all have preached to our teams the importance of receiving the serve (passing) and its direct relationship to competing at a high level. As a result, we spend a ton of time in the gym training the fundamentals of passing. In our gym, we talk about posture, movement, and finish and we will use key words like “straight and simple,” “shuffle,” “tilt,” etc. We all teach and train skills differently. Figure out the way that you want to train Passing and make your team GREAT with their passing fundamentals!

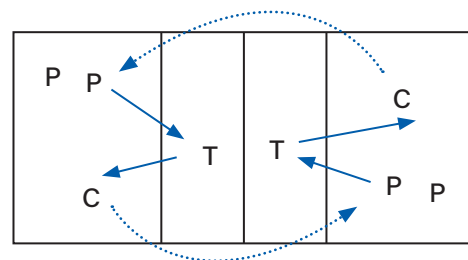
Once you have the groundwork laid, the next challenge is maximizing your passing reps within your jam-packed practice plan. We must find enough time each day to train this critically important skill while not losing site of the fact that we have five other primary skills and team systems to train. It can get overwhelming. In this post, I am going to outline a 30 minute passing session that we like to do in our gym that maximizes touches. One note: know your team. It is great if your servers are consistent enough to run these drills. If you have inconsistent servers, you probably want coaches to control these drills to maximize touches. We want as few services errors as possible during passing drills.



## DRILL: BUTTERFLY

TIME ON THE CLOCK: 0-5 MINUTES

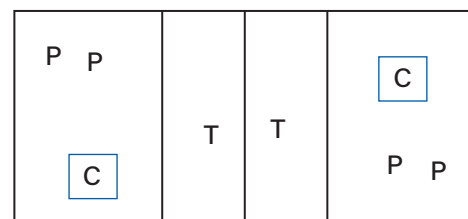
This is your basic “Follow the Ball”, butterfly drill. This drill offers the players first opportunity to mentally focus on posture, movement, and finish in a very controlled setting. Coaches should enter the ball in a manner that will allow your player to experience a very high success rate. At a beginner level, you might just toss or chip a free ball over. At the more experienced level, you might go straight into a 50% serve from half court. An added benefit of doing this at the beginning of the session is that it gets the heart rate up a little bit.



## DRILL: COACH ON BOX VS. ONE PASSER

TIME ON THE CLOCK: 5-10 MINUTES

Break your passers into two groups and have them rotate from passer to target after the passer receives seven serves from a coach position at half court on a box (if available). We like this because the serve is traveling a shorter distance and requires the passer to react and move quickly/efficiently to the ball. five minutes is a pretty short period of time, so we like to change our focus every day for this five minute session (Ex: pass out of Zone 5, pass out of Zone 1, hands pass, work on movement INTO the court, work on movement toward the sideline, etc.).



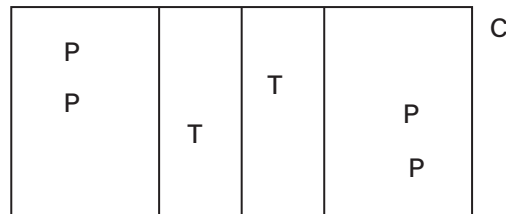




## DRILL: SEAM PASSING

TIME ON THE CLOCK: 10-20 MINUTES

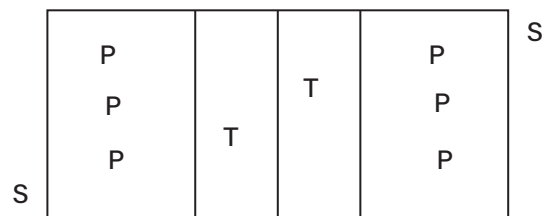
Break your passers into two groups and have them rotate on their side of the net from pass to target after the pair of passers receive seven serves from a coach/player who has moved back to the baseline and is hitting challenging serves. Passers start in Zones 5 & 6. You can switch them to Zones 1 & 6 half way through or work the 1/6 seam the next day. This drill is the first opportunity for the passers to pass next to each other. We want our passers to work on their two-way communication before, during, and after the pass. We only put two passers out there so that both players are always involved in the rep.



## DRILL: LIVE SERVERS VS. PASSERS

TIME ON THE CLOCK: 20-30 MINUTES

It's time to COMPETE! In my opinion, it is important to put passers in situations where they must compete against live servers. Create a group of passers and a group of servers. The serving team serves 10 balls to three passers. Keep the scoring simple. Good passes = point for passers. Aces/bad passes = point for servers. No ties... Have a tie breaker if it's tied 5-5.



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# Repetition, Repetition, Repetition

## The most important concept in skill development

By Jim Miret, Front Range Volleyball Club

THE ARGUMENT OVER blocked versus random practice is one that is widely prevalent in the world of sports and coaching, and is not unique to just the sport of volleyball. Coaches in all disciplines have expressed their belief that one method is superior over the other for developing elite athletes in their sport.

Supporters of random practice argue that the only way to train and develop athletes effectively is to use the game to teach the game – meaning that playing their sport in a live play version will produce the best result. These coaches would reject using training aids, such as boxes or targets, because they are not present in the real game. Random trainers believe that there is very little transfer from blocked training to the live game, therefore blocked practice is not an

effective use of time. On the other side of the argument are the proponents of the blocked practice method. These coaches believe that in order to develop effective skills, repetition and blocked training are required. Blocked trainers advocate using a mixture of blocked and random training to help the transfer of skills to the game. They also argue that consistent repetition of a skill allows for skills to become automatic within an athlete's motor patterns, and therefore provides a pathway for the athlete to call on that skill in a live play situation.

This debate can be boiled down to one critical idea – how best do people learn, and what factors influence learning? In order to better understand blocked and random practice, it is essential to understand the theories behind how people learn. So, we're

taking this from the court to the classroom! If we can understand how people learn, then we could develop strategies that can be applied to our sport to create better learning outcomes. In Part 1 of this two-part article we will discuss motor learning theory and examine the training methods of a few different popular sports.

The production of movement is extremely complex and has been studied across a wide range of disciplines including psychology, cognitive science, neuroscience, and biomechanics. Much of the research that we have examined agrees that there are three main stages of motor skill acquisition. In his book, "Applying Educational Psychology in Coaching Athletes," Jeffrey J. Huber examines these three stages in-depth.

Stage 1 the cognitive stage (the verbal-motor stage). This stage "involves the conveyance (verbal) and acquisition (cognition) of new information. In this stage, the person is trying to process information to cognitively understand the requirements of motor movement."

The second stage of motor learning is known as the associative stage, and is sometimes referred to as the motor stage. In the associative stage, athletes are working to learn how to perform and replicate skills and movements. The associative stage is characterized by "much less verbal information, smaller gains in performance, conscious performance, adjustment making, awkward and disjointed movement, and taking a long time to complete."

The final stage of motor learning acquisition is the autonomous stage - where elite performers thrive. According to Huber, in the autonomous stage "motor performance becomes largely automatic, cognitive processing demands are minimal,



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and athletes are capable of attending to and processing other information, such as the position of defensive players, game strategy, or the form or style of movement.”

It’s important to note that elite athletes will often return to the first or second stage of motor development to better learn a skill or movement. Huber believes that one of the challenges to coaching in this situation is to create buy-in from an athlete who you want to relearn a skill or movement. However, we consistently see elite athletes (such as Michael Phelps) revisit the first two stages of motor learning until they gain complete mastery.

With a better understanding of the various stages of learning, we can now focus on which training methods allow for the highest level development. To do this, we will examine some of the most popular training methods in sports. One could argue that to a professional athlete, it is crucial that they uncover the best training methods.

American Football is a highly complex team sport which utilizes multiple offensive and defensive systems to respond to their opponents. Practices can vary in composition, but often the team is broken into sub-teams that train separately to practice position-specific movements and systems. We also see positional pairing training, such as quarterbacks working

with receivers, to train situationally in a more game-like scenario. The team is then brought together in practice to train together as a cohesive unit.

Tennis is well-known as a repetition sport. We see athletes receive hundreds of balls from a ball machine within a practice, or watch as a tennis player hits groundstroke after groundstroke working on various shots. After repetitive skill work, tennis players will then work into live play scenarios. It is interesting to note that even when tennis players are in the middle of their competitive season, they will still devote a percentage of their practice time to repetitive shot reproduction.

Professional golf is another example of a complex sport with many variables (clubs of different length and shape, layout and composition of the course, weather, ball position, etc.) that can affect success. Elite golfers see the value in practicing their swing and working on the same shot over and over again, as that practice will likely translate into their live game.

To close this article, we would like to pose a few questions to ponder until part two. 1. Why do elite athletes in professional sports spend hundreds of hours each season repetitively practicing basic movements within their individual sport? 2. Why would an elite performer, such as Brooks Koepka – winner of three major championship golf titles in the past two years, spend time on the driving range at this point?

We hope to explore these questions and provide more insight into the motor learning theory as it relates to skill development in part two!

#### REFERENCE:

Huber, J. J. (2013). Applying Educational Psychology in Coaching Athletes. Retrieved from [www.humankinetics.com/excerpts/excerpts/understand-motor-learning-stages-improves-skill-instruction](http://www.humankinetics.com/excerpts/excerpts/understand-motor-learning-stages-improves-skill-instruction).



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# Father and Son: For the Love of Volleyball

By Nate Fields and Sam Mattlin

FOR DYLAN MULKEY, his love for boys' volleyball stretches beyond accolades – like his 2017 American Volleyball Coaches Association Boys Club of the Year award. It also gives him a chance to help grow the game in North Carolina as well as bond with his son, Riley, who is a member of his team, the Carolina Union Volleyball Club (CUVC).

"We have gotten a lot more bonding out of it because we travel together," Mulkey said. "Even if he's just sitting on his phone, it's still time together."

"Sometimes I get feedback from him — a little pushback from him — more so than the other guys. I know it's personal. When we used to ride together to practice, we'd get in the car, and he'd go, 'Hey dad, you were right. Sorry about that.' But it's good. It's been a great experience traveling with him."

Although Dylan has been around the game since he was 8 years old, Riley said his parents never forced him to play the game.

"They never forced it upon me," Riley said. "I used to play basketball when I was little, and I hated it, so I moved on to the sport that my dad loved, and it's a blessing."

For Dylan and Riley, the bonding can be balanced by business.

Dylan recently tried to give Riley an opportunity to play volleyball at the high school level by being a key part of building a program at Charlotte Catholic High School. The plans ultimately fell through because the school couldn't find a full-time coach. Despite that, Dylan knows that would've been a big chance for Riley to get some leadership experience.

"That would've been great," Dylan said. "This year, it would've been him and five other kids who've never played, so he would've enjoyed that leadership role, but it would also probably be a little frustrating."

Dylan said he would have coached the team if he didn't have a full-time job at Wells Fargo while still coaching at CUVC.



Dylan turned down a promotion at his job in order to keep a more flexible schedule and remain the coach at CUVC, which helps him manage his time and balance the two occupations. Having been with the company long enough, Dylan now gets 29 vacation days per year and works from home. That allows him to travel to tournaments with the team and prevents work from interfering with his ability to coach and give back to the game that has done so much for his son and for him.

"I didn't take a promotion because that would've meant less time," Dylan said. "So, I stayed at the level that I'm at instead of moving up to the highest that I could so that I have more free time for the boys. That's more important to me than having a little more money."

Dylan can now use the extra time to help teach his players — and his son Riley — leadership skills both on and off the court.

"I think that comes with teaching accountability and holding others accountable for their actions," Dylan said. "One of my things that I tell the guys is that I always expect them to remember where they came from because they haven't always been as good as they are today. So, if someone else

walks in the gym who isn't as experienced, treat them as you would anyone else and help them get to where they want to be."

With the lack of media coverage for boys' volleyball, Dylan knows that providing a welcoming environment for players can help grow the game.

"One of the things we have going is word-of-mouth," Dylan said. "Once [new players] get in there and get a little taste of it, I would say the majority of them want to stick with it."

For Dylan's teams at CUVC, word-of-mouth has led to a lot of growth for the team in a short period of time.

Dylan began with one club team in 2015. By 2017, that number had grown to three teams. This growth seems to show that once boys are aware of the opportunities the game provides, such as growing as both a player and a person, they become drawn to it and stick with it. Dylan has impacted lives, including his son Riley's, by being an integral part of growing the game of boys' volleyball in his region.

However, there is still much work to be done.



# DIGGING DEEP:

Statistics. Computers. Analytics. Research. Over the last 15 or so years these words have gained significant places in our coaching lexicon. To lend credence to your arguments you can drop these babies in a conversation: “As you know the statistics show . . . blah, blah, blah.” or “The research shows . . . more blah, blah, blah.”

It reminds me of a great scene in the second Rocky movie where old, crusty, gravelly-voiced Mickey is trying to teach Rocky to be lighter and quicker on his feet. He doesn’t have a computer or stats, or money or knowledge of how to use them. But, as an old school trainer, he does have imagination, creativity, and experience. He gets a frisky chicken to run around a back alley and admonishes Rocky to run it down and catch it. He growls out coaching advice as Rocky bumbles around having no chance – at first. After several sessions he gets the chicken (which likely was getting old and tired.) It was pure coaching with no tools – other than the chicken and Mickey’s creativity.

Now with the explosion of technology, coaching has become a science providing the coach with minute details with percentages of predicted outcomes in

every situation. With these recent advances many people who have little history or experience in the game can coach. There are many coaches who let the numbers make tactical decisions, relieving them of having to make instinctive or “gut” calls.

The great coaches combine the technical tools with their instincts and experience. There are several: perhaps the greatest is Penn State’s Russ Rose. He still teaches classes at the University when coaching is considered more than a full-time job. Certainly he has technology expertise and continues to be on the cutting edge. But his greatest attribute is assimilating all his resources combined with his awareness of the skill levels and personalities of his troops.

The costs of “new” statistical packages are wide ranging. While some are relatively inexpensive others are cost prohibitive to high schools and clubs. It is impressive what details can be unearthed. Much of the information is fascinating and can immerse the diehard volleyball aficionado for endless hours. Further, it provides the true devotee name-dropping information for arguments or providing jargon to sound knowledgeable.

All that to say this: What basic stats do you really need? What are you looking for? What are your priorities for giving your team the best chance to win? One of the best (and cheapest) statistical tools is the match scoresheet. Clearly scoresheets are designed for the score-keepers to do their job accurately. Many coaches are not aware the scorers are expected to provide a copy to them at the conclusion of the match. Some coaches don’t bother to collect it. It is equivalent of hurling a good hammer into the sea just prior to starting a carpentry project. The scoresheet is an essential tool for evaluating and preparing your team.

Here is the salient information that can be gleaned from the scoresheet (Figure A):

## 1. OPPONENT LINEUP:

Their serving order; Does the opponent change their lineup after each set based on winning or losing or change their first server? Each coach has tactical habits: some will change all the time; some will change if they have a bad matchup or serve receive formation; others never change. It is an advantage to know the opposing coach’s preferences, so you can choose to adjust in the next set.



# PUTTING THE SCORESHEET TO WORK

By: Bill Neville, USA Volleyball

| NCAA Volleyball Scoresheet |                    | National Collegiate Athletic Association |                                           | Tourney                      |                   | Date 10/25/2016 Day Tuesday                                                                                    |                                                |
|----------------------------|--------------------|------------------------------------------|-------------------------------------------|------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------|
|                            |                    |                                          |                                           | Place Hanover College        |                   | Time Match Scheduled 7:00 PM                                                                                   |                                                |
|                            |                    |                                          |                                           | Division III                 |                   | Time Set Started 7:07 PM                                                                                       |                                                |
|                            |                    |                                          |                                           | Match Hanover v Transy       |                   | Time Set Finished 7:33 PM                                                                                      |                                                |
| Serving Order              |                    | Players' Numbers                         | Team (A)                                  | S                            | <- First Serve -> | (S)                                                                                                            | Players' Numbers                               |
| L 7                        |                    | Transylvania                             |                                           | Score                        |                   | Team (B)                                                                                                       |                                                |
| I                          | 21                 | 1                                        | 14                                        | 1                            | 1                 | I                                                                                                              | 10 10                                          |
| II                         | 16 10 16 10 16     | 2                                        | S 10/16 (R) 15 S 10/16 (16) (R)           | 2                            | 2                 | II                                                                                                             | 4 S 5/8 12/9 (R) 15 S 5/8 12/9                 |
| III                        | 14 12 14 12 14     | 3                                        | S 12/14 8/5 (R) 17 S 12/14 8/5 (R)        | 3                            | 3                 | III                                                                                                            | 13                                             |
| IV                         | 24                 | 4                                        | (5) (6) (7) (8) (R) 18 (19) (20) (R)      | 4                            | 4                 | IV                                                                                                             | 3 S 10/1 (10) (R) 19 S 10/1 (R)                |
| V                          | 2c                 | 9                                        | S 16/10 (10) (11) (R) 21 S 16/10 (22) (R) | 5                            | 5                 | V                                                                                                              | 8 12 8 12 9                                    |
| VI                         | 8 8 8 8 5          | 12                                       | S 14/12 5/8 (13) (R) 23 S 14/12 5/8 (R)   | 6                            | 6                 | VI                                                                                                             | 11 S 8/5 9/12 (R) 20 S 8/5 9/12 (21) (22) (23) |
| Substitutions              |                    | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15      |                                           | Timeouts                     |                   | Substitutions                                                                                                  |                                                |
| Sanctions                  |                    | Comments                                 |                                           | 2 * 8 10 * 8                 |                   | First Referee Rick Uhl                                                                                         |                                                |
| IR                         | YC RC WS A B SCORE |                                          |                                           | 20 * 22 19 * 20              |                   | Second Referee Nancy Funk                                                                                      |                                                |
| IR                         |                    |                                          |                                           |                              |                   | Scorer Print Name Debbie Keller                                                                                |                                                |
| IR                         |                    |                                          |                                           |                              |                   | Sign Name Debbie Keller                                                                                        |                                                |
| IR                         |                    |                                          |                                           |                              |                   | Non-Libero Served Libero Served Pt. Earned On Serve Rotate Pt. Earned on Rot. No Serve Mind Changed Correction |                                                |
| IR                         |                    |                                          |                                           |                              |                   | S2/3 - Sub 2 for 3 serving team S7/8 - Sub 2 for 3 receiving team                                              |                                                |
| IR                         |                    |                                          |                                           |                              |                   | Set 1 Points                                                                                                   |                                                |
| LJ 1: Jeff Lane            |                    |                                          |                                           | Winning Team Hanover College |                   | 25                                                                                                             |                                                |
| LJ 2: Barb Birks           |                    |                                          |                                           | Losing Team Transylvania     |                   | 23                                                                                                             |                                                |

FIGURE A

## 2. POINTS PER ROTATION (PPR FOR AND AGAINST):

How many points are you scoring by rotation? How many are your opponents scoring? The late Jim Coleman, the ultimate statistics guru, concluded that points scored in any rotation are primarily based on the server. With your team this is easy to ferret out over time. Use this information to decide in what rotation to start a set. In rally scoring, a 25-point set will go about 15 rotations; a 15-point set will go about nine rotations. These numbers will vary but not by much. Decide what servers you want serving the ball the most. It is like a baseball manager submitting a batting lineup – you want your best hitters at the plate the most often, so you put them early in the lineup. The preferable doesn't always happen, of course, but you play the percentages.



## 3. RUNS OF POINTS:

(For me, this stat is the most important) Sets are won and lost on runs. A run is defined as one team scoring a minimum of 3 points in a row. The team who has the most positive runs will win. This information gives us the key to what and how we need to practice – we need to strengthen the rotations where we are giving up runs. Further, combined with PPR we can determine our strongest and weakest rotations.

## 4. SUBSTITUTIONS:


The scoresheet gives us insights into what the opponent does. Beyond the normal Libero exchange, I am interested in other subs: who gets a long leash, who has a short hook. When subs are inserted, what happens? Without embellishment this can be seen in the score sheet.

## 5. OTHER NUGGETS:

When does the opposing coach call timeouts? Did they side-out after a timeout? What about my team? Did rotating my lineup to get better servers more chances make a difference? Other items include how many subs do they use? How long was each set? What are the names of the line judges and other officials in case I am asked to evaluate them?

Here is another look using a high school scoresheet from VolleyWrite (Figure B):

While the methods of marking points, side-outs and substitutions are a little different, the key at the bottom is easy to decipher and the information

|                                                                                               |                             |  |                            |  |                                                          |  |
|-----------------------------------------------------------------------------------------------|-----------------------------|--|----------------------------|--|----------------------------------------------------------|--|
| <br>OHSBYA | Set: 3                      |  | Date: 06/03/2018           |  | Site: Capital University                                 |  |
|                                                                                               | Home: Archbishop Alter      |  | Start: 3:35 PM             |  | Level: Varsity                                           |  |
|                                                                                               | Visitor: St. Charles        |  | End: 3:54 PM               |  | Match ID: Archbishop Alter v St. Charles 06-03-2018 5307 |  |
|                                                                                               | 1st Referee: Ashley Howeter |  | 2nd Referee: Scott Burnett |  | Scorer: Dk/MC                                            |  |

| Set No. 3                                          | TIME-OUTS<br>10 : 14 : | Home: Archbishop Alter                                                  | X | First Serve<br>( < check box > )                                                                                                                                        | TIME-OUTS<br>17 : 14 : | Visitor: St. Charles                               | Set No. 3                                                                          |
|----------------------------------------------------|------------------------|-------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------------------------------|------------------------------------------------------------------------------------|
| Serve Order                                        | Player Number          | Libero 14                                                               |   |                                                                                                                                                                         | Serve Order            | Player Number                                      | Libero 7c                                                                          |
| I                                                  | 5c                     | -  7 S <sup>41/11</sup> 8 -                                             |   | 1 14 1 14<br>2 15 2 15<br>3 16 3 16<br>4 17 4 17<br>5 18 5 18<br>6 19 6 19<br>7 20 7 20<br>8 21 8 21<br>9 22 9 22<br>10 23 10 23<br>11 24 11 24<br>12 25 12 25<br>13 13 | I                      | 15c 15c 15c 15c 15c                                | 1 2 -  11 -                                                                        |
| II                                                 | 22                     | 1 -  9 10 -                                                             |   |                                                                                                                                                                         | II                     | 25                                                 | 3 -  12 13 14 Tx 15 16 17 -                                                        |
| III                                                | 23, 27, 23, 27, 23     | 2 S <sup>27/23</sup> 3 -  11 S <sup>27/23</sup> 12 13 14 Tx -           |   |                                                                                                                                                                         | III                    | 9                                                  | 4 S <sub>x</sub> <sup>23/27</sup> -  18 S <sub>x</sub> <sup>23/27</sup> 19 20 21 - |
| IV                                                 | 41, 11, 41, 11         | 4 S <sup>11/41</sup> -  15 S <sup>11/41</sup> -                         |   |                                                                                                                                                                         | IV                     | 3, 32, 3, 32, 3                                    | 5 S <sup>32/3</sup> 6 -  22 S <sup>32/3</sup> -                                    |
| V                                                  | 2                      | 5 S <sub>x</sub> <sup>3/32</sup> -  16 S <sub>x</sub> <sup>3/32</sup> - |   |                                                                                                                                                                         | V                      | 29                                                 | 7 8 9 -  23 24 25                                                                  |
| VI                                                 | 8                      | 6                                                                       |   |                                                                                                                                                                         | VI                     | 24                                                 | 10 -                                                                               |
| Subs: A A A A A A A 8 9 10 11 12 13 14 15 16 17 18 |                        |                                                                         |   | FINAL SCORE                                                                                                                                                             |                        | Subs: A A A A 5 6 7 8 9 10 11 12 13 14 15 16 17 18 |                                                                                    |
| Comments: PW#5 (Set 1)                             |                        |                                                                         |   | 16 - 25                                                                                                                                                                 |                        | Comments:                                          |                                                                                    |
|                                                    |                        |                                                                         |   |                                                                                                                                                                         |                        | Referee's Verification                             |                                                                                    |
|                                                    |                        |                                                                         |   |                                                                                                                                                                         |                        | SB                                                 |                                                                                    |

|      |                     |                              |                    |                      |              |                        |               |
|------|---------------------|------------------------------|--------------------|----------------------|--------------|------------------------|---------------|
| Key: | 1 = Point           | □ = Point From Loss of Rally | -  = Loss of Rally | S = Sub Serving Team | T = Time-out | Tx = Time-out Opponent | R = Replay    |
|      | c = Playing Captain | △ = Libero Point/Serve       | P-  = Penalty LoR  | Sx = Sub Opponent    | Ⓟ = Penalty  | Ⓟ = Penalty Opponent   | RS = Re-Serve |

FIGURE B





ALL PHOTOS COURTESY OF USA VOLLEYBALL


is the same. You can deduce lineup, points per rotation for and against, and point runs. In this set St. Charles won on two point runs when #25 and #9 were serving. Depending on what had happened during the rest of the year, the Alter coach might look to rotate to a stronger side-out lineup when those two players were serving. If #27 was capable of a serving run, he might look to have him serve earlier in the set.

As I said at the start, the art of coaching is to balance change based on new information with gut instincts gleaned from experience. Just remember the easiest teams to prepare for are those whose coaches are completely predictable.

Many of you are playing in leagues where you will see the same coaches several times in a season and from one year to the next. Make a few notes on the scoresheet after a match and remind yourself of that coach's tendencies before the next match. You may win the three or four points that are the difference between winning and losing close matches.


The scoresheet does not yield percentages or individual performance - it provides the basics of match flow. It is not glamorous stuff, but it is a fast, non-biased way to get a clear view of how the match went and what needs to be done, team-wise, for you to manage the next matches better.

And, of course, it does give the most important statistic: The final score!




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# NUMBERS DON'T LIE

The avcaVPI™ stands for Volleyball Performance Index. It is a composite score of electronically-validated tests measuring height, reach, standing vertical jump, arm swing velocity, height of attack, two-handed block touch, pro-agility and acceleration. It allows athletes to see their athletic potential and compare their results with other players the same age, others at the same position, or players currently on college teams. After collecting athlete data for several years, we took a look at how graduates of the program are faring at the collegiate level – the results are eye-opening!

## PHENOM GRADS 2013 -2017 BY AVCAVPI SCORE

| All Positions          | All Positions | Number on College Roster | Percent on College Roster |
|------------------------|---------------|--------------------------|---------------------------|
| College-ready Scores + | 349           | 305                      | 87                        |
| < College-ready Score  | 465           | 324                      | 70                        |
| All Positions          | 804           | 629                      | 78                        |

Data based on position available on Page 18.

In the last five years, 1,304 uncommitted prospects grades 9-12 have participated in the AVCA Phenom College Prep Program. The prospect must be nominated by their high school or club coach and must show promise through awards/honors won or physical profile to compete for a roster position on a college team.

# 804

PHENOM PARTICIPANTS  
HAVE GRADUATED  
FROM HIGH SCHOOL

THOSE WITH COLLEGE -  
READY AVCAVPI™ SCORES  
ARE FOUND ON ROSTERS

# 87

PERCENT OF THE TIME

# 629

PHENOM PARTICIPANTS  
CAN BE FOUND ON COLLEGE  
ROSTERS AS FRESHMAN



"I think the Phenom Program is great for kids to get a metric on where they compare to the nation's best players. It helps us all start to determine if athletic indicators in volleyball have merit over volleyball IQ."  
– Kim Norman, Club Director

# PHENOM GRADS 2013 -2017 BY AVCAVPI SCORE CONT'D

| Position               | Middles | Number on College Roster | Percent on College Roster |
|------------------------|---------|--------------------------|---------------------------|
| College-ready Scores + | 78      | 70                       | 90                        |
| < College-ready Score  | 72      | 50                       | 69                        |
| All                    | 150     | 120                      | 80                        |

| Position               | Outsides | Number on College Roster | Percent on College Roster |
|------------------------|----------|--------------------------|---------------------------|
| College-ready Scores + | 162      | 148                      | 91                        |
| < College-ready Score  | 145      | 98                       | 68                        |
| All                    | 307      | 246                      | 80                        |

| Position               | Rightsides | Number on College Roster | Percent on College Roster |
|------------------------|------------|--------------------------|---------------------------|
| College-ready Scores + | 9          | 8                        | 89                        |
| < College-ready Score  | 17         | 11                       | 65                        |
| All                    | 26         | 19                       | 73                        |

| Position               | Setters | Number on College Roster | Percent on College Roster |
|------------------------|---------|--------------------------|---------------------------|
| College-ready Scores + | 73      | 64                       | 88                        |
| < College-ready Score  | 120     | 88                       | 73                        |
| All                    | 193     | 152                      | 79                        |

| Position               | Libero/DS | Number on College Roster | Percent on College Roster |
|------------------------|-----------|--------------------------|---------------------------|
| College-ready Scores + | 17        | 15                       | 88                        |
| < College-ready Score  | 111       | 77                       | 69                        |
| All                    | 128       | 92                       | 72                        |

“Since attending this event, my daughter was immediately contacted by college coaches before we even got on a flight back home and has been receiving emails ever since. She now has more choices than ever.”

– Parent

## PHENOM PARTICIPANT DATA BY YEAR

| 2012 LOUISVILLE  | DI  | DII | DIII | NAIA | TYC | INTL | Not Found on Varsity Roster | TOTAL | Percent on College Rosters |
|------------------|-----|-----|------|------|-----|------|-----------------------------|-------|----------------------------|
| Freshman – 2016  | 74% |     | 16%  |      |     |      | 11%                         | 19    | 89%                        |
| Sophomore – 2015 | 69% | 11% | 4%   |      | 1%  |      | 15%                         | 80    | 85%                        |
| Junior – 2014    | 49% | 8%  | 10%  | 7%   | 4%  | 1%   | 21%                         | 116   | 79%                        |
| Senior – 2013    | 14% | 14% | 22%  | 11%  | 8%  |      | 32%                         | 37    | 68%                        |
| TOTAL            | 52% | 9%  | 10%  | 5%   | 4%  | 0%   | 20%                         | 252   | 81%                        |

| 2013 SEATTLE     | DI  | DII | DIII | NAIA | TYC | INTL | Not Found on Varsity Roster | TOTAL | Percent on College Rosters |
|------------------|-----|-----|------|------|-----|------|-----------------------------|-------|----------------------------|
| Freshman – 2017  | 62% | 13% | 16%  |      |     |      | 9%                          | 45    | 91%                        |
| Sophomore – 2016 | 61% | 10% | 10%  | 1%   | 3%  | 2%   | 12%                         | 89    | 88%                        |
| Junior – 2015    | 40% | 13% | 10%  | 7%   | 7%  | 4%   | 18%                         | 107   | 82%                        |
| Senior – 2014    | 20% | 20% | 5%   | 10%  | 5%  | 10%  | 30%                         | 20    | 70%                        |
| TOTAL            | 49% | 13% | 11%  | 4%   | 5%  | 3%   | 15%                         | 261   | 85%                        |

| 2014 OKLAHOMA CITY | DI  | DII | DIII | NAIA | TYC | INTL | Not Found on Varsity Roster | TOTAL | Percent on College Rosters |
|--------------------|-----|-----|------|------|-----|------|-----------------------------|-------|----------------------------|
| Freshman – 2018    | 56% | 6%  | 2%   | 0%   | 2%  |      | 33%                         | 48    | 67%                        |
| Sophomore – 2017   | 51% | 24% | 8%   | 2%   | 2%  |      | 10%                         | 86    | 90%                        |
| Junior – 2016      | 43% | 15% | 8%   | 7%   | 1%  | 1%   | 24%                         | 95    | 76%                        |
| Senior – 2015      | 24% | 35% | 18%  | 6%   | 12% |      | 6%                          | 17    | 94%                        |
| TOTAL              | 47% | 18% | 8%   | 4%   | 2%  | 0%   | 20%                         | 246   | 80%                        |

## TOTAL FOR YEARS 2012 -2014

|       | DI  | DII | DIII | NAIA | TYC | INTL | Not Found on Varsity Roster | TOTAL | Percent on College Rosters |
|-------|-----|-----|------|------|-----|------|-----------------------------|-------|----------------------------|
| TOTAL | 50% | 13% | 10%  | 4%   | 4%  | 1%   | 18%                         |       | 79%                        |

“The Phenom Program was a great event for my volleyball players; not only the players, but for the parents as well. Both the athletes and the parents found great benefit in attendance. I would certainly recommend it to anyone who plans to continue their career at the collegiate level.”

– Jean Laclair, Parent





# 10 UNDER ARMOUR ALL-AMERICANS BY POSITION

Last year marked the 10-year anniversary of the inaugural Under Armour All-America Match & Skills Competition, which means we've been identifying and recognizing elite high school athletes for a full decade. Just how good are the players that comprise these teams? Check out the top 10 avcaVPI™ scores by position – their skills translate directly to DI success!

| MIDDLE                                                   | OUTSIDE                                                 | SETTER                                              |
|----------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------|
| Inky Ajanaku, Stanford<br><b>avcaVPI 664</b>             | Lexi Sun, Texas<br><b>avcaVPI 696.9</b>                 | Kathryn Plummer, Stanford<br><b>avcaVPI 619.5</b>   |
| Lauren Sanders, Washington<br><b>avcaVPI 660.3</b>       | Amber Rolfsen, Nebraska<br><b>avcaVPI 646.3</b>         | Jenna Gray, Stanford<br><b>avcaVPI 609.5</b>        |
| Chiaka Ogbogu, Texas<br><b>avcaVPI 658.65</b>            | Yossiana Pressley, Baylor<br><b>avcaVPI 631.3</b>       | Cheyenne Huskey, Florida<br><b>avcaVPI 602.2</b>    |
| Ade' Owokoniran, Duke<br><b>avcaVPI 652.1</b>            | Stephanie Samedy, Minnesota<br><b>avcaVPI 629.7</b>     | Sydney Hilley, Wisconsin<br><b>avcaVPI 596.8</b>    |
| Ronika Stone, Oregon<br><b>avcaVPI 624</b>               | Jenny Mosser, UCLA<br><b>avcaVPI 625.3</b>              | Jenna Tunnell, Pepperdine<br><b>avcaVPI 593.45</b>  |
| Heather Gneiting, BYU<br><b>avcaVPI 622.5</b>            | Lauren Harrison, North Carolina<br><b>avcaVPI 623.5</b> | Lauren Carlini, Wisconsin<br><b>avcaVPI 576.95</b>  |
| Regan Pittman, Minnesota<br><b>avcaVPI 618.5</b>         | Khaila Lanier, USC<br><b>avcaVPI 619.2</b>              | Hunter Atherton, Nebraska<br><b>avcaVPI 572</b>     |
| Haleigh Washington, Penn State<br><b>avcaVPI 616.16</b>  | Lauryn Gillis, USC<br><b>avcaVPI 618.61</b>             | Kelsey Humphreys, Stanford<br><b>avcaVPI 566.39</b> |
| Annie Drews (Right Side), Purdue<br><b>avcaVPI 613.1</b> | Alexis Hart, Minnesota<br><b>avcaVPI 618</b>            | Jordyn Poulter, Illinois<br><b>avcaVPI 564.97</b>   |
| Karson Bacon, Oregon<br><b>avcaVPI 609.8</b>             | Julia Scoles, North Carolina<br><b>avcaVPI 610</b>      | Stephanie Aiple, Texas A&M<br><b>avcaVPI 550.9</b>  |

## LIBERO/ DS

|                                                    |
|----------------------------------------------------|
| Cassie Wait, Kansas<br><b>avcaVPI 580.09</b>       |
| Morgan Hentz, Stanford<br><b>avcaVPI 540.4</b>     |
| Gabby Curry, Kentucky<br><b>avcaVPI 520.4</b>      |
| Caroline McGraw, Minnesota<br><b>avcaVPI 517.4</b> |

## PLAYERS TO SPOTLIGHT



**Stephanie Samedy - Minnesota**  
2016 Under Armour All-American  
Position: Outside | avcaVPI™: 629.7  
Accel (5yds): 1.04 | Arm Swing: 39.7 mph  
Attack Height: 115" | Block Touch: 119.5"  
Pro Agility: 4.9 | Reach: 98"  
Vertical Jump: 22.3"

**Ronika Stone - Oregon**  
2015 Under Armour All-American  
Position: Middle | avcaVPI™: 624  
Accel (5yds): 1.15 | Arm Swing: 54.1 mph  
Attack Height: 114.5" | Block Touch: 115"  
Pro Agility: 5.28 | Reach: 94.5"  
Vertical Jump: 20.1"



**Sydney Hilley - Wisconsin**  
2016 Under Armour All-American  
Position: Setter | avcaVPI™: 596.8  
Accel (5yds): 0.93 | Arm Swing: 42.9 mph  
Attack Height: 110" | Block Touch: 114"  
Pro Agility: 4.98 | Reach: 90.5"  
Vertical Jump: 20.5"

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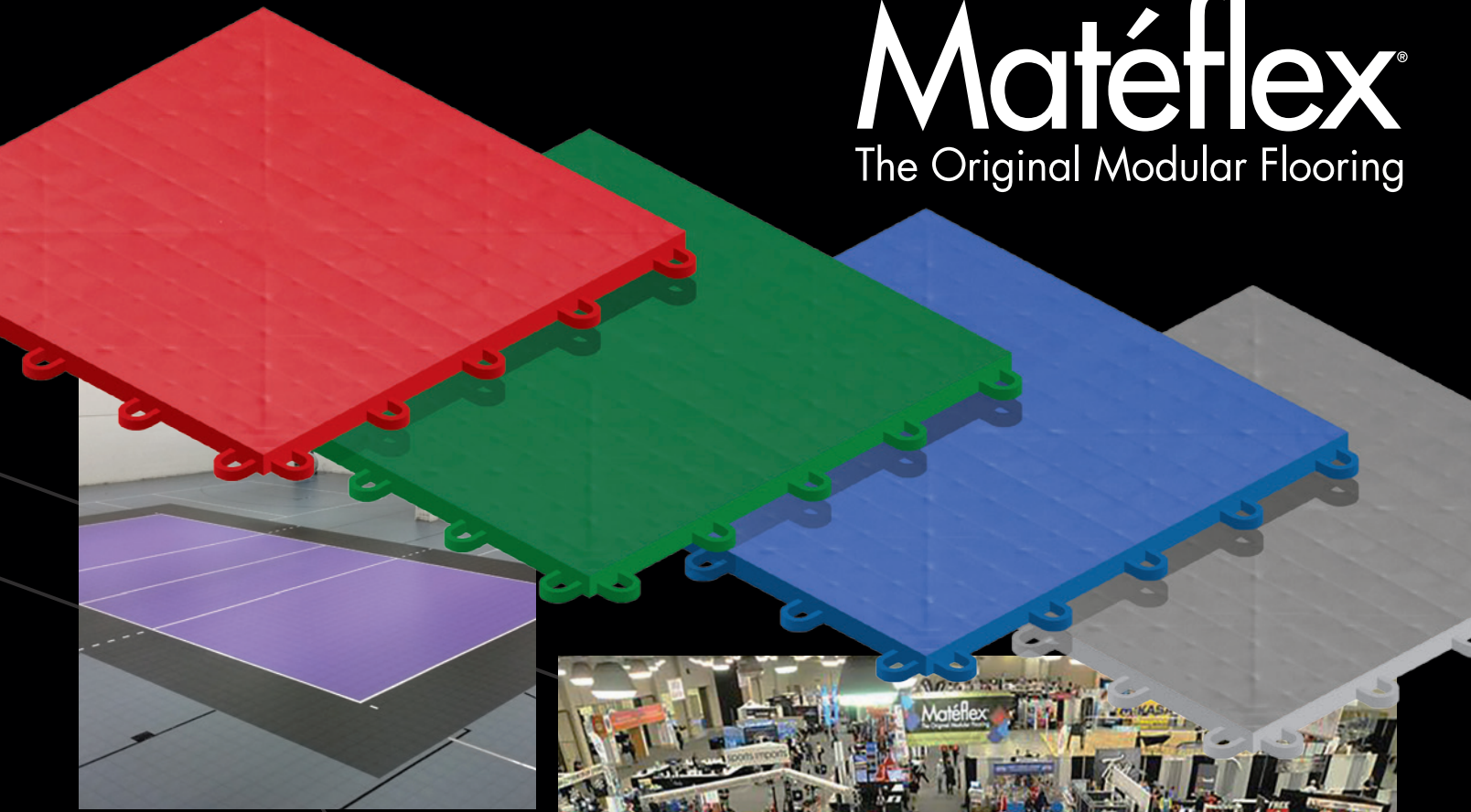
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– Athlete

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# TWO-YEAR COLLEGE SPOTLIGHT

As the season progresses, the AVCA asked two-year college coaches who we should be keeping an eye on. These are some of the players that they mentioned – not just for their on-court skills, but for their leadership qualities, attitude and potential. Keep an eye out for these names; we certainly expect you may be hearing more from them in the future!

## 1. JESSICA BLAKEMAN

So. OH – Long Beach City College (CCCCA) In 2018, Blakeman is notching over 4.5 kills/set in conference play, and has helped propel her squad into the top 10 of the CCCCCA.

## 2. AMILYA THOMPSON

So. OH – San Joaquin Delta College (CCCCA) Thompson has had an error-free 2018 season, and is swinging .442 as the season enters the last phase.

## 3. AIRI MIYABE

So. LS – College of Southern Idaho (NJCAA I) The sophomore from Osaka, Japan recorded a season-high 22 kills and 26 digs against Snow College.

## 4. SARA ANTIC

So. OH – Northeastern Junior College (NJCAA I) A sophomore from Serbia, Antic is hoping to help her team repeat as Region IX Champions.

## 5. ADIANEZ RIVERA

So. OH – Coffeyville Community College (NJCAA II) This sophomore from Puerto Rico is building on a strong freshman campaign, notching 5.64 kills/set heading into the home stretch.

## 6. MILICA KUSMUK

So. OH – Cowley County Community College (NJCAA II) She's climbing up the career records lists at Cowley, and could finish as the all-time kills leader in school history.

## 7. PAIGE WALLEVAND

So. S/H – Central Lakes College (NJCAA III) She's a 4.0 student and is a natural leader on a successful Central Lakes squad.

## 8. KEISHLA REYES

OH – Eastfield College (NJCAA III) She's already recorded over 60 aces during the 2018 season, as Eastfield looks to finish strong.

## 9. ABBEY SCHWAGER

So. S – Walla Walla Community College (NWAC) An excellent setter, Schwager is notching a smooth 9.26 assists/set during conference play with Walla Walla.

## 10. OLIVIA WHITE

So. MH – Clark College (NWAC) She's been consistent throughout her career, and has a season-high 16 kills for the 2018 season.



## ADDITIONAL PLAYERS TO WATCH:

**NJCAA DI:** Irina Alekseeva (Iowa Western), AveRee Knowles (Eastern Arizona)  
**NJCAA DII:** Hannah Nicolaisen (Cowley), Jacie Laetsch (Central Community College)  
**NJCAA DIII:** Alexis Hattaway (Brookhaven), Karolina Sas (Harper College)  
**CCCCA:** Alexis Morris (Grossmont), Zellia Quarters-Styles (CC San Francisco)  
**NWAC:** Carlee Rowell (Bellevue), Mary Schorn (Clark College)



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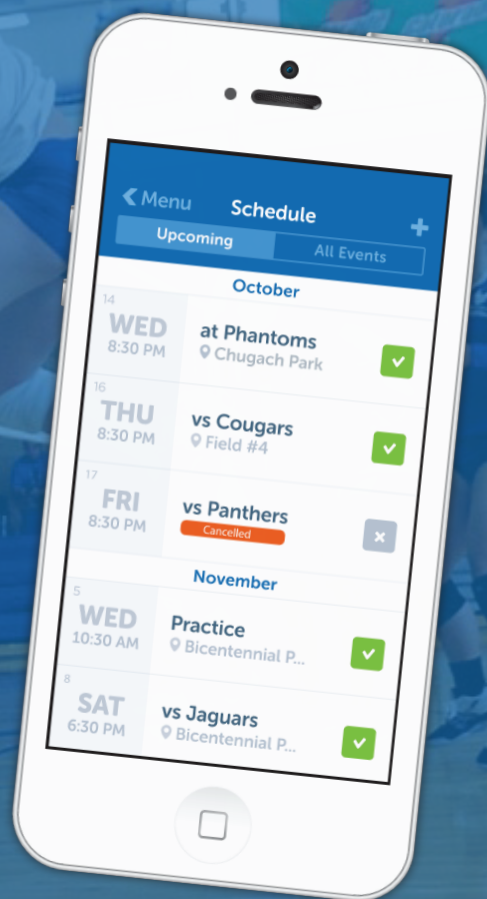
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# 2018 AVCA CLUB AWARDS

The American Volleyball Coaches Association (AVCA) is proud to announce the club awards for the 2018 year. The Club Awards program is in its third year and recognizes ten deserving coaches in the youth/club volleyball community. The AVCA Club Awards Committee selected a Club Coach of the Year in each of the seven girls age divisions (12-18), a Beach Club Coach of the Year, a Boys Club Coach of the Year and a Club Director of the Year. This is the first year the AVCA Awards Committee named finalists for the Club Director of the Year. The honorees will be recognized at the Jostens Coaches Honors Luncheon at the AVCA Convention in Minneapolis, MN on Thursday, December 13.

The development of youth volleyball participants is at the core of the AVCA's drive to **Grow the Game** and fostering talent from the earliest stages of participation ensures a strong future for our sport. We are grateful for these excellent coaches and will continue to support club volleyball. Visit the "Awards" tab at [www.avca.org](http://www.avca.org) to learn how you can nominate coaches for this award next season, and we'll see you in Minneapolis!

## 2018 AVCA CLUB AWARD WINNERS

### 18s COACH OF THE YEAR

Jason Hames, K2 Volleyball



### 15s COACH OF THE YEAR

Reed Carlson, Club V



### 12s COACH OF THE YEAR

Jenna Hinton, Triangle Volleyball Club



### 17s COACH OF THE YEAR

Danny Tullis, Wattle Daub Nation



### 14s COACH OF THE YEAR

Tammy Leibl, WAVE Volleyball Club



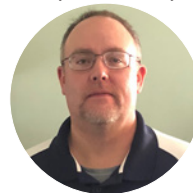
### BOYS COACH OF THE YEAR

Kevin Wong, Sike & Serve Volleyball Club



### 16s COACH OF THE YEAR

Scott Shelley, A5 Volleyball Club



### 13s COACH OF THE YEAR

Juliana Evens, WAVE Volleyball Club



### BEACH COACH OF THE YEAR

Barbra Fontana, Elite Beach Volleyball



Club Director  
of the Year

**Brennan Dean**



**WAVE**  
VOLLEYBALL

### CLUB DIRECTOR OF THE YEAR FINALISTS

Caroline Bower, Idaho Crush Volleyball Club

Emily Hawthorne, The Academy Volleyball Club

Jerry Linch, Absolute Volleyball Academy of Texas

Mike Lingenfelter, Asics Munciana

Scott Mebruer, High Performance - STL





## JOIN AVCA IN SUPPORTING THE SIDE-OUT FOUNDATION

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Thousands of volleyball players, coaches and fans support The Side-Out Foundation each year to fund game-changing stage IV breast cancer research through Dig Pink®. If your team is not already supporting Side-Out this season, it's not too late!

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- Purchase gear from Shop Dig Pink®

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## Mark Your Calendar!

Throughout its history, the AVCA has filled the need for events while different sectors of the sport were growing toward championship status. From 2012-2015, AVCA hosted the Collegiate Beach Volleyball National Championship in Gulf Shores, AL until, after just four seasons, beach volleyball reached the 40-program threshold needed for NCAA championship status; from 1997 to 2011, AVCA partnered with USA Volleyball to host the Molten Division III Men's Invitational Championship, providing a championship experience until that sector reached the 50 programs needed for NCAA sponsorship. In 2018, the AVCA partnered with the Florida region of USAV to host the inaugural Small College Beach Championships. Titles in two divisions were awarded: Texas A&M Kingsville won the DII crown, while Webber International took home the trophy in the DIII/NAIA/TYC division. Now, we're ramping up for the second edition! Visit [www.avca.org](http://www.avca.org) and check under the "Events" tab to learn more.

**When:** April 19-21, 2019

**Where:** Hickory Point Beach - Tavares, FL

**Potential field includes:** NAIA - Southeastern Univ., Webber, Missouri Baptist, Ottawa Univ. (AZ), Warner, William Carey Univ., Ottawa Univ. (KS), Vanguard University **Two-Year College** - St. Petersburg DII - Eckerd, Lincoln Memorial, Saint Leo, Tampa, Florida Southern, Texas A&M Kingsville, Spring Hill College, Colorado Mesa, Carson Newman, Tusculum DIII - Principia, Stevenson

**Facility:** Hickory Point Beach - 21 professional-grade lighted courts, permanent restrooms, pavilion and picnic tables, swimming area, sound system, playground

**Admission:** Free (free on-site parking)



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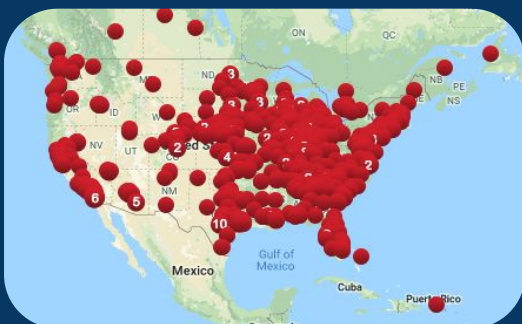
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 JVA MKE Jamboree, Milwaukee, WI Feb 2-3  
 JVA Buckeye Battle, Cincinnati, OH March 23-24  
 JVA West Coast Cup, Long Beach, CA May 25-27  
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 to join today!

# Fun for Fans: Creating an Experience

David Portney

I'VE OFTEN COMPARED college and high school volleyball fan engagement with minor league baseball. If you think about it, they're actually very similar: they both operate on a very local level, not a very big promotions and marketing budget, and small staffs. In fact, my very first job out of college was working with the Tri-City ValleyCats, a Short Season Single-A minor league baseball team based in Troy, NY (next to the capital Albany). This level of professional baseball is full of freshly drafted college and high school players where they still must advance four additional minor league teams before making the Majors. The point is that there isn't much name recognition even for the biggest baseball junkies in the area.

The ValleyCats have churned out approximately 2.5 million fans since 2002 at Joe Bruno Stadium, drawing about 150,000 per season in 38 home games – that's nearly 4,000 fans per game! Again, these aren't big named professional athletes in large stadiums, so what are they doing to make such a footprint in a city of 50,000? I decided to call current general manager of the ballclub Matt Callahan to pick his brain. He was named the Sam Nader Executive/Staff Member of the Year by the New York Penn League back in 2012 and has been with the organization for nine seasons.

One central focus the club has is getting the entire staff to buy into the fan experience. Everyone from the head of the team to a volunteer must be invested in creating smiles on the faces of the attendees.

"I think it's cultural," Callahan said. "It really has to be something that's top-of-mind throughout the year and throughout the organization. So, if you have the sales department just selling whatever they can cutting deals without any regard for how that's going to impact the fans and the people from a production standpoint that need to deliver the product, then that's not going to be successful."

Minor league baseball teams heavily rely on seasonal employees to staff events, similar to athletics departments that use a plethora of students, volunteers, and gameday staff that might not be around the office between events. Having a clear line of communication through management down to the popcorn server is paramount.

While creating the best fan experience is always the top priority, we all live in the real world and understand budget is an issue. Every promotion the ValleyCats decide upon goes through a process, with cost and ROI (return on investment) always at the forefront of the discussion:



"If we want to do a giveaway that's going to cost more than a ticket, is that worth it? Maybe, if the giveaway is substantial enough to create a lasting impact for our fans, but often times you have to find creative ways to still deliver that experience without crushing the bottom line...sometimes someone will come in with an idea and we'll have to find another way to do it for maybe half that cost."

Creating a fantastic experience for the fans is one thing. Getting them into the venue for the first time is another. Callahan suggested not to focus on filling up your venue with individuals, but groups. Each town is different, but the ValleyCats deploy promotional days focused on the groups that reside in the tri-city area (Troy, Albany, Schenectady).

They've had Star Wars night, Harry Potter night, and even cultural themes like an Irish night where they bring in a local Irish band that plays. These are broad enough to appeal to large groups of people in your area, but specific enough to provide a tangible, family friendly affordable experience. Callahan and his staff also rope in youth groups from religious institutions, boy and girl scouts and even other sports.

Working alongside these promotions and even supplementing them, is coming up with new experiences that reel in the "wow" factor.

"A lot of those things don't come with any cost whatsoever," he said. "For us, a first pitch doesn't cost us anything, but that experience might be the difference in getting a large group to the ballpark or creating a lasting relationship for a fan or group of fans to continue coming out and supporting the organization and brand. Every sport has those."

What kind of experiences can you provide that gives a fan a memory they'll never forget?



## GETTING FIT

# Creating Your Equipment Pod: Take Control of your Strength Program

Ken Kontor

FOR MANY COACHES, conducting a volleyball strength program is a constant challenge due to facility access. There are many scenarios that can pose a challenge to high school and club teams based on having access to a facility where strength can be developed. Typically, the only thing that all programs have access to is a gym. The solution? Figure out how to turn your gym into a weight room. This can be done by creating a **portable pod** that contains all of the equipment that you need to conduct a strength program right on the court without fear of damaging the floor by, for example, dropping a barbell through it.

The two big advantages to doing this are portability and affordability.

### Tools - Equipment Pod

This encompasses the “T-3 Tools” of our 7-T System of Program Design.

Here is some equipment you should consider:

**1. Medicine Balls:** Movements should help develop basic strength, joint integrity, proprioceptor and balance training involving most of the body. The athlete will have to stabilize his or her core to perform most of these exercises. The next progression is to move from strength to power development.

**2. Weighted Vests:** With the addition of the externally applied weights, one can enhance athletic performance by increasing “body weight” provided by weighted vests. This apparatus can be worn next to the body, allowing freedom in performing any body weight exercise.

**3. Bungee Cords, Tubes and Bands:** The idea here is to either add resistance (overload) to a skill or to assist by allowing the athlete to perform a skill movement at a faster rate. Proper progression is important.

**4. Ladder, Cones and Dots:** The ladder is a tool that develops the volleyball player's coordination and foot quickness. Cones

and dots are tools that are set up in patterns to help develop the volleyball player's coordination, ability to start and stop quickly, foot quickness, agility, change of direction and dynamic balance.

**5. Jump Training with No Equipment, Boxes and Hurdles:** Jump training or plyometrics will help develop the volleyball player's ability to get off the ground powerfully and quickly. Jump training was designed to help teach the explosive change in muscular contraction from eccentric (or lengthening of the muscles) to concentric (or shortening of the muscles) and in some cases the converse.

**6. Jump Ropes:** Jump rope training can be performed with various types of jumping patterns and sequences. Jumping rope is a low-impact training method that will help develop the volleyball player's quick foot movements, ability to get off the ground powerfully in the initiation phase of a jump and help coordinate hand and foot movements.

**7. Stability/Swiss Balls:** The ball can be used for specific upper and lower body training, spinal stability and mobility, stretching as well as strengthening. The ball can be used to strengthen buttocks, thighs and abdominals, lower back, chest and arms. The best use of the ball is training of the core area, or to rehabilitate an injury without putting undue stress and strain on the body while improving static balance.

### Limitations

Strength development is based on the principle of progressive overload. These tools do have their limitations in terms of providing progressive overload beyond the beginning and intermediate level of volleyball player development. Free weights provide unlimited overload possibilities, but are limited by access/availability. A combination of all these tools would be ideal.

**Program Design and Teaching** - This encompasses our “T-4 Teaching” and “T-6 Total Workload” of our 7-T System of Program Design.

The most important thing is that the exercises are performed using perfect technique. Next, their use must be organized into a program that is progressive and integrates into the volleyball program. Here are three scenarios to consider:

**1.** Volleyball coaches train themselves to do the teaching and designing the program. This is ideal because the strength program is seamlessly integrated into the volleyball program.

**2.** The program is conducted at a facility under the direction of club/school personnel with knowledge of conditioning. This could be monitored by an outside strength and conditioning professional with volleyball knowledge brought in on a consulting basis.

**3.** A full-time strength and conditioning coach. This could be cost prohibitive.

### To Learn More:

Currently in **Performance Conditioning Volleyball** we are running a detailed series of articles that address this issue. You can subscribe to **Performance Conditioning Volleyball** using your AVCA account. Good Luck!



# Mid-Season Practice Preparation



Nick MacRae  
Long Beach State



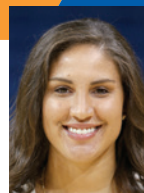
Kris Berzins  
Loyola (Men)



Brad Keller  
UCLA



Sarah Rauen  
North Dakota St.



Krista Rice  
Central Michigan

by Guest Columnist Billy Ebel,  
Assistant Coach - Kansas

ONE OF THE HARDEST parts of being a coach at any level is finding a balance in terms of how hard you are going to push your team from week-to-week. Scouting reports become familiar to the team and coaches are working on reserving their players, but you must prepare for crucial weekend matches.

One of the biggest differences between practices at the beginning of pre-season to later in the year is time management. In the pre-season, we are focused on team dynamics and training our players for long periods. Halfway through the conference season, you can see a change in the way the players respond to long practices. It's critical to find a healthy balance of what you want to achieve in practices during conference play. Continuing to push your team throughout the season will keep the pressure on your players to come prepared every day. Here are some drills that keep the energy levels high but also challenge your team.

When planning a practice, you want to keep a close eye on the time. This drill produces a productive five minutes. It's called "Kill the Drill"; it can be used to focus on specific areas that will benefit the team. It starts with five minutes on the clock. Before the drill starts, inform the girls of how scoring works. In this instance we will say a stuff block, transition kill to the middle, and kill down the line will win your team points. Use specific information so you can focus on those skills in preparation for the weekend. It is a regular game being played back and forth off live serves. This creates a sense of urgency for both sides. After the end of the five-minute period, you have a winner.

The next drill to maintain a fast-paced practice is "20-20". It can be used in a lot




KANSAS VOLLEYBALL

of different ways. This game is also off live serves from both teams; the objective of the game is being able to get runs of points back-to-back and finishing out sets. Let's say both sides trade points and the score is 24-23 (side A has 24, side B has 23). You can make it where either side A has to serve or receive to win the set. If side A fails to win the point, their score goes back down to 20. Since the score was 24-23, side B is now up 24-20 with a chance to win the set. Put the emphasis on finishing out sets and putting teams away when you have the opportunity.

The final drill to use in a preparation week is "Off the Block". This drill is designed to give your team a chance to dig and transition from touches off the block. Use this drill often to make sure the team is able to score off transition but also in out-of-system situations. Use four boxes on this drill; left front and right front have two boxes. Coach A is on the box going to attack balls into Coach B hands. You can use boxing gloves to prevent injuries from happening to players and coaches. Coach A attacks balls off

Coach B to simulate an "Off the Block" situation. Set the expectation that the team will transition three good balls before they are to switch with a new group of six. Usually, the dig-to-transition game is very important for a team's success, and this is a great way to put emphasis on those skills. You can stay in this drill until multiple groups have accomplished the goal and coaches have switched from left, middle, and right front.

These are just a few ways to help keep your team stay engaged in practice, but also a great way to save jumps and long extensive drills that cause the group to lose focus. Being able to train at the highest level all season long is expected in most programs. Keeping the team focus each week is important for the team's success and it is crucial to challenge them to get better constantly. Being able to make the most out of your time in practice will definitely benefit your team when they are pushing for a run in the NCAA tournament.



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