



Volleyball ACE™ Power Tips

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Routines, Rituals and Performing Under Pressure

By Sean McCann, Ph.D., USOC Performances Services Sport Psychologist (Strength and Power Sportfolio)

“I have a pre-shot routine for every shot, but none is more important than when I have to hit a big drive in a pressure situation. Not only does my pre-shot routine allow me to focus on the task at hand, but it also keeps me in my natural rhythm. Every 300-yard bomb in my bag starts with a pre-shot routine that has a calming effect on me as much as anything.”

- Tiger Woods

“We are what we repeatedly do. Excellence then, is not an act, but a habit.”

- Aristotle

Pre-competitive routines have been studied by sport psychologists for a long time, and there is good evidence that routines increase the consistency of an athlete’s thinking, feelings and pre-sport behavior. Because of these effects, routines also produce more consistent sport behavior. This produces better results. Therefore, routines can make you a better athlete.

There are a number of reasons why routines work, but you may find that many of your athletes resist routines. At the United States Olympic Committee (USOC), I have heard all sorts of reasons for this resistance, including:

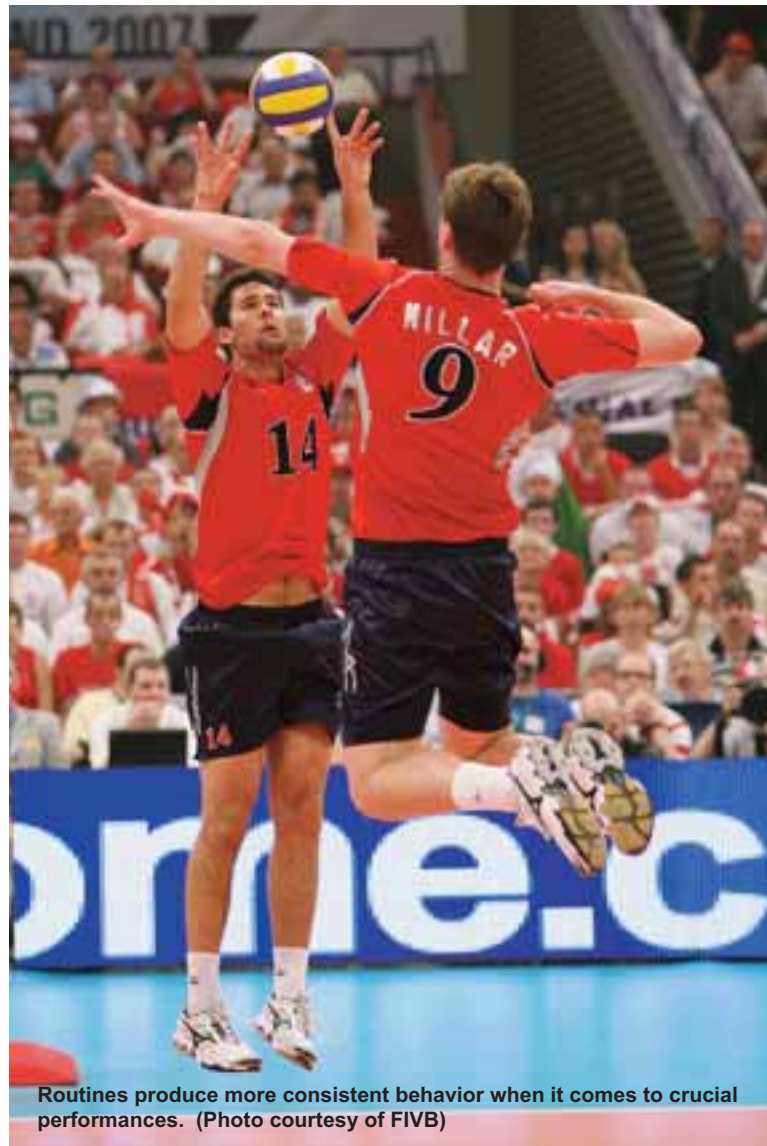
- “It slows me down.”
- “I don’t want to get locked into anything.”
- “I like being flexible in case things change.”
- “I used to do it, and it was helpful, but I just stopped. I’m not sure why.”

My personal opinion is that many athletes do not develop effective routines simply because nobody ever taught them how important and helpful they are. Take Tiger Woods, for example:

“My preshot routine, taught to me years ago by my father, did not come naturally or easily. Like most kids, I was of the grip-it-and-rip-it mentality. I had to learn patience and how to find my natural rhythm. Pop finally convinced me a preshot routine was necessary for consistency, and I’ve used the same one ever since.”

- Tiger Woods

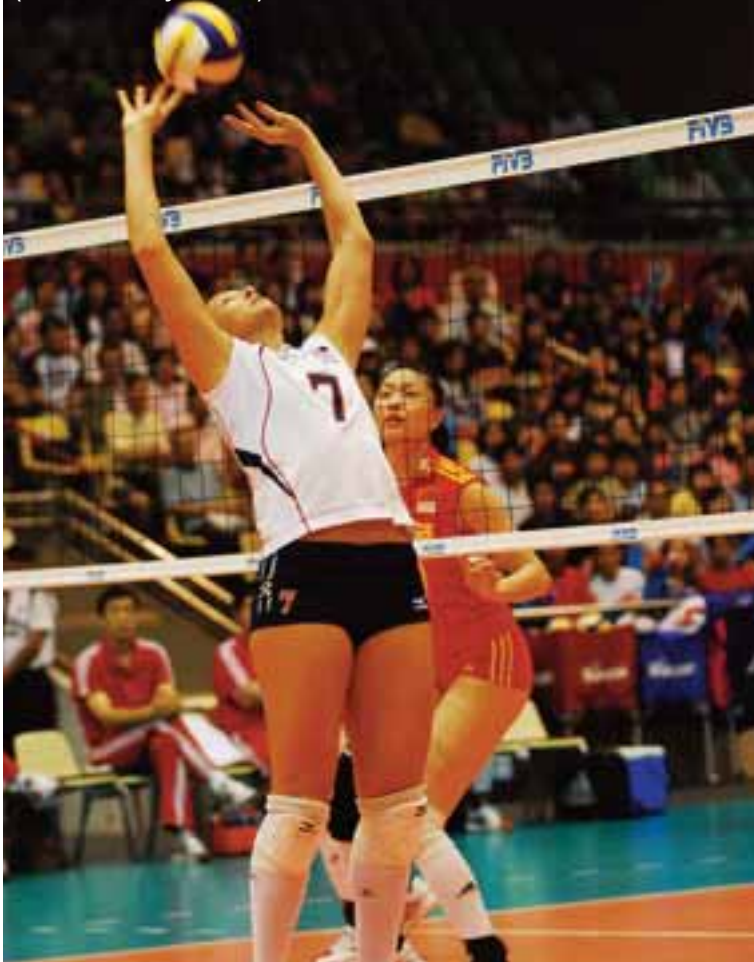
If even Tiger Woods resisted routines at the beginning, why would you expect your athletes suddenly to embrace them? As a



Routines produce more consistent behavior when it comes to crucial performances. (Photo courtesy of FIVB)

coach, you need to develop a “sales pitch” that gets past initial resistance and makes a compelling argument for change. One tactic is simply to list all the things that routines do for you, by both ensuring good things happen and preventing bad things from happening.

A routine helps an athlete stay active and focused on useful behaviors. (Photo courtesy of FIVB)



Routines - Helping an Athlete Do the Right Things

Routines help an athlete to do the right things at the right time. Following are some reasons why routines help:

1) A routine increases the sense of familiarity in a new environment. Routines are portable, transferable, and adaptable. Remind your athletes that an iPod® and headphones can mentally transport you from a treadmill in a hotel basement to a familiar run in the woods when you last listened to this music.

Similarly, a routine can make even the strangest sport environment seem normal, familiar, and most importantly, comfortable. This is a powerful effect when the environment of the competition is full of distractions. I cannot overemphasize how helpful this has been to countless Olympic medal winners I have known when faced with the circus of the Games.

2) A routine helps an athlete stay active and focused on useful behaviors. One of the worst things an athlete can do in a high-pressure environment is to stop and think about it.

At the Olympics, when I see an athlete starting to freeze up, glaze over, and think too much (usually about the dreaded “what ifs”), I will try to get the athlete talking, moving, and laughing. Much better than this emergency interaction by a sport psychologist, however, is a routine that keeps an athlete moving on a schedule, and focused on the things that help.

3) A routine enhances feelings of control and confidence. Going through the same routine in practice and competition is a useful reminder that you have done this a thousand times. The old expression of “practice like it is a competition, compete like it is a practice” describes an athlete with an effective, consistent routine.

I have heard from countless athletes that simple routines enhance a sense of control and confidence. The quote by Tiger Woods says it plainly. A routine helps an athlete feel in control, no matter what the stakes of success or failure.

4) Routines help make useful behavior automatic. Some psy-

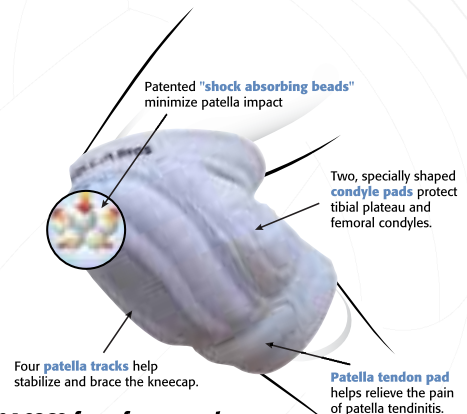
CALENDAR

- May 1-3** **39th Annual National Collegiate Men’s Volleyball Championship**
Bren Events Center, University of California, Irvine
- May 2-4** **2008 AVP Cuervo Gold Crown Huntington Beach Open**
Huntington Beach, Calif.
- May 8-10** **2008 AVP Charleston Open**
Charleston, S.C.
- May 24-26** **2008 AVP Louisville Open**
Louisville, Ky.
- June 20-21** **FIVB World League Intercontinental Round**
USA vs. Bulgaria, Sears Centre Arena, Hoffman Estates, Ill.
- June 27-28** **FIVB World League Intercontinental Round**
USA vs. Finland, Resch Center, Green Bay, Wis.
- July 11-12** **FIVB World League Intercontinental Round**
USA vs. Spain, U.S. Cellular Coliseum, Bloomington, Ill.
- July 23-27** **2008 FIVB World League Final Round**
Rio de Janeiro, Brazil
- Aug. 8-24** **Olympic Games**
Beijing, China
- Dec. 17-21** **AVCA Annual Convention**
Omaha, Neb.

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chologists believe that more than 90 percent of our behaviors are automatic habits, or unconscious, learned behavior patterns. This is why parents and first coaches in a sport play such a critical role in introducing positive behaviors. If you learn how to do something the right way at the beginning, you do not have to fix mistakes later because you always do it the correct way, without any conscious thought.

John Wooden was famous for teaching his freshmen basketball players at UCLA the correct way to put on socks and tie sneakers. As a coach, if you invest the energy at the front end, you have the opportunity to create a positive routine for your athlete's entire career. These routines will become automatic and help the athlete avoid all kinds of challenges with which many athletes struggle.

5) Routines increase the opportunity for the brain to focus on the proper things. Our brains have a limited capacity. The remarkable increase in the number of accidents for people on cell phones is an example of this. Routines that take care of all the little things an athlete has to do to get ready free up brain space to focus on the things that really matter. If you want to have an excellent warm-up, you must be fully focused on the warm-up, and not wondering about something left undone.

Routines - Helping an Athlete Avoid Doing the Wrong Things

Routines can also help athletes avoid engaging in incorrect or detrimental behavior. For example:

1) Routines help reduce thinking and decision making. When an athlete is stressed, anxious and concerned about outcomes (a typical state for many athletes at their biggest competitions), thinking often transforms to worry. In addition, decisions about simple things become overemphasized, and athletes will often freeze up, wasting valuable time as they agonize over which pair of shoes to put in their backpack.

Athletes weighted down with worry or who are unable to make a decision are wasting energy. At big events, energy is a precious commodity. An effective routine eliminates decisions (if you always do it the same way, you don't have to decide) and keeps an athlete too busy to think too much.

2) Routines help prevent dumb mistakes. Under the greatest pressure, athletes begin to leak energy, and become more vulnerable to a variety of distractions and challenges. When an athlete is preparing intently for a key performance, the last thing he or she should be doing is making critical decisions.

Unfortunately, I have seen Olympic medals lost by athletes who decide to try something new, based on a decision made under pressure. An effective routine keeps an athlete busy, productive, and reduces the probability that the athlete will make a bad call, making a mistake from which he or she cannot recover.

The Coach's Role In Building Routines

"Coach (Don) Shula had a very strict schedule in the last two days before the Super Bowl. He never let us go more than two hours without checking in for something. It helped us stay focused on the game."

- **Larry Czonka, member of 1972 "Perfect Season" Miami Dolphins**

"We first make our habits, and then our habits make us."

- **John Dryden, poet, playwright**

While most coaches will not follow Wooden's example by teaching their athletes how to dress properly for practice, all coaches can benefit from understanding the value of this effort. By starting with the most basic aspects of a sport – and ensuring that athletes develop great routines – a coach begins to develop the

If athletes develop great habits, those habits make them great players. (Photo courtesy of FIVB)



foundation of great performances.

While it can take a tremendous investment of effort by a coach to develop new routines, the cost of not making this investment can be high. As the Czonka quote suggests, Shula knew the cost of losing focus at the Super Bowl, and invested energy in creating a program that prevented that loss of focus.

On the other hand, an argument can be made that a coach will end up using a great deal more energy if he does not help athletes develop great routines. As the Dryden quote suggests, an initial investment of energy in developing good habits will create a great return down the road.

I see this all the time in sports, and I'll never forget what a great coach once said to me: "Why are all these coaches screaming from the sideline? If they had done their job in practice they wouldn't have to say anything during a game."

If a coach develops great routines, and the athletes develop great habits, then the habits make them great players.

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VOLLEYBALL ACE™ DRILLS

Simon Says, "Volleyball!"

From *101 Winning Volleyball Drills From the AVCA* (2000)

Number of Players: 6

Number of Balls: 0

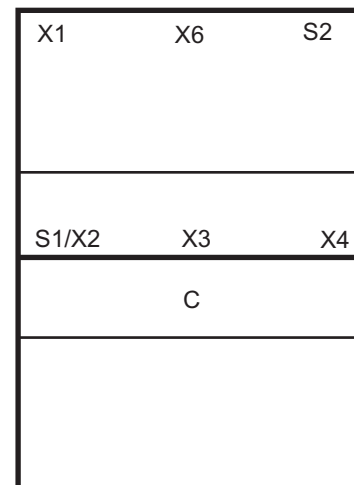
Objective:

To teach the JV and varsity the changing positions necessary to compete at a higher level.

Directions:

1. The team begins in basic starting positions.
2. The coach (C) yells, "Simon says serve receive," and players must run to serve receive and hold basic stances.
3. The coach yells, "Simon says basic defense; right-side defense; middle or let." The coach can

mix it up without saying, "Simon says," whereby players must stand in the previous position. If someone moves, then the entire team must run, do push-ups, sprint, do sit-ups, etc.



Serving-Wall

From *Volleyball Drills for Champions* (1999), Mary Wise, ed. (University of Florida)

Number of Players: 12

Number of Balls: 12

Objective:

To aid in developing the technique and movement control to serve consistently. This is a simple drill designed to get high repetitions in a very focused setting where players can repeat a routine and repeat technique.

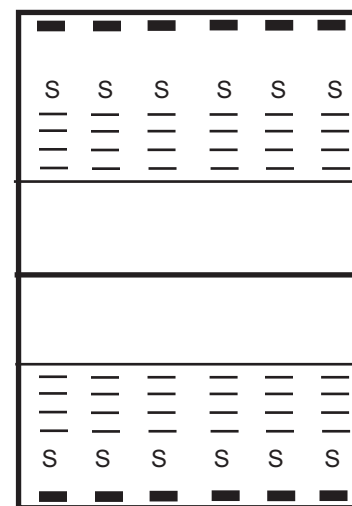
Directions:

1. Tape to the wall a picture, name or object for each player. Make the target the size of a volleyball

and locate the bottom of it 8 feet above the ground.

2. Each server starts 5 feet from the target and does a full routine and serves at the target. After each serve, the server (S) takes a step (3 feet) forward (for missing the target) or back (for hitting the target).

3. Time the drill (2-4 minutes). The person farthest from the wall wins.



Setter Catch and Toss

From *101 Volleyball Drills* (1998), Peggy Martin, ed. (Central Missouri State)

Number of Players: 2

Number of Balls: 1

Objective:

To improve the overhead passing technique, including hand positioning and footwork. This drill is an excellent exercise for beginning setters and other players. It is also a good drill for the experienced player who wants to review the proper overhead passing techniques and get into a routine.

Directions:

1. Players (P1, P2) begin the drill by facing each

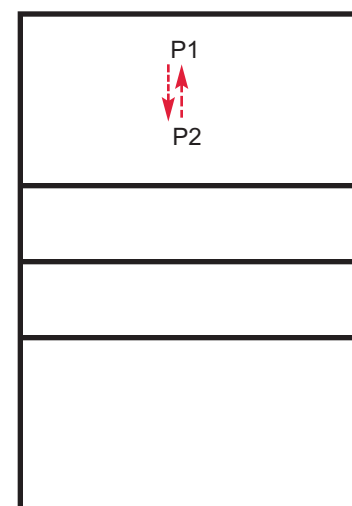
other from a distance of about 10 feet.

2. Players toss and catch the ball above their foreheads, simulating the setting action from their footwork to the ball to the follow-through after release.

3. After 25 repetitions, the players should rest, then repeat.

Variations:

1. Increase the distance between the players. Instead of tossing the ball directly to a partner, each player should try tossing it away so that the partner has to move right, and then left, two steps.
2. Alternate short and long tosses.



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