CEV

Coaches Convention

Confédération Européenne de Volleyball

SCHOOL VOLLEY BALL

play volleyball grow with it

Viana do Castelo, Portugal

12 -14 June 2026

CEV Coaches Convention

Coaching for the 99 Percent



John KESSEL

Confédération Européenne de Volleyball

SCHOOL VOLLEY BALL

play volleyball grow with it

Why am I here ?



From FIPAV 1983

In 1985, I attended the first-ever FIVB Minivolley Symposium in Japan, along with Dick Powell, on behalf of our National Federation, the United States Volleyball Association. We returned and shared this information with the Junior Olympic Volleyball world through the regions, volleyball magazines such as *Volleyball USA* and USVBA Coaching Clinics. Horst Baake and Hirosi Toyoda led the event, and Mr. Toyoda remains active in his 70s, still helping grow the game. USA Volleyball owes a great deal of thanks to these two long-time international leaders, as well as the past president of the FIVB, Dr. Ruben Acosta of Mexico, who grew our sport greatly in 25 years.







Talent is Everywhere – Opportunity is Not…

Why Else am I here ?

CEV

Search...

Login

INSIDE CEV ▸ DEVELOPMENT



Receiving Quality Coaching Should not be an Accident of your place of birth…

Why Else am I here ?

This is a LEARNING Competition, not an athletic one…Knowing that information doesn't necessarily change behavior…

Become a Learning Designer – Ecological Dynamics, Constraint Based Learning

Why not be a world class coach of 16U players, instead of seeking to move up to the older levels?

You can't make an Olympian at 16U, but you sure can lose one…

I recently survived a stroke and heart surgery and want to share some "secrets" to getting every kid to love our sport for a lifetime

FIVB
FÉDÉRATION INTERNATIONALE DE VOLLEYBALL

WORLD ParaVolley

Special Olympics

DEAFLYMPICS

Become a River Leader, not a Reservoir

- *I live in the mountains of Colorado at 3,000 meters. We share our valley as a veterans and first responder healing retreat. I am a biologist/economist by college training over 50 years ago and have fished all my life and grew up by the sea. I see the impact of the flow of water like the flow of sharing ideas in coaching, and recently was impacted by someone sharing an idea that I adapted below. Please also take time to read David Foster Wallace's commencement speech – This is Water.*

- Do you hoard information, knowledge and credit? Do you enclose your water, so others don't surpass you – and thus get stagnant?
- Do you take in and pour out, sharing what you learn, investing in others and carve new active paths? Meandering, slow moving or tumbling rapids and even waterfalls, always going to new places.
- It's not about collecting and protecting – it is about giving and growing – smaller streams collaborating into a powerful unified river of success, for after all, that which you teach, you learn. Our future will be created by people who connect ideas, not by people who guard them…

Come Visit Our Healing Environment







BISON.PEAK.LODGE
AT PUMA HILLS

www.bisonpeaklodge.org

I seek that we CHANGE & IMPROVE how we coach as we work TOGETHER to be better than me…



My most impactful article in my life – DECISIONS DECISIONS

Who Here Coaches Volleyball?



I Coach for the 99.9 Percent





WHEN I ONLY HAVE ONE 90 MINUTE PRACTICE A WEEK

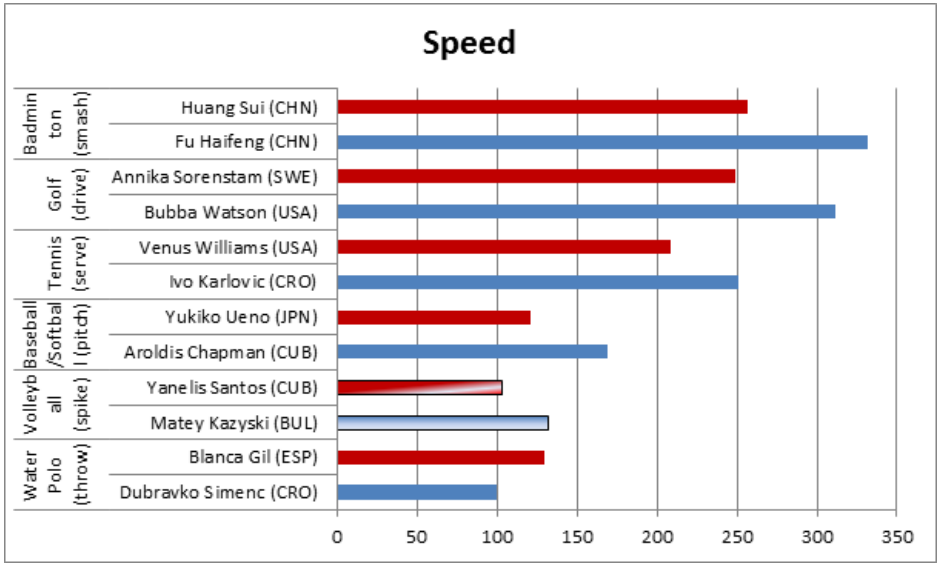
- I WANT you to make mistakes- EXPLORATORIUM
- Limit Tennis – Do Salt & Pepper
- USOC study of football, basketball and volleyball
- No More Mistakes & You're Through – John Cleese
- Catch them Being Good
- Wicked balls vs Free Balls
- Coach Tosses – to setter, hitter, defender
- LET'S HIT! – Toss,run under net, zone 4 only
- Serve n Admire vs Serve and Sprint
- Ball Slapping – to start free ball drill
- Vertical Targets vs Coach Flat target
- Volleyball Training Devices aka Basketball hoops
- OK to be Fun – Don't drop the baby
- Eyes Shut reaction drills
- Glow in the Dark Stars
- Hollywood Stars
- Shoe / Backpack Beads
- Expo Markers in Beach
- EYES on hands
- Candyland/steal the coconuts
- BOUNCE Contest
- I'm not the expert, I am your THINKING PARTNER

Measure your Practice in Smiles Per Hour



Your job is to show up to practice with a smile on your face…
My job is to send you home with a smile on your face…

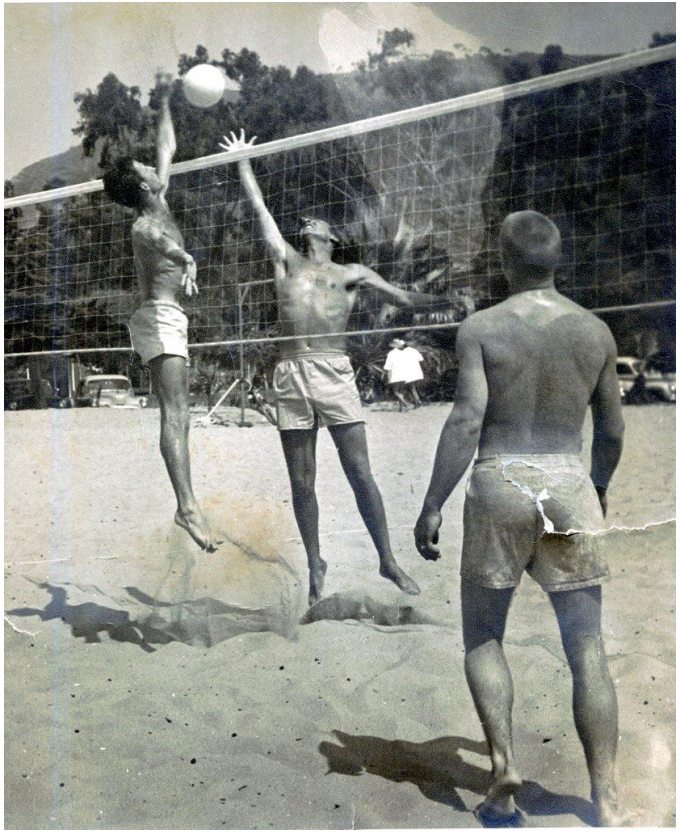
FACTS, not Opinions





4 parts to generate spike speed – Percentages of each?
WHAT ABOUT BETTER WRIST SNAP?

Culture - Sharing Secrets vs. Sharing Apples



"He who receives an idea from me, receives instruction himself without lessening mine, as he who lights his taper at mine, receives light without darkening mine" - Thomas Jefferson

The coach who knows why, beats the coach who knows how, and the same for players…

Sport is all about resiliency and learning from failure – only 1 wins gold

PAITENT with the CHAOS & SOLUTION DISCOVERIES

Coach with Curiosity and Care, not frustration and anger

BAM Video Delay – USOC Version – The Game Trains the Brain

"He who has a why to live can bear almost any how"– Freidrich Nietzsche

Why a radar gun, ribbon, needle & plug and never a box, tennis ball, cond/weight training machine or coach toss?

What makes a coach run?

No more REACH! EXTEND! GET ON TOP of the BALL! – Why?

How did 5'1"Claudia Garay lead the state in hitting?

OPTIMAL Theory - Attention & Motor Learning by Wulf

Observation > Constant Instruction
Mentor/Ally > Prescribing Solutions

Relentless Curiosity….Belligerent Optimism…Relentlessly Unfinished



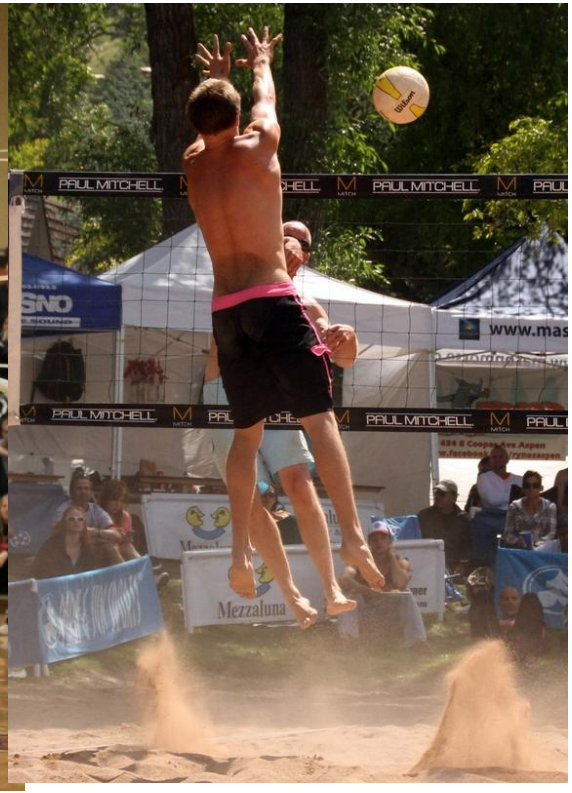
I value each of you for what you think, because you have a lot to share

What did it Take to Build this Place?



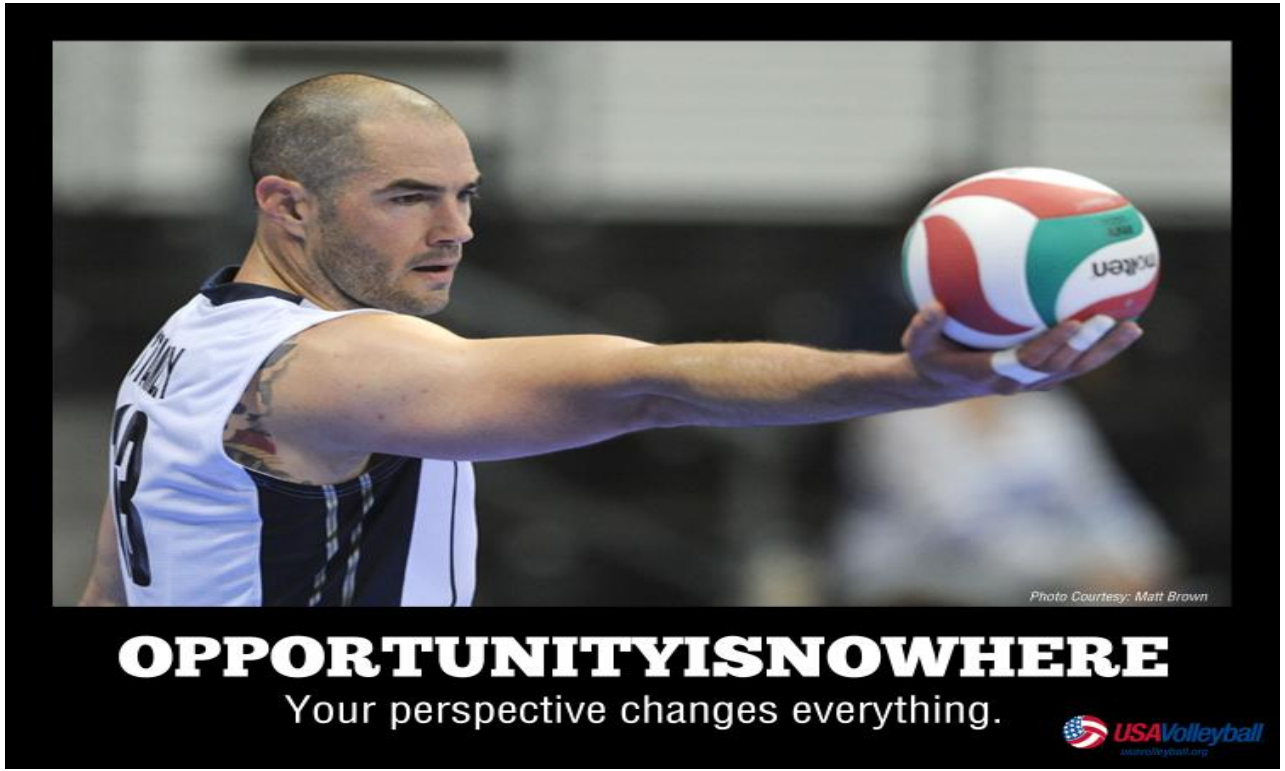
Information, Not Criticism





If we agreed on everything, this would be a boring world said the ant

OPPORTUNITYISNOWHERE



Every Coach Expects their Players to Change, but the Most Important Change has to Start Within Each Coach… **- John Kessel**

Collective Teacher Efficacy
All Together we Make One Great Coach



How many great teachers since grade 1 – and adjectives?

The Only Kids Who don't Get Better
Are the Ones who don't Come



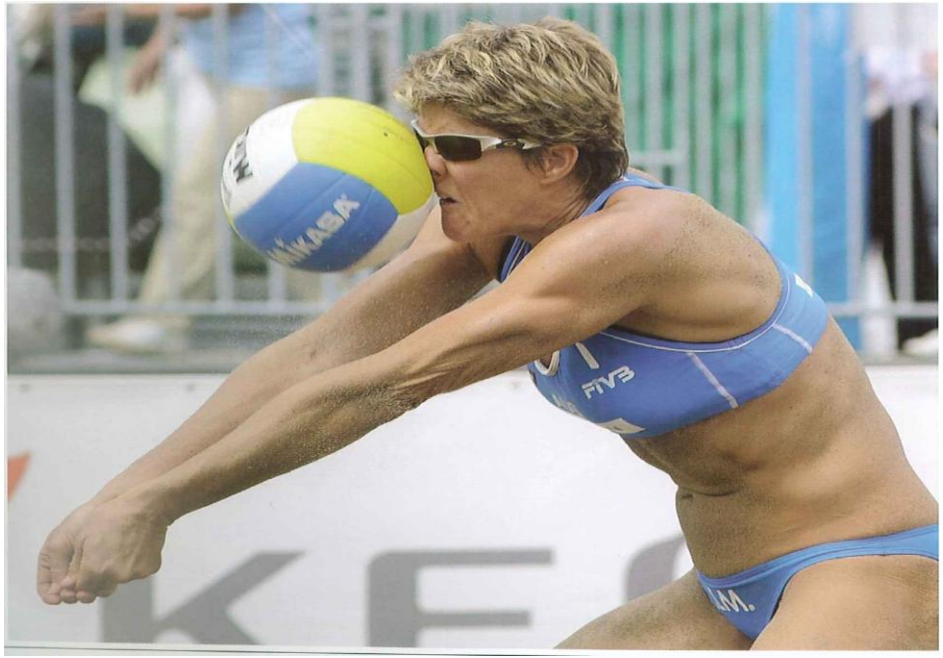
Love What You do, so You do What you Love

The MOST Important Skills in VB?



WHAT WE SEE DETERMINES HOW WE MOVE & LEARN

Coach this gold medal Olympian



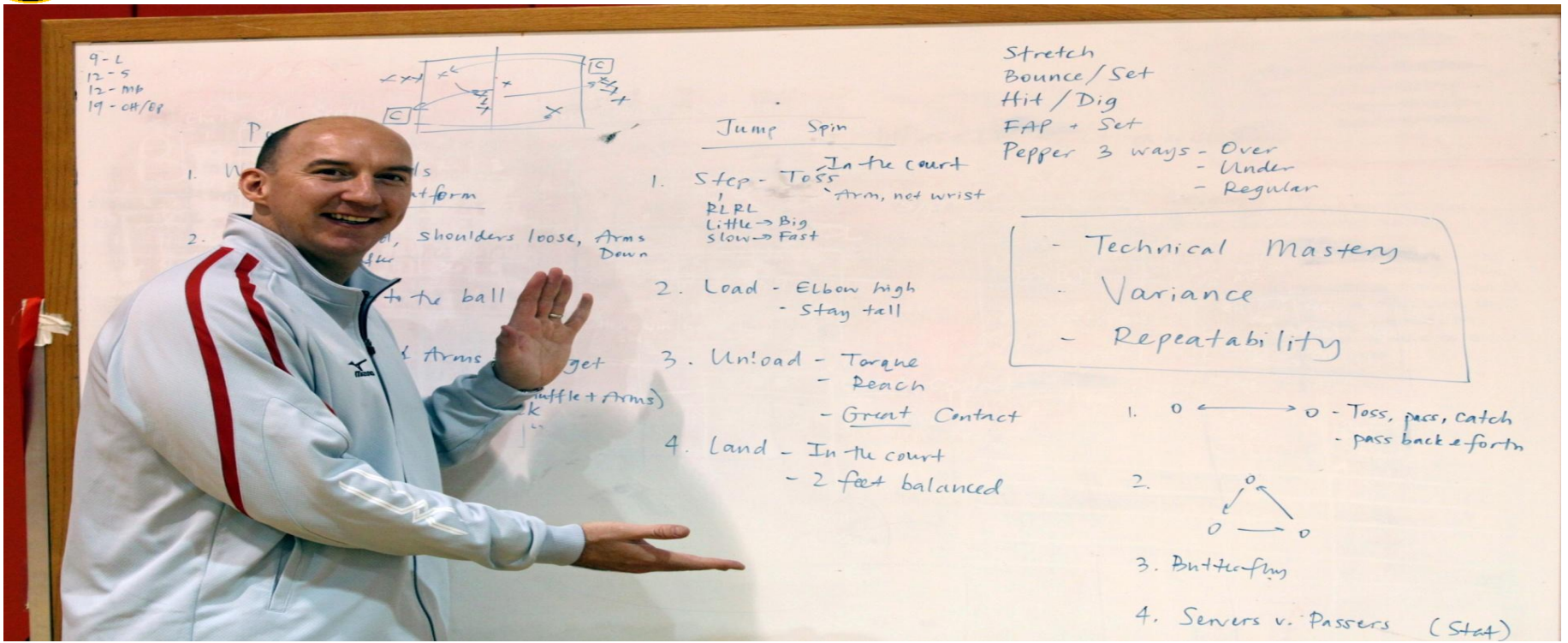
US National team coaches want players who can read,
but not great at technique vs opposite
How Many Kids Run in vs Walk?
How much time non-dominate / whole body contact learning
How many kids Squeeze the Balls in the Cart?

Pattern Interruption



"Runners to your mark. Get set. Go! ... OK, come get your T-shirts."

Where is your Whiteboard?
The court is your classroom!

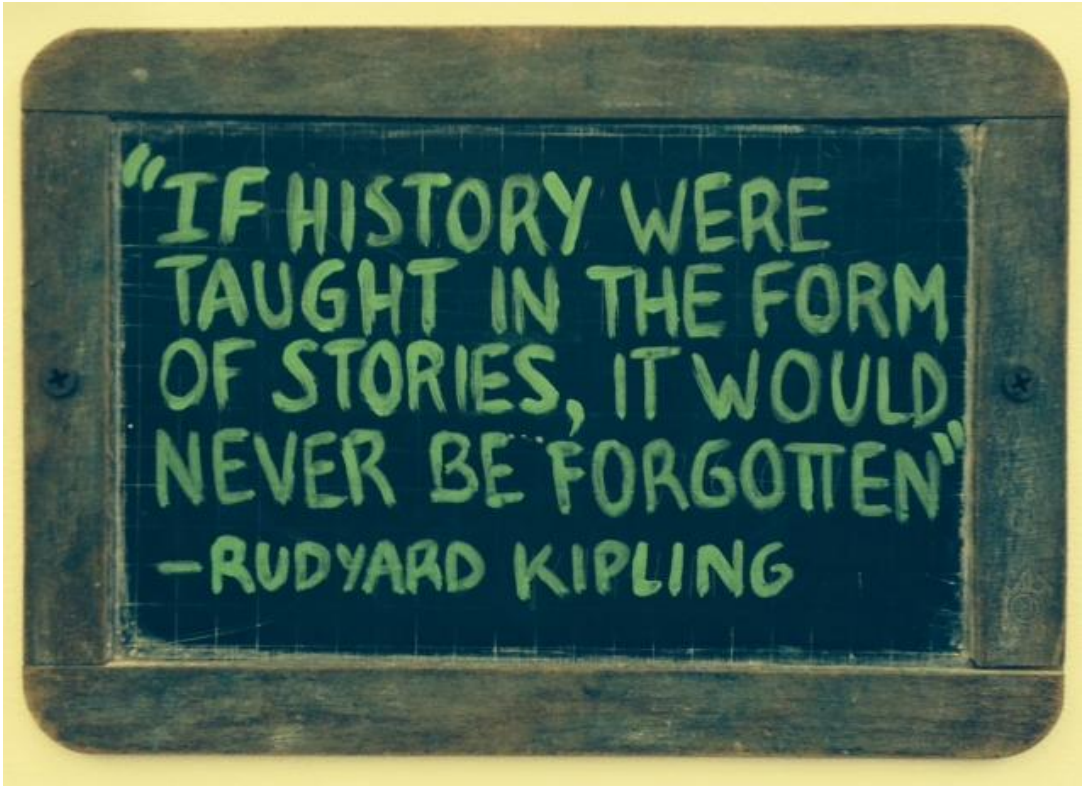


Your Practice Objectives Should not be a Secret

Olympic, ParaVolley & Youth VB are Simple
We Make it Too Hard, Complex & Drilled

- *First ball comes OVER the net*
- *1-2-3 contact GAMES*
- *Keep that ball UP (Positive to Perfection)*
- *Third ball must go OVER the net*
- *It is scored at some and FUN at all levels (Standing in any line is NOT Fun)*
- *It is learned by doing, not watching – If you only have ONE ball above the court, you should be PLAYING/Scrimmaging…*
- *It is not Tennis but practiced like that…consider 3-2-1-3-2-1 games, cooperative scoring and timed games with 2 pts for 3 touch/1 pt 2 touch*

Become a Better Story Teller

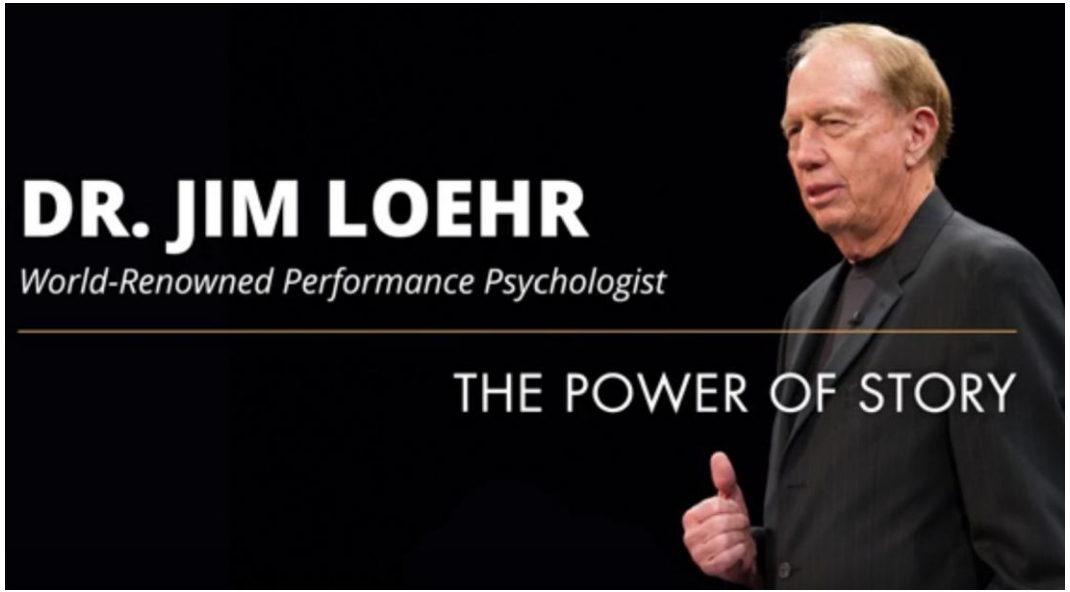


The Queen Died and the King Died

We all must become better Storytellers….

https://www.youtube.com/watch?v=D_0NnqkmVM4





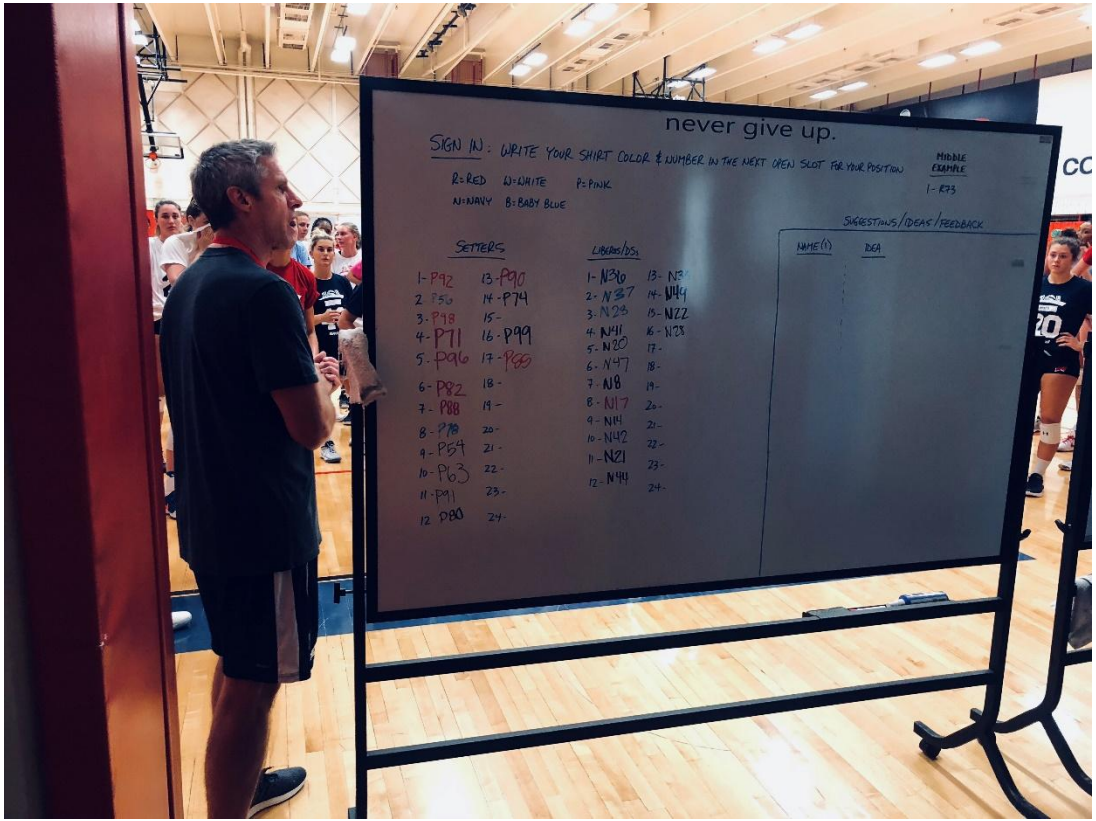
Most VB Coaches Practice for Practice and not for Performance



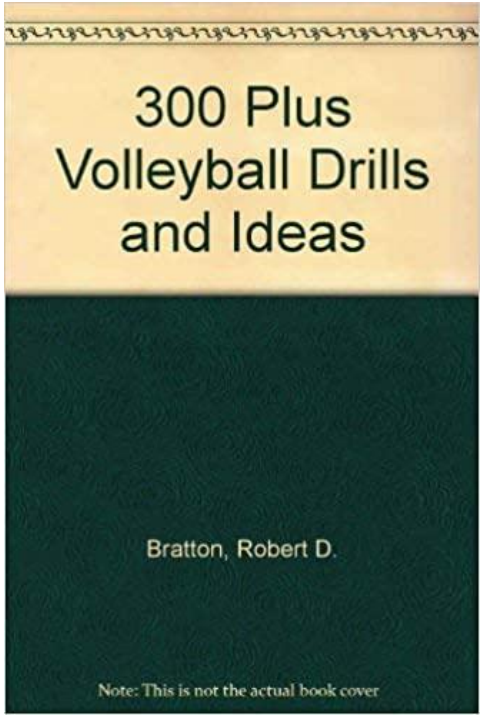
Drills are the Drugs of Coaches

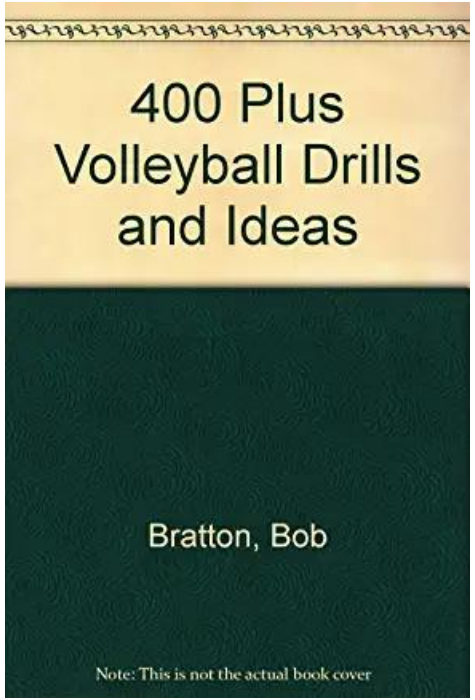
Drills and lead-up activities take considerable practice time and do not produce much transfer, so use them sparingly in later practice stages."
AND "It is fruitless to try to train fundamental abilities, (e.g. quickness, balance) so concentrate on the fundamental skills instead."
~ Dr. Richard Schmidt,
Prof. of Motor Skill Research ~

Most Drills are Predictable but the Game is NOT



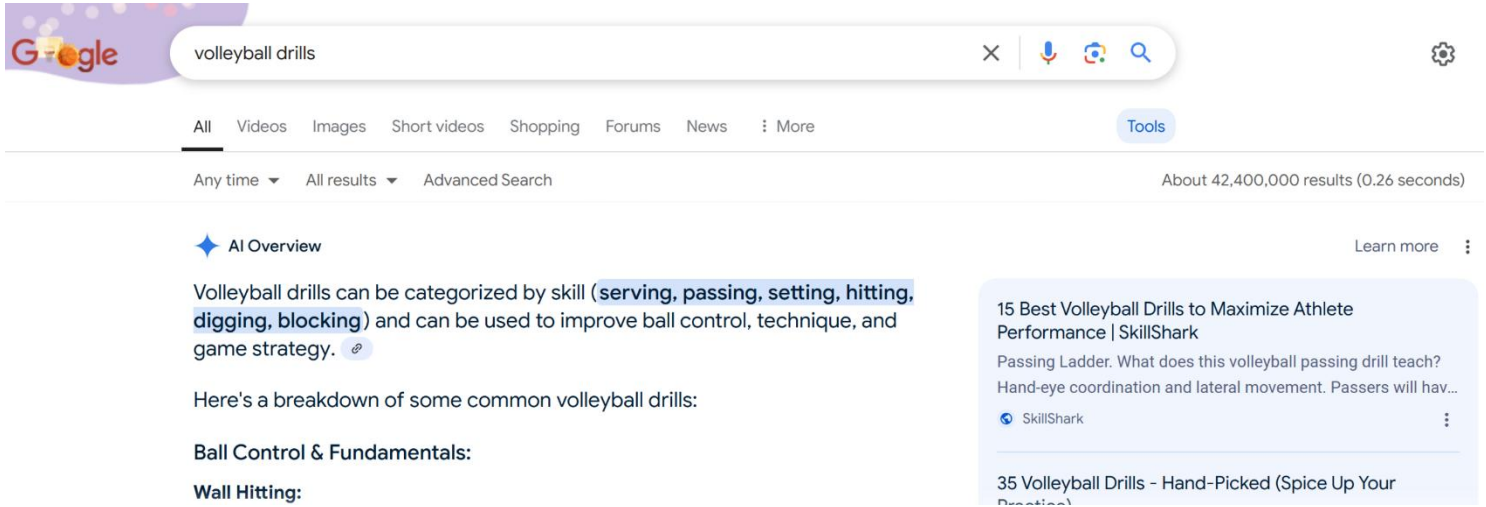
Before YouTube





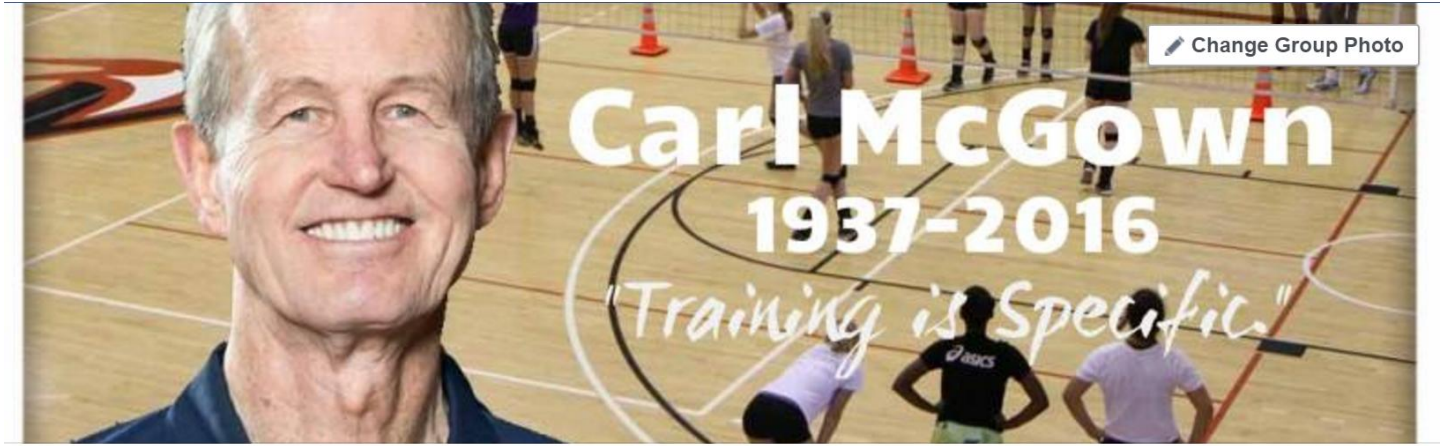
Critical Thinking on “Drills”

USA Volleyball National Team Coaches estimate they do about ten grills as Transfer and Specificity is not a thing, They are the ONLY thing



We do have over 100 scoring variations however…flat targets and swim noodles
But no boxes, spike machines, tennis or table tennis balls, cones or other Gimmicks…

Say What You Mean,
Mean What You Say,
Don’t be Mean When You Say it



Joined | Notifications | Share | ...

FB Volleyball Coaches & Trainers

Write Post | Add Photo/Video | Add File | More

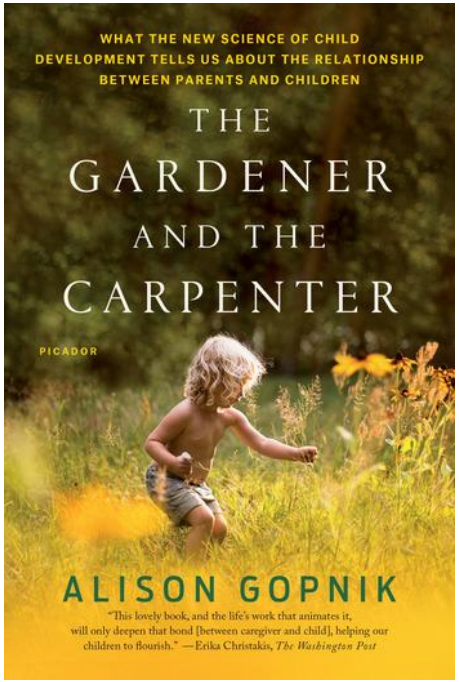
My field is pollinated by their fields...

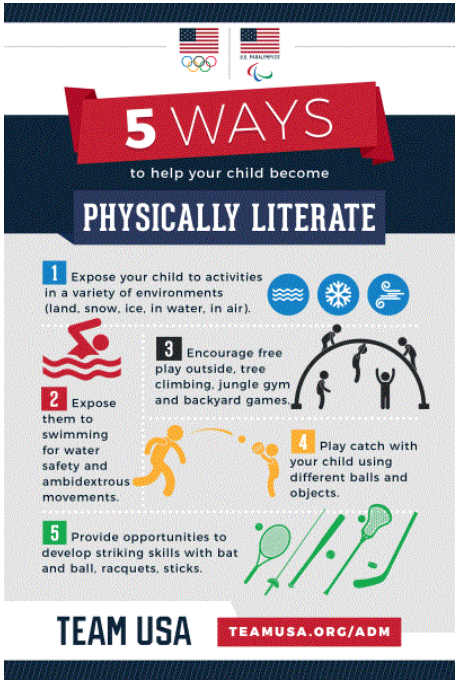
ADD MEMBERS

+ Enter name or email address...

MEMBERS 14,076 Members (35 new)

Are you a Carpenter or a Gardener?





Cultivate the Good and Weed out the Bad

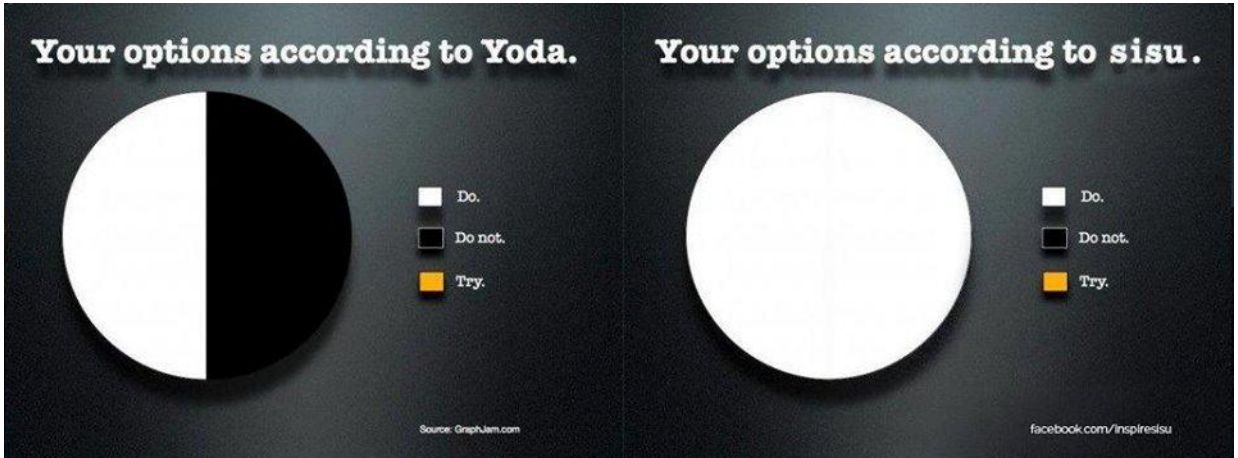
Simple > Complex

“Simple, clear purpose & principles give rise to complex, intelligent behaviors. Complex rules and regulations give rise to simple, stupid behaviours”

– Dee Hock, founder of Visa

Gym Words to Consider

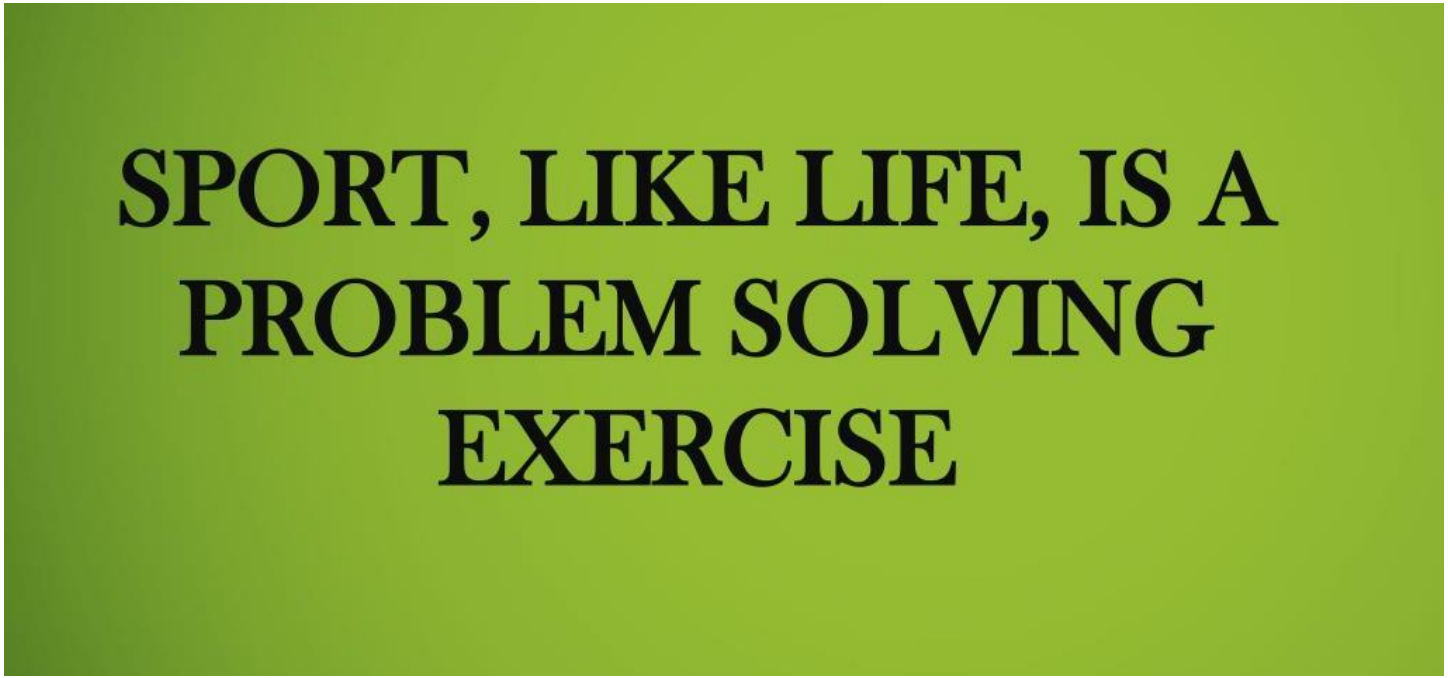
- Citius, Altius, Fortius
- Ancora Imparo
- Primum Non Noncocere
- YET!
- OUR>My
- What if? < Even If!
- Try
- Don’t
- But < AND
- Sorry
- Always/Never
- Just
- Never, Always, Worst, Best
- Can’t



Better the Ball Culture



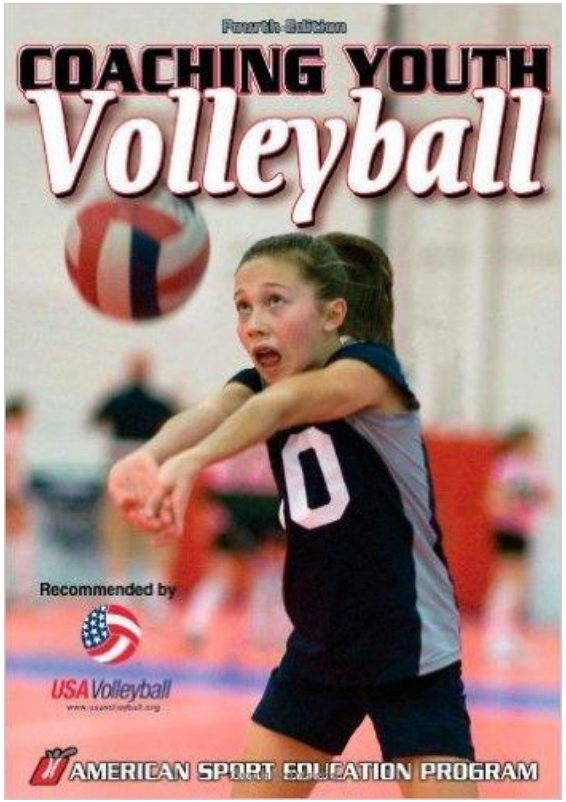
#1 “Secret” in Player Development
Are You “Causing Problems?”



Challenges (Movement included) Rather than Solutions

Gender differences





#1 Give them a LOVE of the game



STAGE	Beginner	Advanced Beginner	Intermediate	Advanced
SKILL LEVEL	0-1 year of experience	1-3 years of experience	3-5 years of experience	5+ years of experience
BALL *Setting the athlete up for success is crucial for early growth and enjoyment in a sport.*	*Official size is not necessary, a ballon could even be used* *Weight: 215 g or less*	*Circumference: 65 - 67 cm* *Weight: 260 g or less*	*Circumference: 65 - 67 cm* *Weight: 260 - 280g*	*Circumference: 65 - 67 cm* *Weight: 260 - 280g*
COURT SIZE *A full court can be divided into smaller courts. To prevent injury, a buffer of approx. 2m is recommended between each court.*	NET **Use rope or ribbon to make a net anywhere* 4 courts 1 vs 1 3m x 9m 2 vs 2	NET 3 courts 2 vs 2 4.5m x 12m 4 vs 4	NET 2 courts 2 vs 2 6m x 14m 4 vs 4	NET 1 court 4 vs 4 9m x 18m 6 vs 6
NET HEIGHT	Any height ex: Tennis net (0.914 m) *Great for beginners*	Both: 1.98 m	Both: 2.24 m	Male: 2.43 m Female: 2.24 m
THE AMERICAN DEVELOPMENT MODEL *5 Stages to a Better Sport Experience*	**STAGE 1** Discover, Learn & Play Age: 0 - 12 *This first step gives new athletes a fun environment to learn core fundamentals, rules and the benefits of sport. Playing multiple sports will develop key motor skills needed for future growth.*	**STAGE 2** Develop & Challenge Age: 10 - 16 *After an athlete has engaged in a sport, the purpose of this stage is to refine skill, promote social growth and identify personal strengths. Athletes may also explore recreational competition.*	**STAGE 3** Train & Compete Age: 14 - 19 *Athletes at this stage are driven to participate in organized school and club sports. They begin to recognize the commitment needed to excel at a competitive level.*	**STAGE 4 & 5** Participate & Suceed Thrive & Mentor Age: 15 + *Athletes choose to continue up the competition ladder or stay in a sport for fun and social aspects. Athletes can choose to give back and become a coach or referee.*

Smaller courts, less people and lower nets make learning the game easier and more fun by allowing athletes more opportunities to touch the ball, a key factor in developing their core skills, understanding how the game is played and promoting social growth through sport.

USAVolleyball

Primum Non Nocere


ΙΠΠΟΚΡΑΤΟΥΣ

ΟΡΚΟΣ.

HIPPOCRATIS

IVSIVRANDVM.

'ΜΝΥΜΙ' Ἀπόλλωνα ἰητρὸν καὶ

Ἀσκληπιὸν καὶ Ὑγείαν καὶ Πανά-

ER Apollinem Medicum, & Æ-

sculapium, Hygiamque & Pana-

ceam in re iurando affirmo, & Deos

INSPIRE rather than Instruct

Cody played 10 sports growing up





The First Coach is THE GAME

Developing Game Intelligence & Empowerment Coaching







- Mauricio Lima (1990s)
- Ronaldo Pacheco (1990s)
- Cilene (1990s)
- Serginho (2000s)

All played some volleyball without adult supervision
(The coach was the GAME)

Why 21 Olympians From a Club of 125 kids?



Ladder of Feedforward – Be Kind, Be Specific, Be Helpful

Volleyball Math

- 4 kids + 1 ball = _____?
- 4 kids + 1 ball + 1 adult = _____?



WHO are you Coaching?



They want to have FUN
They want to get BETTER
They want to feel SAFE
They want to learn without being PUNISHED
They want to MOVE
They want to be CHALLENGED
They want to LEARN
They want to enjoy the idea of TEAM
They want to PLAY
They want to PLAY
They want to PLAY
They want to PLAY
They want to PLAY

I Love To Watch You Play…

"…be the hardest working, the most creative, and the grittiest player you can be. And, most importantly…**be the one having the most fun.**"



little words

#2 We Learn by DOING, not Watching



How Did You Learn to Ride a Bike



TGFU - Teaching Games 4 Understanding
How many Tag DRILLS did you do?
Ever seen a Playground Coach?

Positive Error to Great Training



#3 They are PLAYers and Learn best by REALITY based PLAY

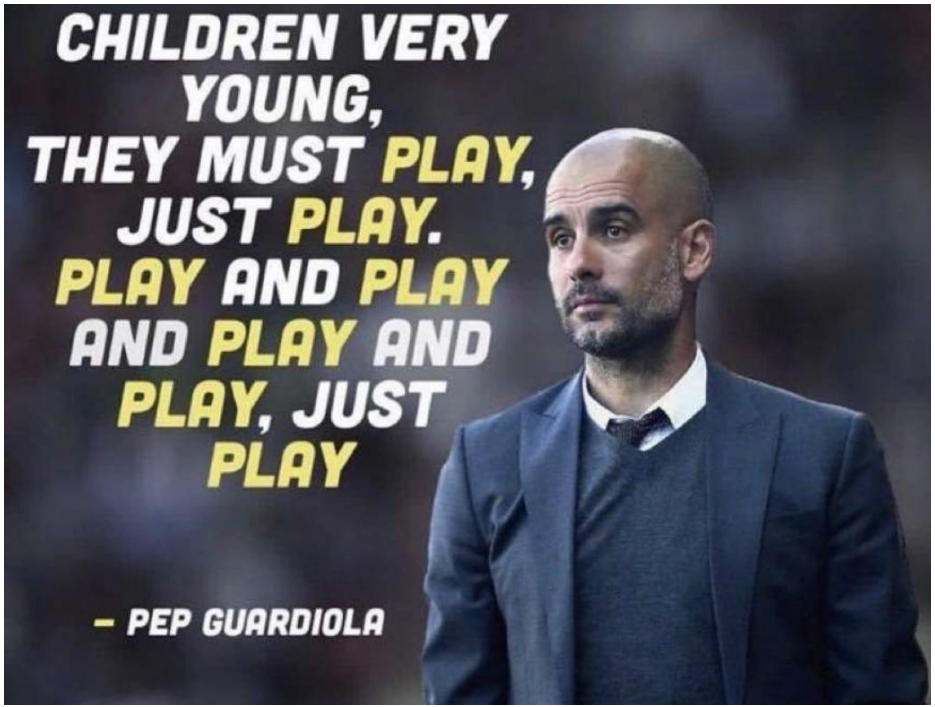
Playing is not just a way to practice; it's the essence of improvement. Embrace the playfulness of the game to unlock you full potential. – Ronaldinho.



Fill in the Blank - Coach, When do we get to_____



Why Does PEP Say This? ….



Be the coach your younger self would have needed…

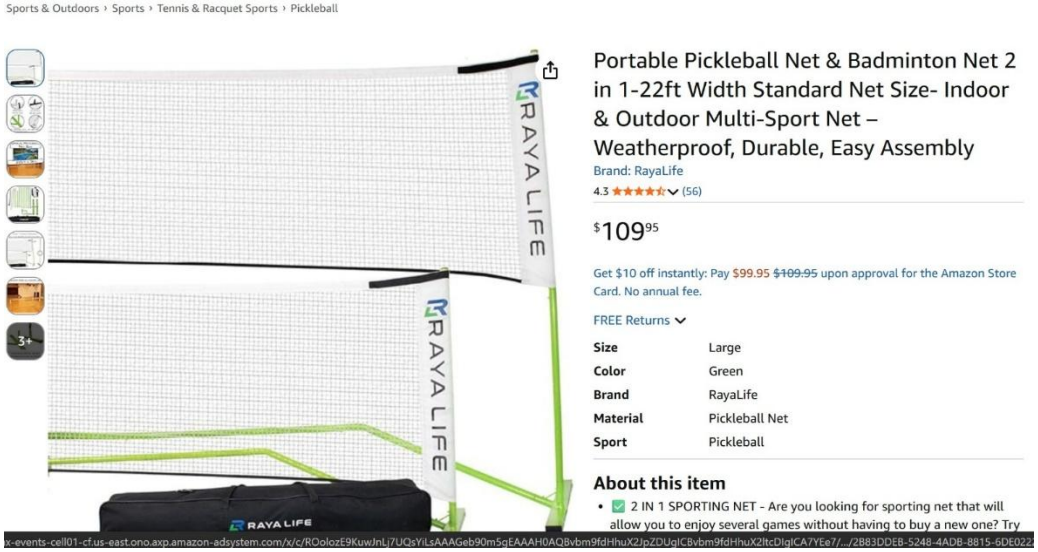
350 Meters of Regulatory Stimuli

"Science has shaped everything we do in the gym in terms of developing players. We are training to perform not to drill. All of the science tells us that we do the most learning when practice looks like an actual game – Which is really random and not just super controlled. That governs just about everything we do in the gym. We're trying to make every second in our gym count as much as possible to make the most transfer that we can get."

– Karch Kiraly; USA Women's Volleyball

#4 Play & Learn OVER a Net





A special "sign" for your training area

USE OF THE COURT WITHOUT USE OF THE NET IS PROHIBITED

AND YOUR MIND....



From 12 kids to 120 at one school
From 16 m of net to 40m





Use TENNIS Courts





it...





#5 The net should be easy/fast to set up
Preferably ALWAYS up and left at kid's height



All it Takes is a Ribbon & Rope
We “Westernize/Rule Set” too much





“X” Standards



https://www.youtube.com/watch?v=K8W0PtyPlD4 - Playing VB like a Kid



“X” Standards



https://www.youtube.com/watch?v=K8W0PtyPlD4 - Playing VB like a Kid

Environment Shapes Behavior



The Game will Find a Way



The Game Will Find a Way
Four Nets on a Rope Video







Creating Places to Play



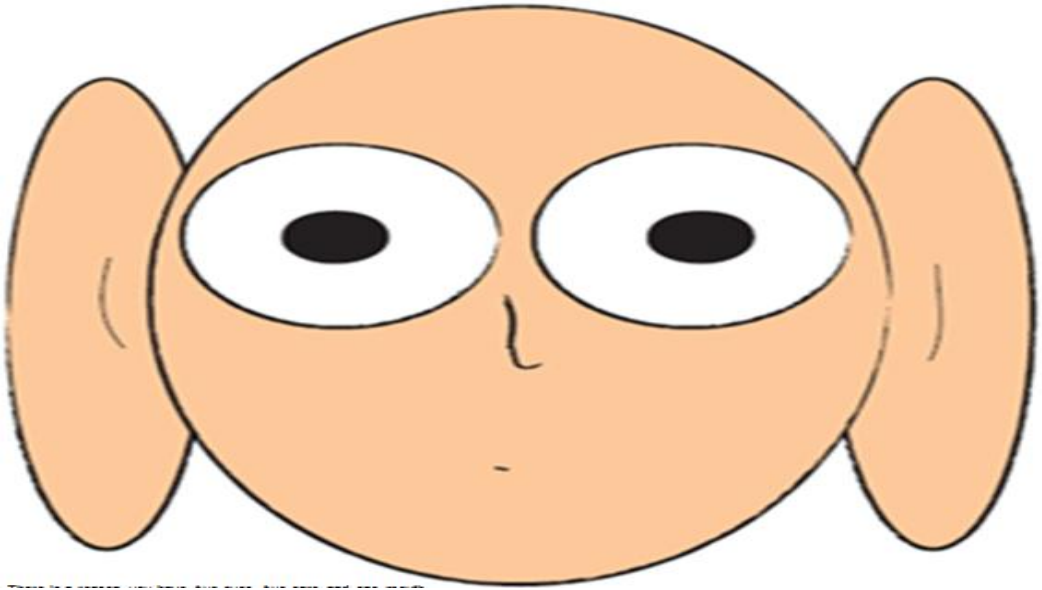
Creating Places to Learn



#6 The Players are their best coaches



Who is This?



WAIT means what?

You Have 2 Ears & Eyes and Only 1 Mouth



I Talked 90% & Listened 10%
Now I Listen 90% & Talk 10%

Kids Learn to Make Decisions
By Making Decisions
Not by Being Told /Instructed What do Do





STOP Coaching
Start Guiding Discovery

How we coach



How they play and learn



Prioritize the Progress



LETS KEEP THE BALL FLYING

The Score Takes Care of Itself

Using Informed Imagination in ~~Drill~~-Game Creation

- #1 Rule – Training is SPECIFIC
- The single best drill in learning how to play volleyball is to play volleyball…
- 95% Player Initiated – 12 assistant coaches
- Change the Scoring – wash/plus-minus/3-2-1-2-3/FBSO=1/bonus point/score what you value

Specificity in Motor Learning

"Training is specific. The maximum benefits of a training stimulus can only be obtained when it replicates the movements and energy systems involved in the activities of a sport. ***This principle may suggest that there is no better training than actually performing in the sport****. This text maintains that the principle of specificity is the single most pervading factor that influences the improvement of performance from a physiological perspective. Training effects are, in the main, so specific that even minor departures from movement forms, velocities, and intensities result in undesirable training effects. This means that incorrectly designed training activities will have no carry-over value for a particular movement form, and may even have the potential to negatively influence activities."*

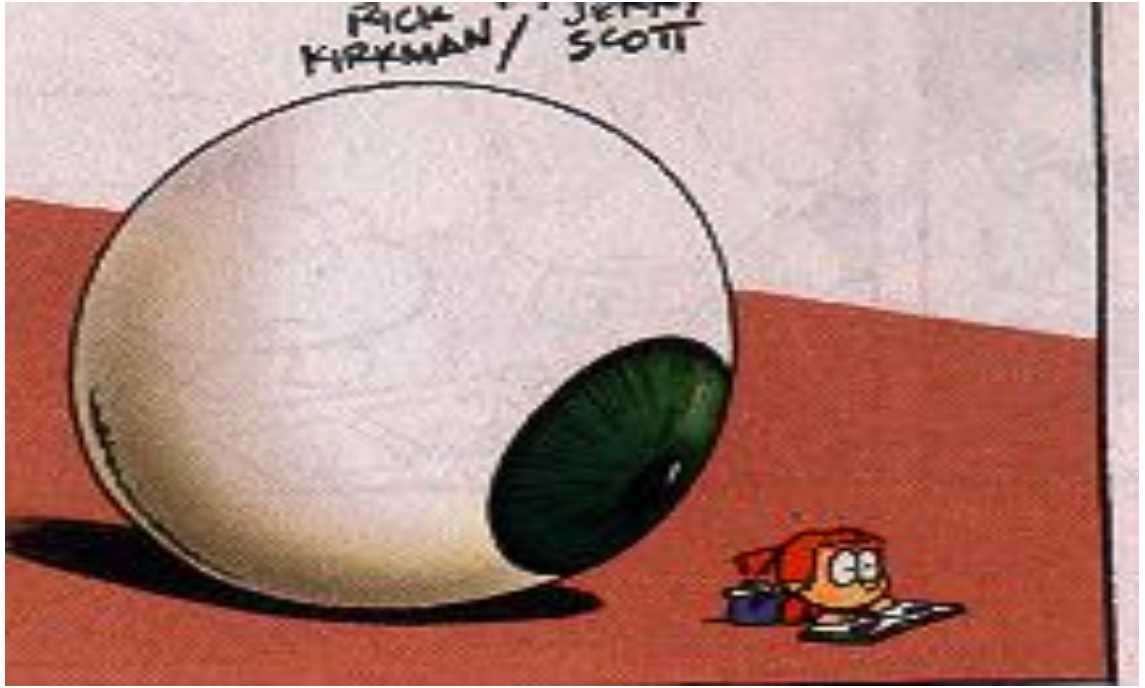
Like we all have learned how to bike ride by riding a bike, playing the game of volleyball teaches players how to play the game of volleyball. There is a program in another team sport, women's soccer, where at the collegiate level one coach and school has won about two-thirds of all championships in history. The head coach, Anson Dorrance, has some great books out, including the classic, Training Soccer Champions. In two chapters, Anson's core statements are: *"In the Entire Off-Season, All we do is Play…"* and *"Conditioning is Homework."*

A reference back to motor learning science that relates to the importance of both specificity and developing fundamental abilities is found in the IMPACT manual over the last two decades with the following quote by Dr. Richard Schmidt. *"Drills and lead-up activities take considerable practice time and do not produce much transfer, so use them sparingly in later practice stages." AND "It is fruitless to try to train fundamental abilities (e.g. quickness, balance) so concentrate on the fundamental skills instead."*

New Coaching Tools – H3



Feedback is seen as Criticism vs. Feedforward



Here's What I See – Eliminate Judging



The body cares very little of what the coach tells it…

BE SPECIFIC

- That’s IT!
- Way to Go!
- Good Job!
- I Like That!
- That’s NOT it!

My coach calls it “Americano…”

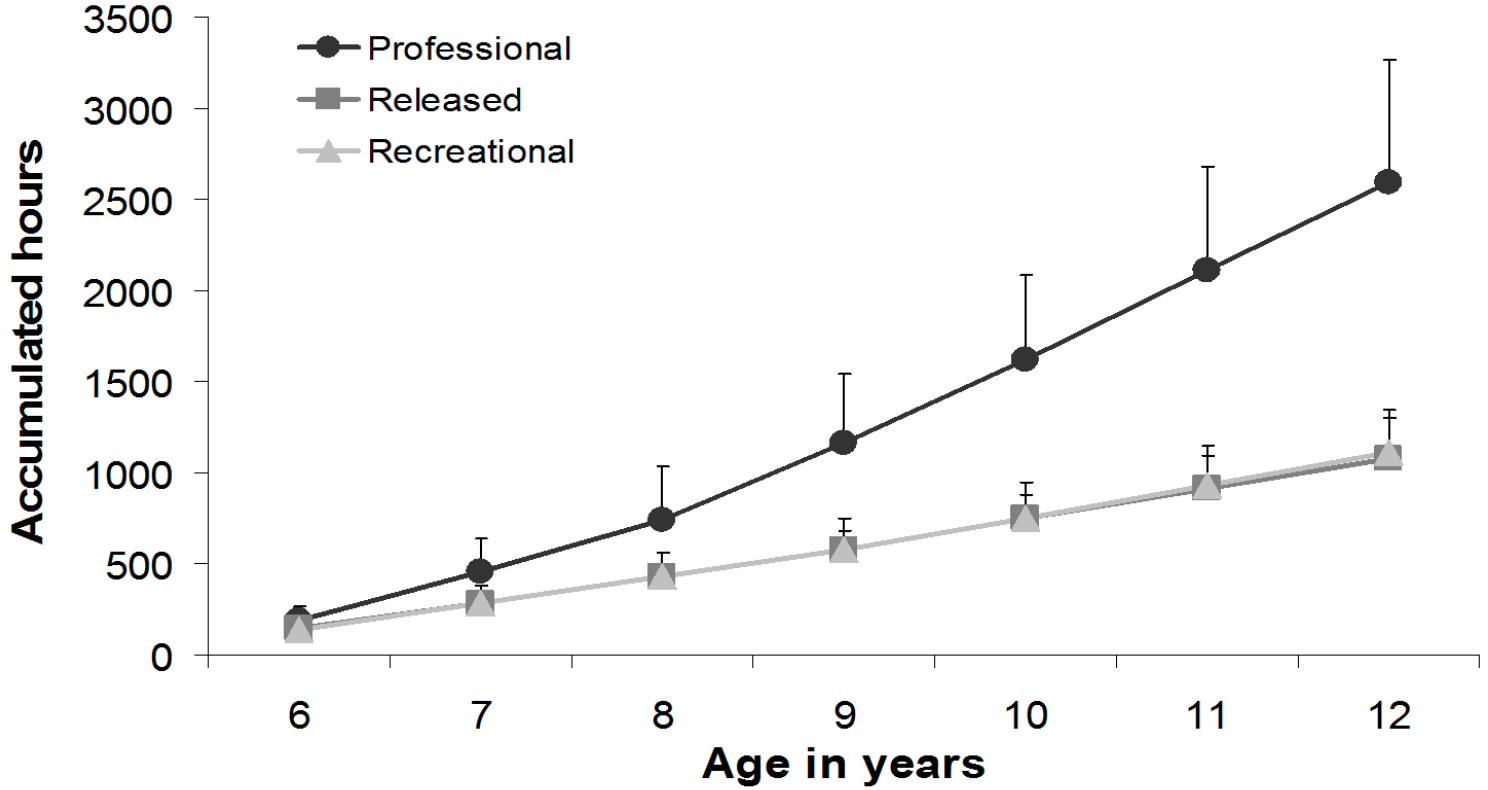
Be Specific, Not Relative

When giving feedback, like in every other aspect of coaching, it is important to be specific. And with technical and tactical feedback the goal must be to create a model of the activity that can be used all the time, even when the coach is not standing next to the player. So instead of relative terms, the coach should always be using the specific terms for the model he wants to create. Instead of 'higher', say 'make the setter jump' or 'set through the target' or 'jump maximally' or 'swing early' or whatever the case may be. – Mark Lebedew

Developing IMPLICT Behaviors and Vision

The neuronal explanation for these effects are perhaps best exemplified by our own observations (Bain and McGown), of inexperienced coaches training novice players where the instructor(s) become frustrated by the performance variability and lack of successful repetitions of new learners. As a consequence, these inexperienced coaches limit or abandon whole teaching methods for part, and random practice for blocked. Unfortunately, this course of action deprives the learner of the environmental variability and sensory inputs that are essential for the formation of motor maps and implicit behaviors, which are ultimately reflected in the acquisition of functional skills and expert performance [13, 18, 19, 29, 65]. In total, the evidence on this topic is clear; drawing distinctions between training methods based on age or ability is a coaching practice that has no foundation in either motor learning science or in the application of motor learning principles.

No Coach Led Practice



Learn like a Scientist
Start-Struggle-Fail-Fix-Learn

- Care about outcomes but focus on the process
- Take the results seriously but not personally
- Mistakes are simply OTI – Opportunities To Improve
- Focus on Getting Better not just looking good
- Failure is not an Option- it is Mandatory! – Feedforward, Failforward
- You are the scientist not the experiment…
- Measure in Smiles Per Hour
- Being the same team boosts empathy – lamp ad. Make time for social interaction
- Tell me about your shoes – where have they been/why did you wear them today?
- Create 1 hour of mandatory fun in the city with a teammate
- Develop Character, Competence, Connections. Allow influence & Affiliation needs
- Variability is a STRENGTH, not a weakness – that is what ParaVolley players taught me

#7 Grow & get to know the person not just the player

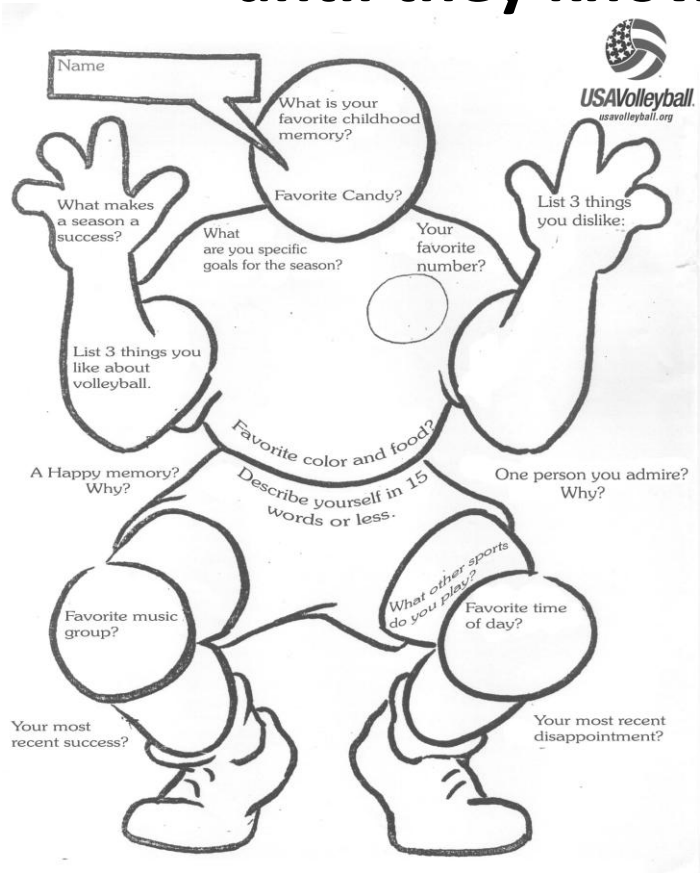


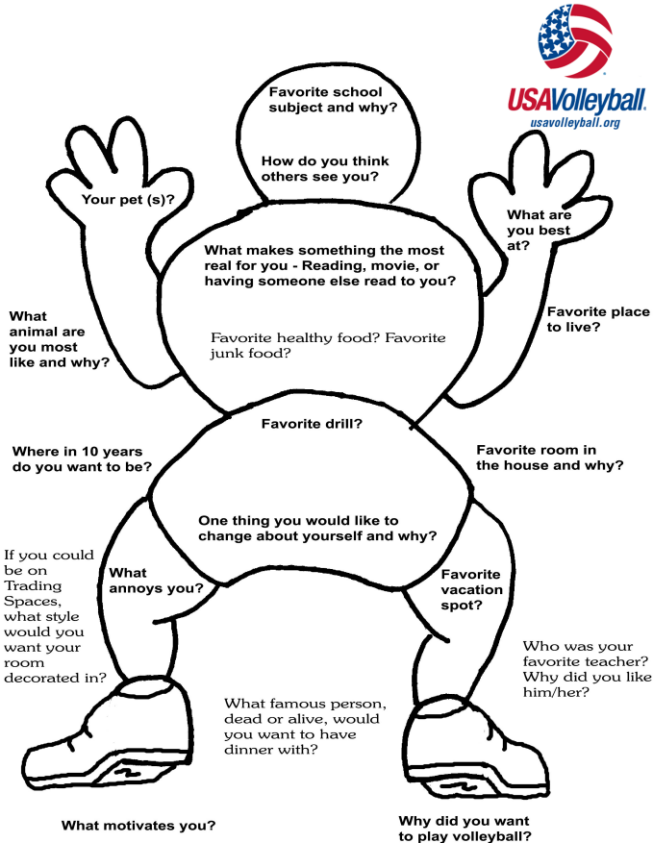
Never Be a Child's Last Coach



BE CONSISTENT

Athletes don’t care how much you know, until they know how much you care





If you coach the person, the skill will develop. If you coach the skill, the person may not.”



Coach for People not Points



http://thetalentcode.com/2013/05/17/the-most-important-moment-of-practice/

That's JUST Like you
That's NOT Like you

- Team is "Just Like Us"
- Don't care if we win or lose, but nobody outhustles us
- GUIDE & COLLABORATE rather than dictate
- What is Masterpiece and what is soot & wax?
- To Build Toughness, Build Belonging & Quiet internal confidence
- Build Autonomy, show progress, define role clarity
- Build a YES, AND as well as a THANKS, BECAUSE
- If an alien met 1 human, they would know 98% of all humans – we just get hung up on our differences
- You say no Vax because you care, I say vax as I care – caring value is a point of agreement.
- Asking people for advice is a SUPERPOWER
- Reflection is more powerful than action
- BVL failed…what happened? BVL is huge success, what happened?
- Name the best and adaptable team you know – what skills made them so adaptable?
- I have high expectations and I know you can reach them

Winning & Losing are Temporary Friendships Last Forever









USA 2008 Gold 2012 Silver 2016 Gold – How did those start?

High Care & High Challenge

- Short written note “I’m giving you this feedback because I have high standards and I believe you can meet them….



If I practiced medicine now, like 5 years ago
I would be sued for malpractice



Develop Amazing Leaders

I Can’t do it for you
I will be there for you



It is What it is…

The authority of those who teach is often an obstacle to those who wish to learn. *Cicero 75 B.C.*

La autoridad de los que enseñan es a menudo un obstáculo para aquellos que deseen aprender. *Cicerón 75 a.c.*

I see no hope for the future of our people if they are dependent on frivolous youth of today, for certainly all youth are reckless beyond words... When I was young, we were taught to be discrete and respectful of elders, but the present youth are exceedingly wise [disrespectful] and impatient of restraint.

Veo que hay esperanza para el futuro de nuestro pueblo si son dependientes de frívolos jóvenes de hoy, desde luego, todos los jóvenes son temerarias más allá de palabras... Cuando era joven, nos enseñaron a ser discreto y respetuoso de los ancianos, pero los jóvenes presentes son extremadamente prudentes [irrespetuoso] y impaciente de

Would you want to be Criticized or Challenged?





A Person Who Feels Appreciated Will Always do more than Expected



We are all here BECAUSE of Somebody
My Entreaty to you is be the BECAUSE



#8 Warm up should be 1v1/1v1+1/2v0/2v2



The Evolution of Warm Up

1. Running & Stretching – 326 studies by CDC Results
2. Butterfly Drill – Coach to Player, 1 ball to 2 ball, 1 passer to 2 passers, catch to set to cover, zone 4 to 2
3. Pair Pepper to Salt & Pepper to Alternating Pepper to 2 vs. 0
4. Russian Pepper to Loser is Net to Weave Pepper
5. 1 v 1 pairs to 2 hit 1 v 1 to 3 hit 1 v 1 to 1v1 plus 1
6. Wall Spiking into net to Hitting then games over line

#9 Winners Stay on – Scoring is Gamelike



Always Compete



Life is Competition

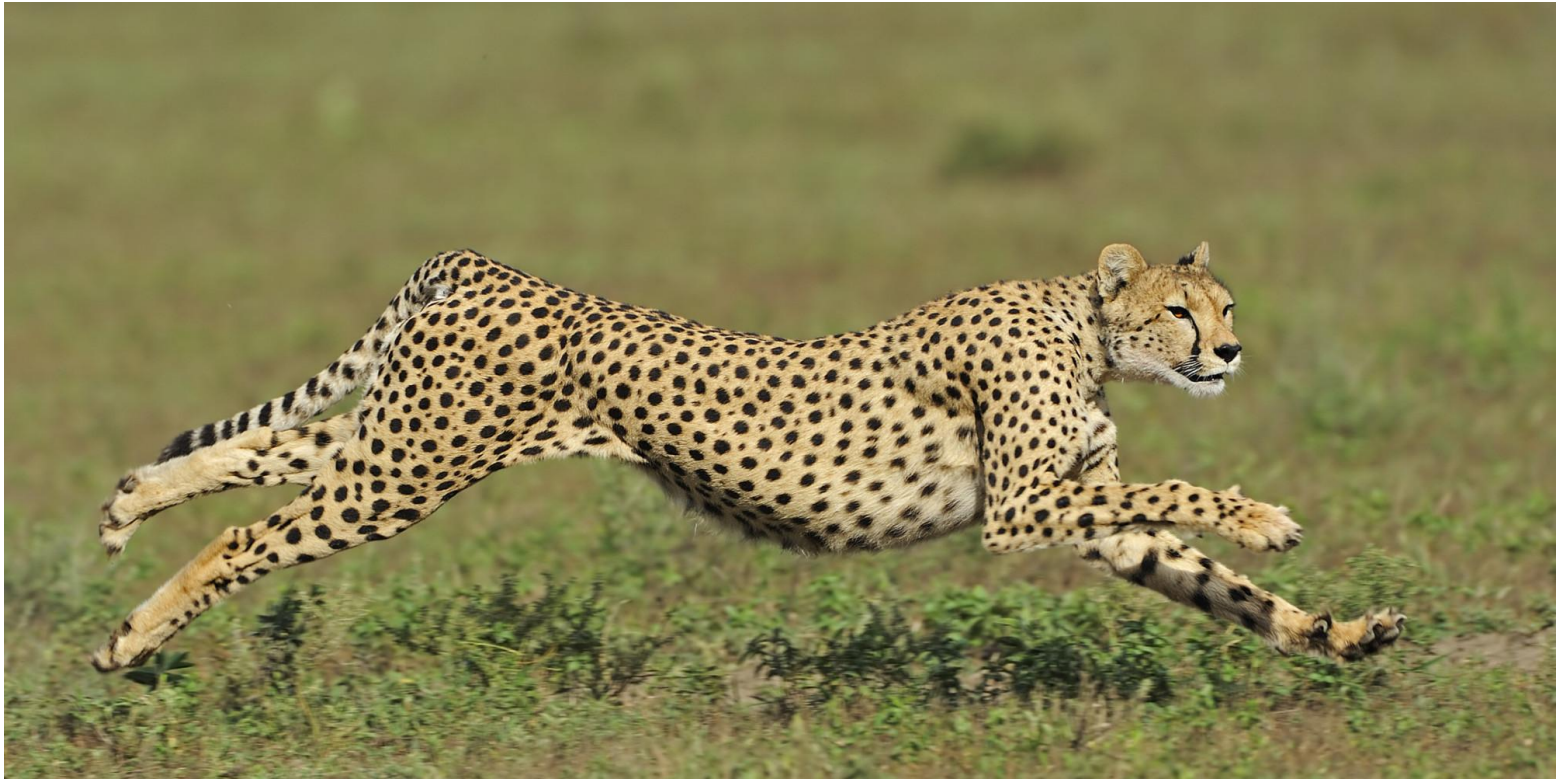
“History is a fragment of Biology. **Therefore the laws of biology are the fundamental lessons of history.** We are subject to the processes and trials of evolution, to the struggle for existence and the survival of the fittest to survive. If some of us seem to escape the strife or the trials it is because our group protects us: but that group itself must meet the tests of survival (pp.18-19).”

“So the first biological lesson of history is that life is competition. Competition is not only the life of trade, it is the trade of life—peaceful when food abounds, violent when the mouths outrun the food. Animals eat one another without qualm; civilized men consume one another by due process of law. Co-operation is real, and increases with social development, but mostly because it is a tool and form of competition; we co-operate in our group—our family, community, club, church, party race, or nation—in order to strengthen our group in its competition with other groups.

The second biological lesson of history is that life is selection. In the competition for food or mates or power some organisms succeed and some fail. In the struggle for existence **some individuals are better equipped than others to meet the tests of survival.** Since Nature has not read very carefully the American Declaration of Independence or the French Revolutionary Declaration of the Rights of Man, we are all born unfree and unequal: subject to our physical and psychological heredity, **and to the customs and traditions of our group.**

To check the growth of inequality, liberty must be sacrificed. Even when repressed, inequality grows; only the man who is below the average in economic ability desires equality; those who are conscious of superior ability desire freedom. **A society in which all potential abilities are allowed to develop and function will have a survival advantage in the competition of groups (pp.19-20).”** ---- Lessons in History by Will & Ariel Durant

What is the Difference between a ZOO Cheetah or a Wild one Genetically



#10 Play/Learn when it is cooler

Swimming & Ice Sport Training



#11 Biology doesn't know Birthdays

"I'm glad you ask me about Iniesta because I think he's the best footballer in the world. **Since he was 12 years old he was here in the La Masia and until the last year he has not done anything of conditional structure ("fitness"). His own biology and specific practice has given him the possibility of reaching where he has arrived without doing anything of strength, speed, resistance, or flexibility... and you will say: is that a lie? It is true!**

What does it mean? That being very weak and very little resistant, but fast and little of everything, in the sense of little that you have, has "hypertrophied", for us optimized, his cognitive, coordinative, emotional structures. He enjoys much more giving a good pass or keeping the game with the pass, than not making a goal. These values that he has been using throughout his life, when now we demand one more step so that he can apply and face any opponent and situation, he needs to simply understand how his adversary is, what he is able to propose in his game together with the other teammates (interactions). Because in the adversary's sports, the big problem of the competition is in the one in front, his evaluation gives us the reference of what to do to overcome it and creating unknown situations for him/them, to be able to show high competence in the development of the game as Iniesta makes this "apparent" ease in overcoming opponents and build the game that at each moment requires the game.

In the ages that we have mentioned before (U8-16), the competent one can seem good in everything if his talent has settled in the conditional structure and if we only focus on it in our practice, because the one that is strong, fast, resistant, does any task of the game. Well, but **do not let yourself be deceived by an early performance based on the fitness/physicality level.** We have many examples of players who have become strong, big and tall, and that at young ages and at prime ages of motor practice were talents, they were very competent, because they scored goals or dominated the midfield, or ran many distances during a lot of time, or they were very fast, or they were very good in the aerial balls, or they jumped fast, and **when they reach 20 years old they are equal with the others in the physicality and bioenergetics, they disappear, because they have not done more than this, and they have not optimized in tune with the conditional, the rest of their structures, as Andres did."**

@Tenllado7

Francisco Seirul.lo. Barcelona 2010. V International Physical Education Conference. University of Barcelona

LTAD = Keeping as Many Players Involved as Long as Possible



5 – Motor Skill Development: 8 STAGES OF LTAD (USAV-DRAFT)

Active Start Stage	-	FUNdamental movement skills
FUNdamental Stage	-	Developing ABC's
Learning to Train	-	Learning fundamental sports skills
Training to Train	-	Building the "engine" and consolidate sport skills
Learn to Compete	-	Optimizing "engine" and refine sport skills
Training to Compete	-	Optimizing "engine" and refine sport skills and performance
Training to Win	-	Maximizing "engine", skills and performance
Volleyball for Life	-	Post-playing career – recreation, coaching, etc.

Active Start
0-6 "VolleyTots"

FUNdamentals
6 -10 10 and Under Kidz Kourts; Mini-Volley

Learning to Train
10 and Under Club, Kidz Kourts; Mini-Volley
13 and Under Club, Kidz Kourts; Mini-Volley; Middle School

Training to Train
14 and Under Club, Middle/Jr HS
16 and Under Club, HS
Youth, Junior HP & National Teams

Learning to Compete
16 and Under Club, HS
17 and under Club, HS
18 and Under Club, HS, College Frosh
Youth, Junior HP & National Teams

Training to Compete
17 and under Club, HS
18 and Under Club, HS
College Frosh-Senior
Junior HP & National Teams

Training to Win
18 and Under Club, HS, College Frosh
College Soph-Senior
Junior, Senior HP & National Teams

Volleyball for Life

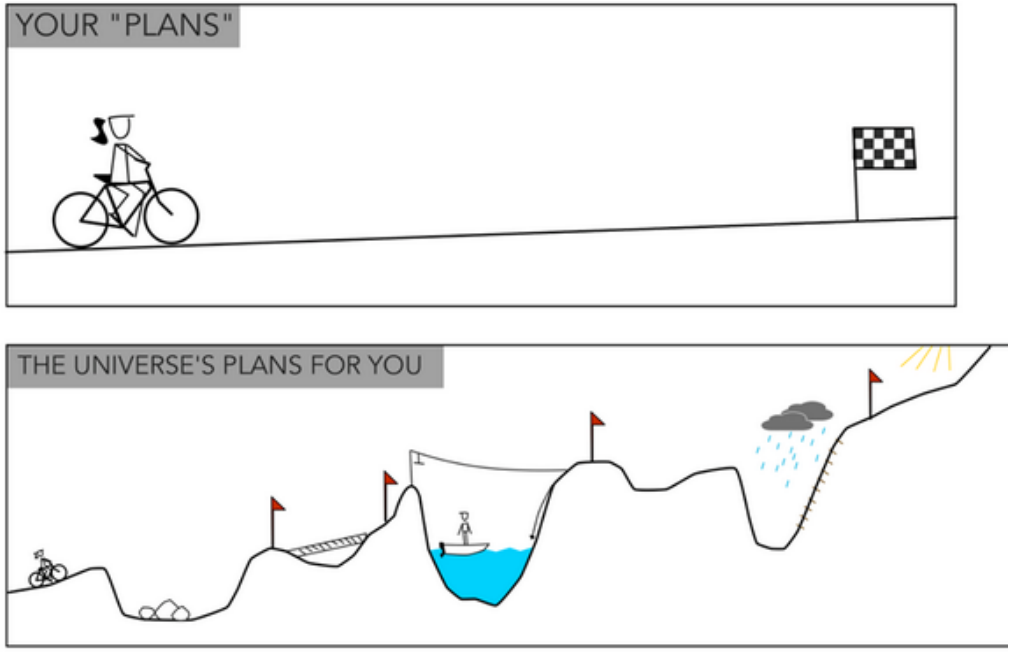
Manual Page 75-76

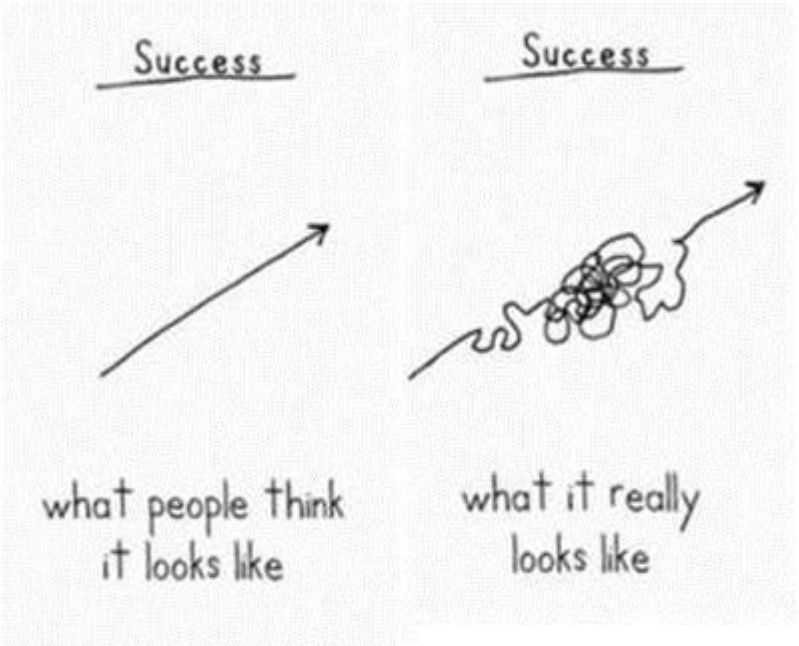
Slide #91

DECIDE SLOWLY

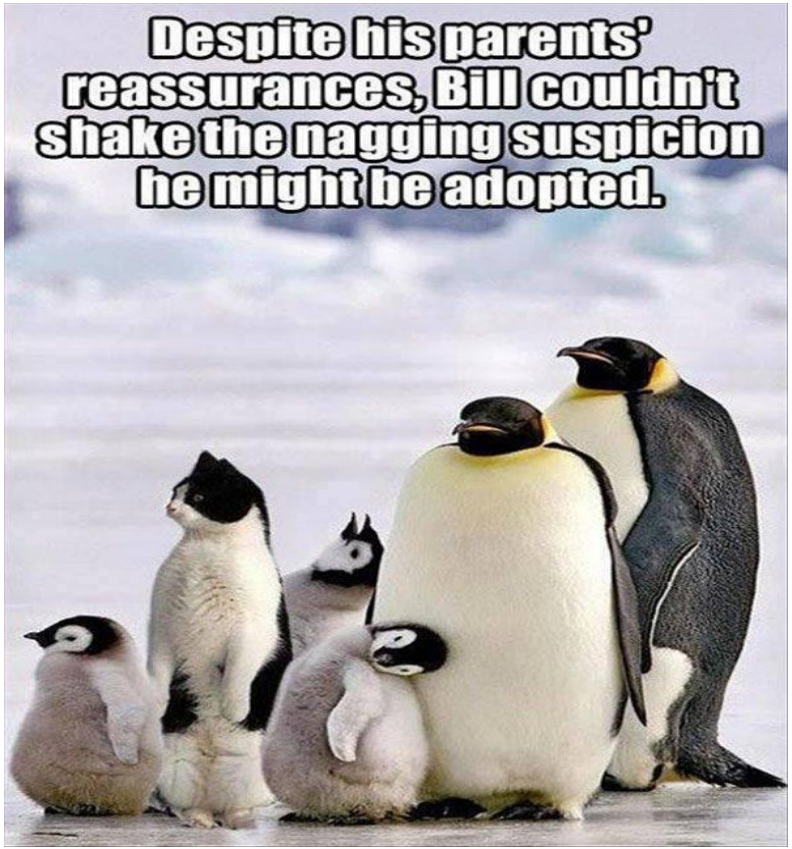


Learning/Success is Not Linear



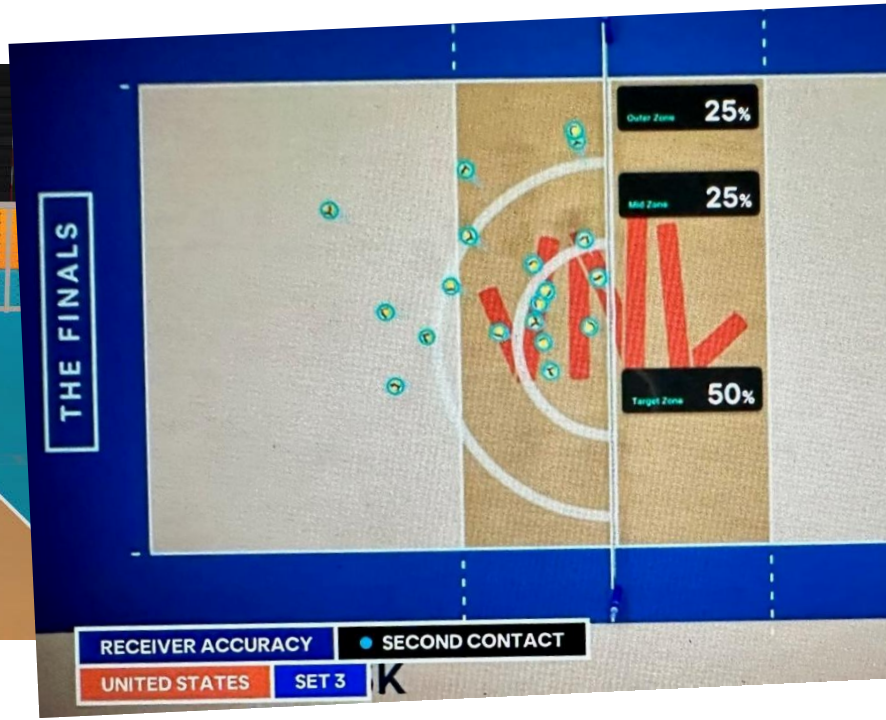


STOP CUTTING KIDS

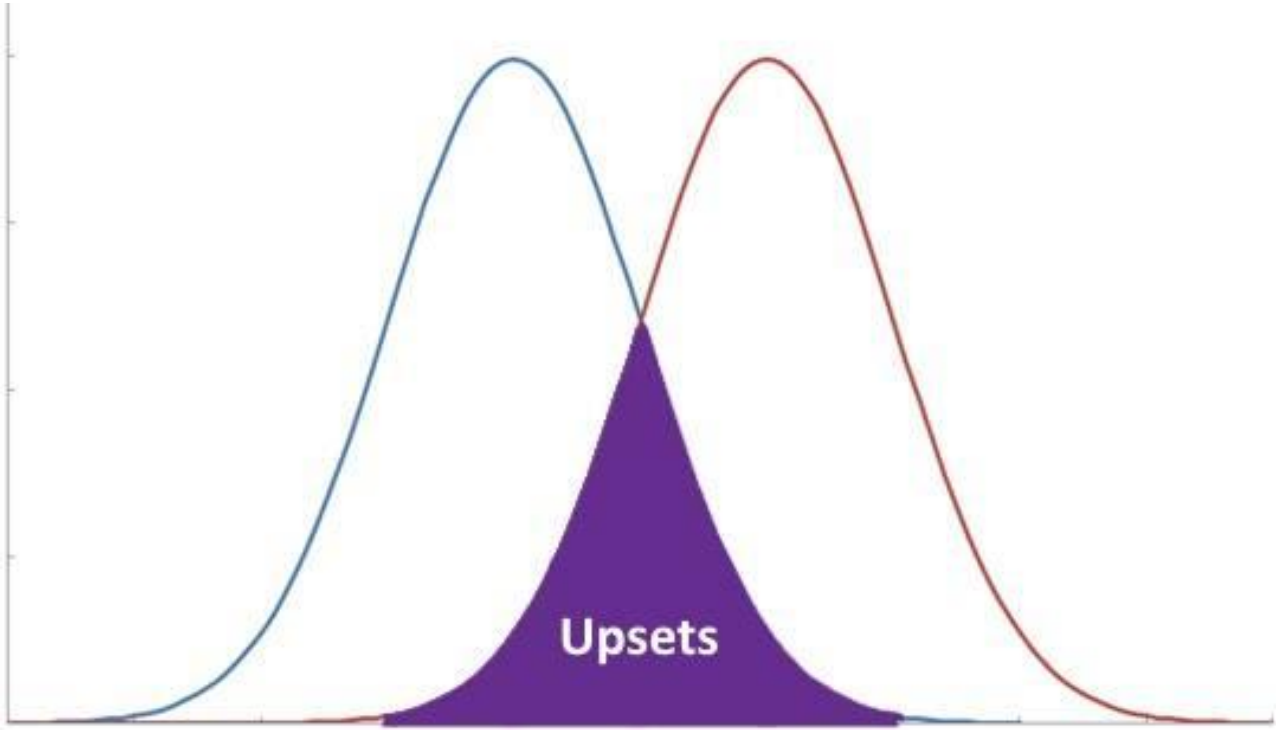


We MUST Guide Discovery of Variance





Variance as Upsets



Finite Markov Chains Impact

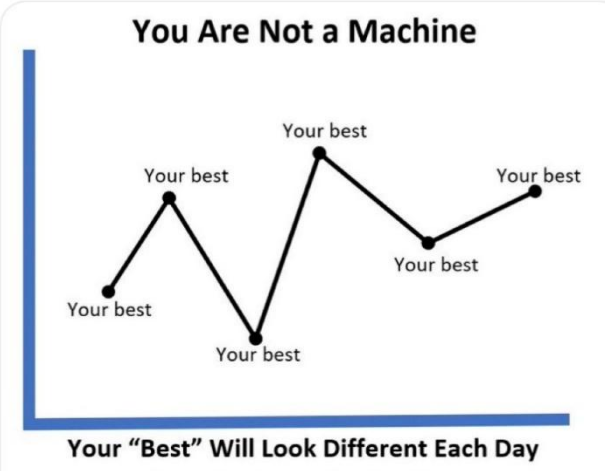
Understand Variability

- DECISIONS, DECISIONS author won Nobel Prize
- Handwrite your name 10x the same
- Hammering a Nail 100 different spots on the head
- Michael Phelps Putting
- VB Trick Shots
- Expert Hammersmith has widely varied swings
- Why Target OFF the Net?
- No serve over the net, push to the antenna, etc.

UNDERSTAND VARIANCE

Inconsistent performance doesn't mean people aren't trying their best. It often means they're doing their best in the face of turbulence.

In humans, variability is a feature, not a bug.



#12 Increase Time on Task

1. Do Scottish men not know how to run?
2. Recess Rule
3. Serving – 5-10x of 1-2 min not two 5 min blocked
4. Culture of Play – early players 1, 2, 3 or 4 (doubles)
5. Choreographed Dance to Train in Reality & Chaos
6. Monarch of the Court to Speedball

Time is what we want most
but what we use worst – William Penn











#13 Catch them being Good



Start Learning with Good Errors vs Traditional Bad ones

From Positive to Great Learning

By John Kessel, USA Volleyball and World Paravolley Director, Sport Development

There is a new principle which I would ask all coaches and players to incorporate in their training, something that goes against the traditional way of training as well as the easier options currently being done. After almost 50 years of coaching, I have seen the very beneficial and successful impact of focusing on this concept at every age – from youth to Olympic team. The title says it all – to first teach positive errors on the path to greatness, in every training.

This change in culture will likely take time, as the options are more gamelike and thus more difficult than the non-game like traditions currently being used, but changing can make for significant and rapid improvement, especially at the younger levels. The concept here is to teach our kids to make mistakes that are better than those traditionally being developed. The intent is give developing players a margin of error, rather than a small point of perfection. A grey area over the bright light of the perfect contact, a space/area/side/flight or whatever that is OK, rather than the black holes of similar but far more rally ending contacts. Give them room to err as they learn to make great technical skills. Let me share with you the most common examples:

Spiking

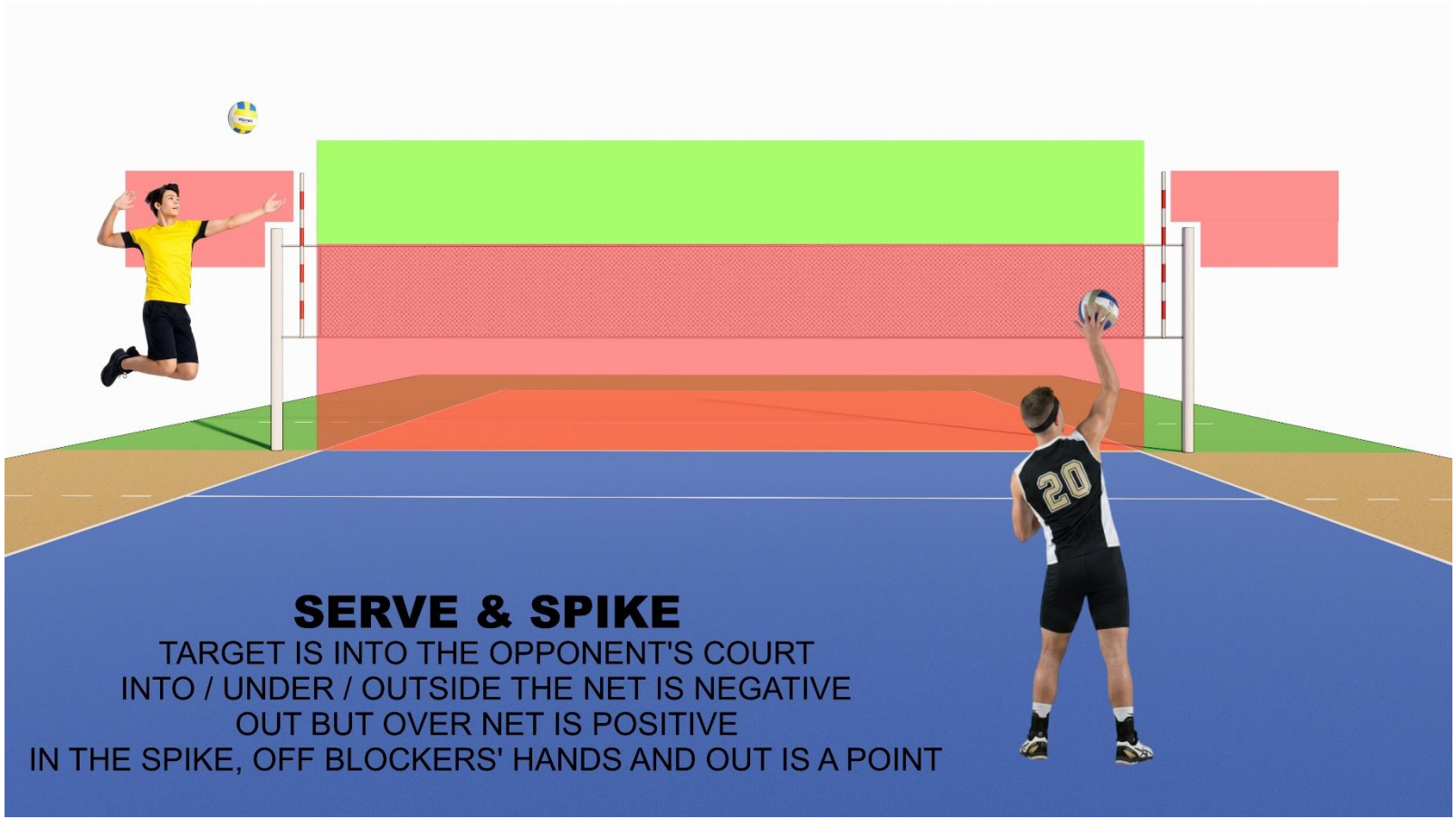
The *Tradition* is let kids do wall spiking. Coaches speak of how it is done to develop wrist snap, and more. So if you become the Olympic gold medalist in wall spiking – what do you see happen when you as a world class wall spikers hit over a net? You're conditioned to hit into the net, the block, heck, even under the net, with the habits you have formed.

The *New Tradition* – Put up a "net" on the wall at both men's and women's heights and teach the new tradition of playing games against the wall over that stripe. We used colored duct tape, giving each court and side a new color for the colorfulness of it. Set to yourself then hit against the wall over the tape, and repeat. Play one on one cooperatively to see how many dig to self, set to self, hit over the line three contacts you can make happen with a teammate.

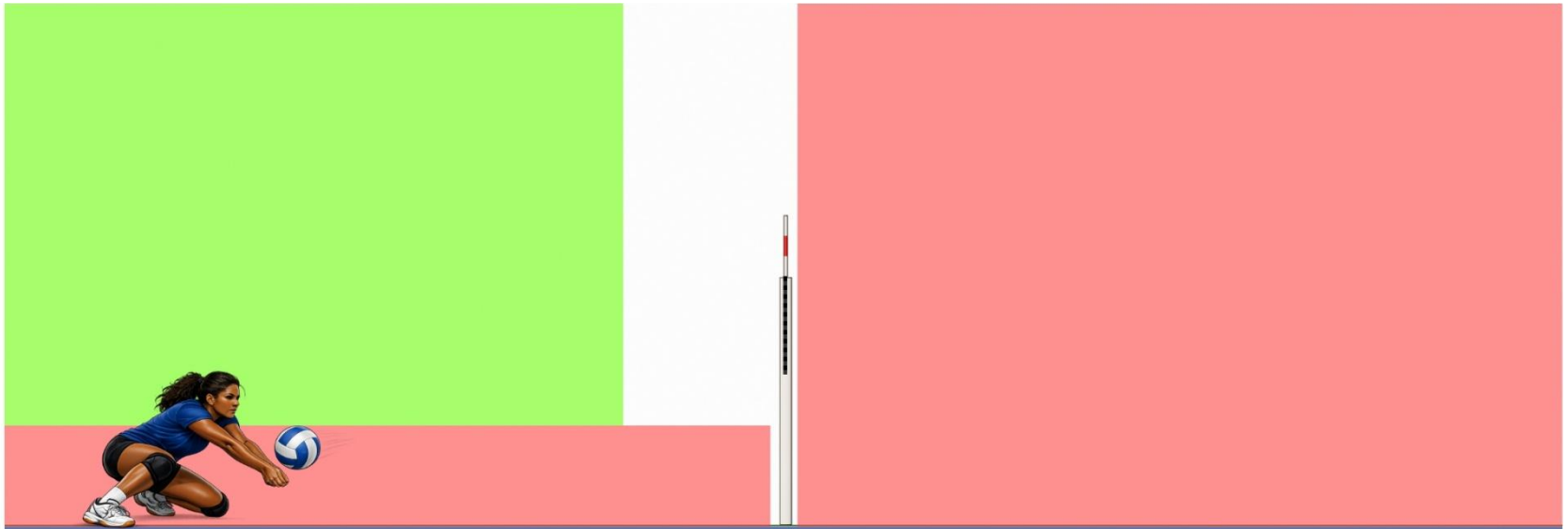
Why positive over negative? - You want your players to hit the ball over the net, and make the opponents think and your teammates in practice learn - "In or out?" You want to give yourself a chance to hit off the blockers hands and out of bounds. When you hit over the net, you get tape shots that clear the net, and teach teammates that vital read and react skill. When you hit into the net, none of these important things can happen. Hitting into the net is a very negative error, hitting over the net and out is positive and should be taught from the start. Note what I have on the top netband for practice -

^^ POSITIVE ^^ | v v NEGATIVE v v

Start Learning with Good Errors vs Traditional Bad ones



Start Learning with Good Errors vs Traditional Bad ones



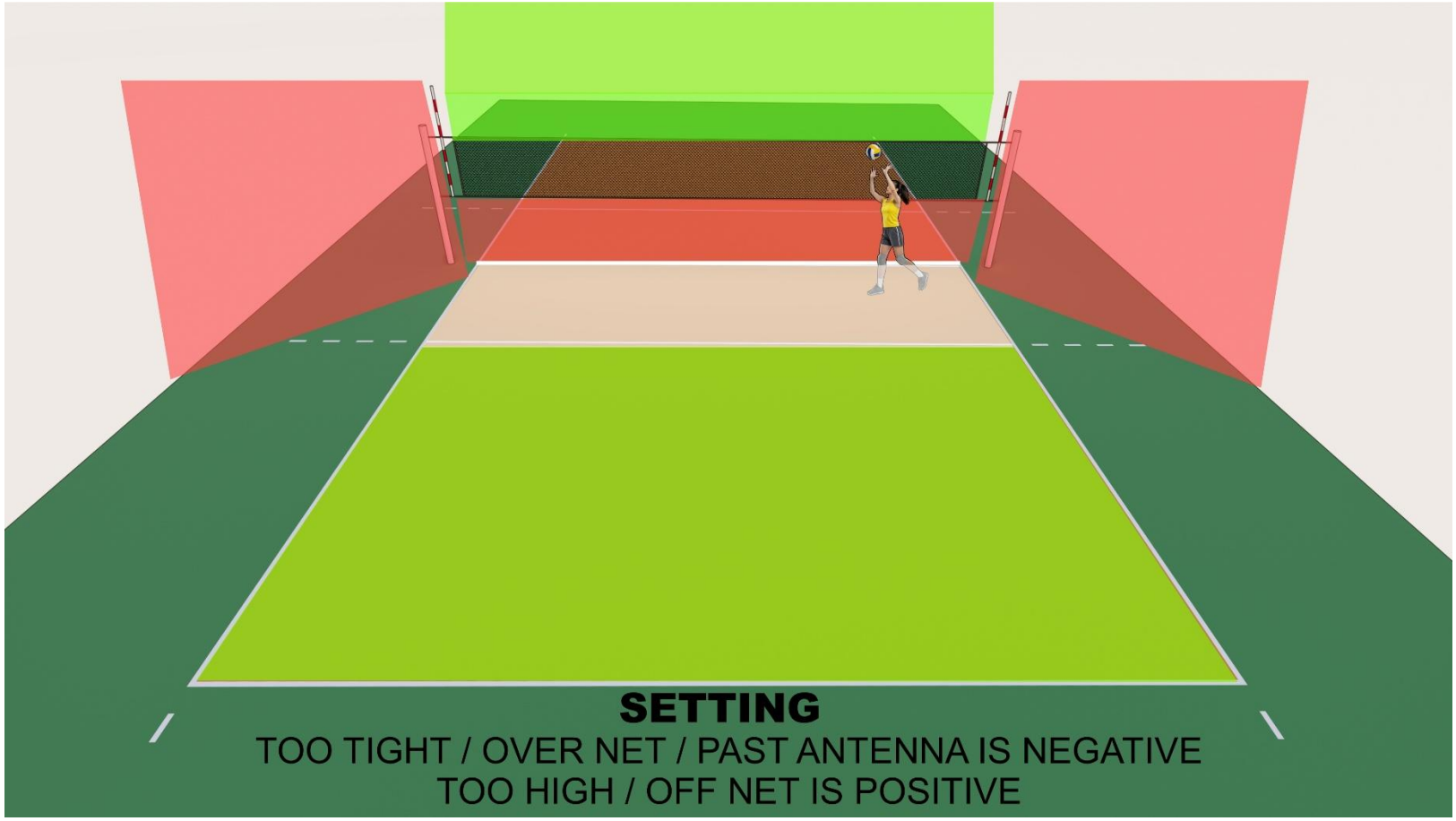
SERVE RECEPTION/FLOOR DEFENSE

AIM TO CENTER OF YOUR COURT WITH HIGH SPEED SPIKES
SO VARIANCE KEEPS BALL ON YOUR SIDE.

RECEPTION & DIGS:

OVER NET / TOO LOW = NEGATIVE ERROR
OFF NET / TOO HIGH = POSITIVE ERROR

Start Learning with Good Errors vs Traditional Bad ones



My Record is 10,231-37 – WHY?

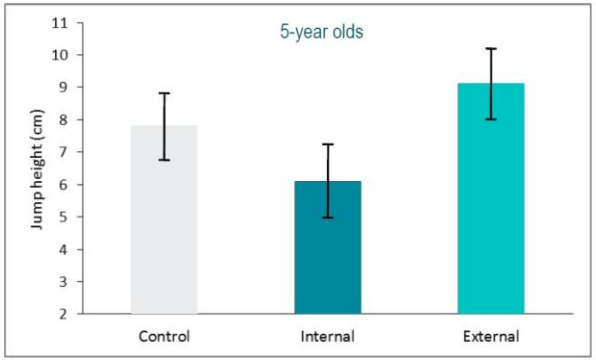


Non-Age Specific Learning



5-year old

This kid's got game …
and this game's got kid!



Maurer, M. (2011). [Influence of attentional focus on motor performance throughout development]. Unpublished Master's thesis, University of Saarbrücken (Germany).

Faster Learning Takes Place against Adults





MINIVOLLEY

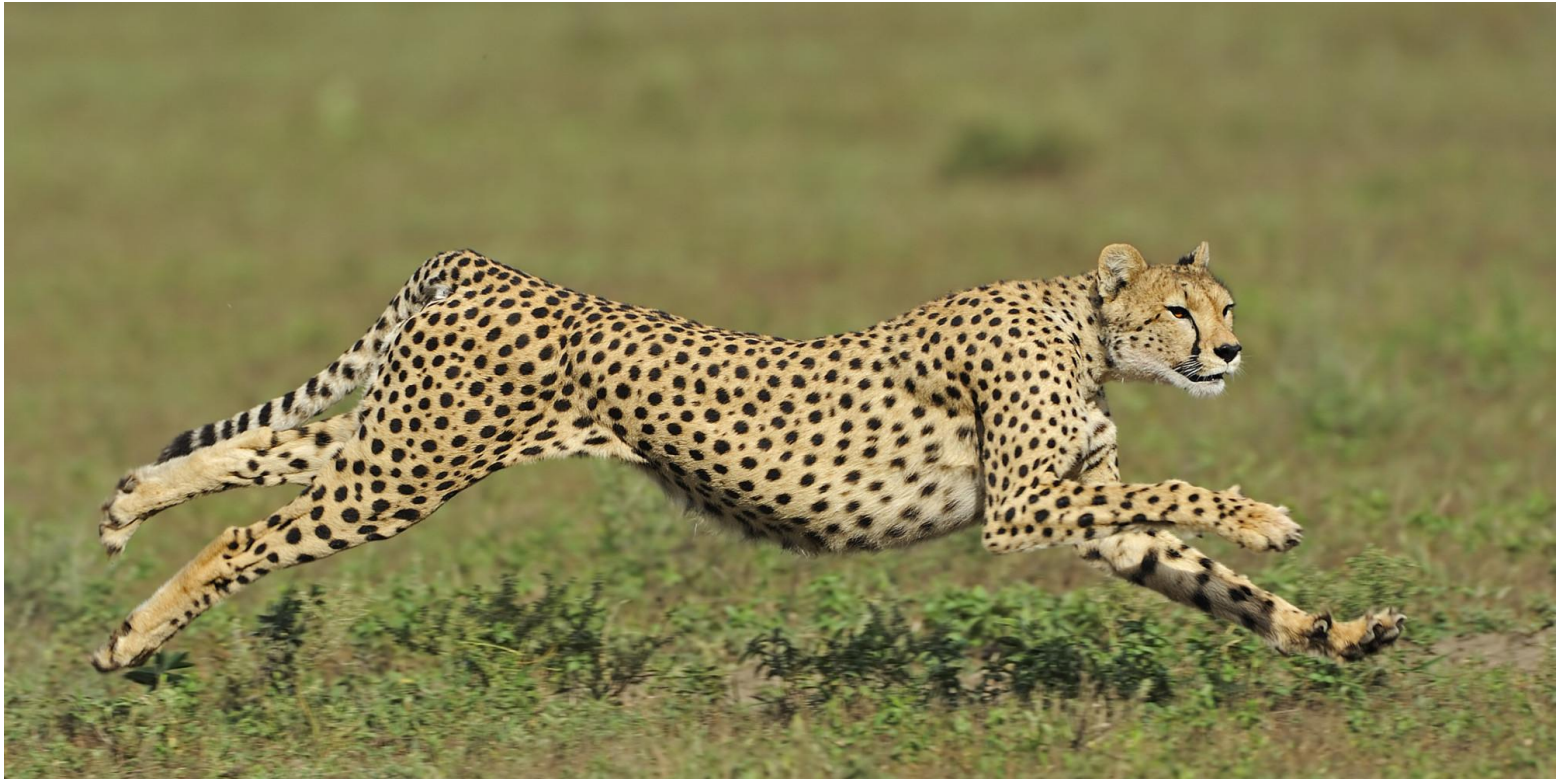
Volleyball 4 Youth



By John Kessel

Available FREE online as a PDF in English, Spanish and Italian. Nearly 100 scoring variation ideas and the Player info handout, plus the GoPlay! Fabric ball pattern….

What is the Difference between a ZOO Cheetah or a Wild one Genetically



14 Guide their discovery of what they can control



Attitude, Attendance, Focus, Self Talk, Communication, Conditioning, Effort, and the Serve…

Play For Her

“Somewhere behind the athlete you've become and the hours of practice and the coaches who have pushed you is a little girl who fell in love with the game and never looked back... **Play for her**.” – Mia Hamm



#15 Open their mind to Creative Ways in Offense, Defense and Serve Reception

Why Should I run a 6-3 or 6-6?

For those with little time to read my blogs and ponderings, the short answer is “In a 6-3 you teach HALF your players on the court the leadership roles and key skill of setting/running an offense, and in a 6-6, every player learns that key skill.” What many coaches don’t realize is that you can run a “4-2,” or a “5-1” or a “6-2/0” that will be something younger players will be running when they move up the pipeline. More on that in a bit, including that it also means you can have less switching and simpler serve reception. Right now, since I am asking you to consider losing a bit more perhaps by focusing on the process – developing all around players that the top levels seek, rather than the outcome (winning by having only your best setter set in the matches), let me share some key principles that make some nations even mandate a 6-6 until 14 and over play.

Initial Ability does not Correlate to Final Ability

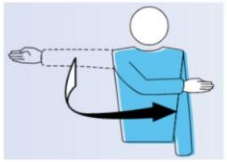
We Learn a Motor Skill by DOING, not Watching

Reading and Learning are the Two most Important Skills in our Sport

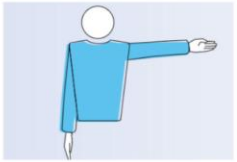
We want Players who are Good at all Six Skills and GREAT at 1-2 of Them

#16 Have Everyone Experience Refereeing

Player is allowed to serve



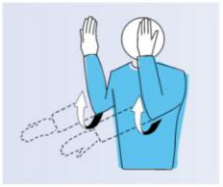
Which team won the point



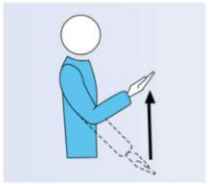
Ball landed in



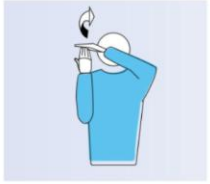
Ball landed out



Player carried the ball



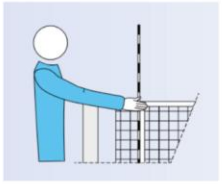
Player touched the ball before it landed out



Player contacted the ball twice in a row



Player touched the net



Substitution

Replay

End-of-Match

Play Special Olympic & Deaflympic Volleyball



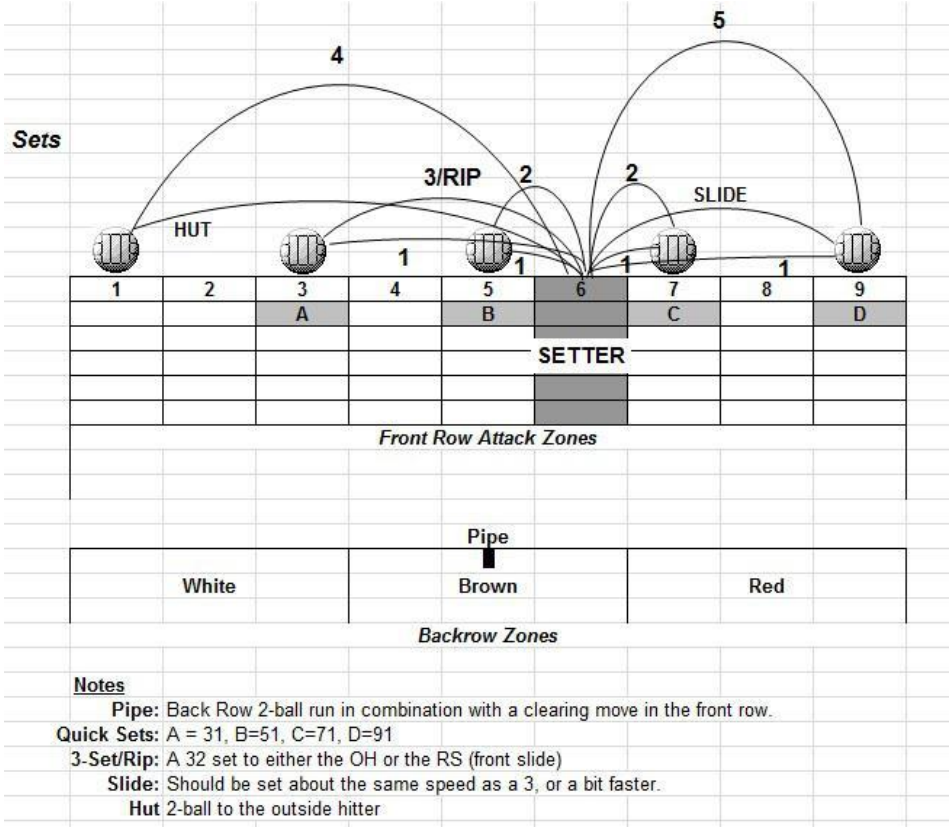
Diversity in Volleyball

- Sitting – Paralympics
- Deaflympics
- Chinese 9 man
- Elbow VB
- Unified Special Olympics
- Mud, Snow, Water, Grass
- Sepaw Takraw, Futnet
- Throw ball
- Boys and girls
- COED
- SpikeBall & Smashball



#17 Teach them fundamental setting options & playsets

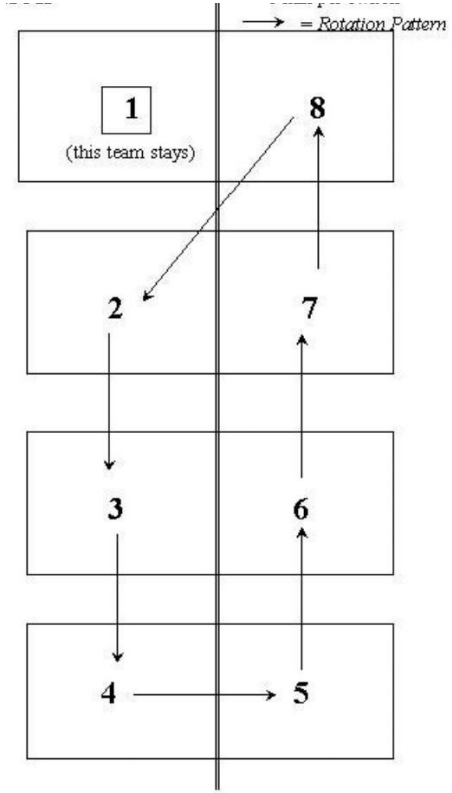




A Culture of Setting – I need a setter
Back set the D and know Bump Setting



#18 Teach Festival & Round Robin Formats



I can’t do this without Humor

- www.gocomics.com Cartoonstock.com
- Gary Larson
- Steve Moore – Bleachers
- It’s NOT about the nail
- CAN/USA Hockey It’s Just a Game videos
- America’s Funniest Videos



- Words have little meaning to beginne

Monty Python- the Black Knight

- No More Mistakes and You’re Through

FIVB Centennial Research on match results

The Places to Learn

Winning and Losing are Temporary, Friendships Last Forever -

YouTube Homework

Podcasts – Alejandro and Beyond

In Person Clinics – That which you teach, you learn – GTGT your pipeline

Blogs – Gold Medal Squared and Grow the Game Together

Twitter, Instagram, Zoom & MS Teams - Favorite Book, Music, etc & Why

FIVB - USA Volleyball – World ParaVolley - NORCECA - VolleyballMag Websites

Join the American Volleyball Coaches Assoc - Convention

Volleyball Coaches and Trainers Facebook Group 25,000 Plus sharing

Videos to Watch

Play the Real Game key article
https://usavolleyball.org/resource/playing-the-real-game/

Apredemos Voleibol Mediante Juegos -
https://www.youtube.com/watch?v=PY12CBIJ8Fo

Playing Volleyball Like a Kid
https://www.youtube.com/watch?v=K8W0PtyPlD4

Maximum Contact Net System
https://www.youtube.com/watch?v=pNPZ84IoGnA

Lions Cup & Thailand School Championships
https://www.youtube.com/watch?v=XJmpZSNoIzY
https://www.youtube.com/watch?v=oZwtoM5R7pk
https://www.youtube.com/watch?v=OEtkvNQkSto

Building a Beach Sand Court
https://www.youtube.com/watch?v=tx56_O6H56Y

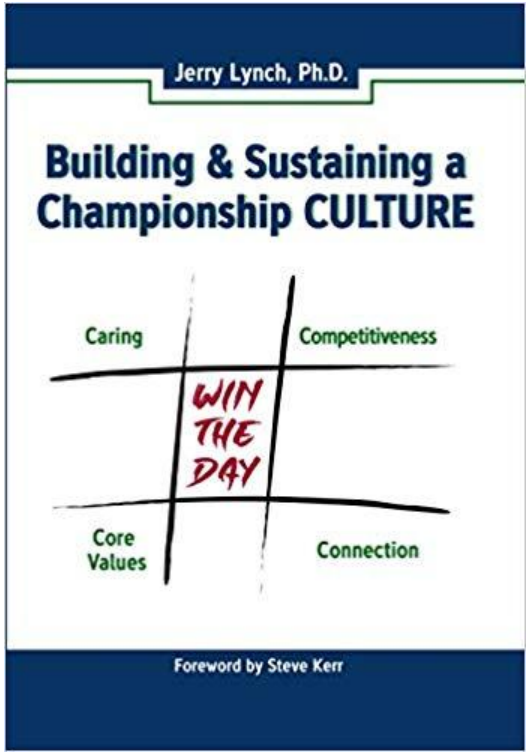
Links and Podcasts that matter

- https://www.blog.goldmedalsquared.com/podcast
- Laughter Permitted w/ Julie Foudy
- www.wayofchampions.libsyn.com
- https://www.theconstraintscollective.com/
- www.trainugly.com
- https://thelearnerlab.com/
- www.thetalentcode.com
- www.perceptionaction.com
- www.findingmastery.net
- www.changingthegameproject.com
- http://www.t2bc.com/free-stuff.html
- www.thetalentequation.co.uk
- https://volleybrains.com/
- https://www.fivb.com/en/development/education
- https://www.letskeeptheballflying.com/

- *The documentaries – Buck, Free Solo and In Search of Greatness*

Books that Matter

- They Call me Coach & ANY book about/by John Wooden
- Range - David Epstein
- Atomic Habits - James Clear
- Thinking Fast & Slow and Noise - Daniel Kahnemann
- Coach your Brains Out – Billy Allen
- Win the Day – Jerry Lynch
- The Talent and Culture Code & Little Book of Talent – Dan Coyle
- The Man Watching - Tim Cruthers
- Motor Learning & Performance 5th Ed – Dr Richard Schmidt
- Daring Greatly – Brene Brown
- Developing Sport Expertise – Damian Farrow
- Game Changer – Fergus Connolly
- Make it Stick – Peter Brown
- Chop Wood Carry Water - Joshua Medcalf
- The Drunkards Walk – Leonard Modinow
- OPTIMAL Learning Theory - Wulf



2024 Womens Gold Coach Julio Velasco

- First Rule is – NEVER QUIT We may play bad, we may have a bad day, but we never quit. If you give up it hurts.
- Second Rule is - NO TO ALIBI CULTURE – That is to blame others for our failures.
- Third Rule is - MISTAKES IS A PART OF LEARNING
- I wouldn't say I was one of the greatest technicians but I can say I was one of the most up to date. I always tried to steal something. From books, movies, other sports. I am a thief of ideas.
- Accepting to lose is knowing how to lose. - Instead, in prevailing behaviors there is always a culprit, there is always a reason: The referee, the time, the time zone. To know how to lose means not to blame anyone, say nothing.
- I have met hundreds of athletes, winners some and losers some. The difference? WINNERS FIND SOLUTIONS, LOSERS ARE LOOKING FOR ALIBIS.

Guide Their Home Play

- Fun & Pressure Free
- Develop a Lifelong Love of the Game
- Full of Decisions & Scaled to the Players
- Freedom from Constant Instruction
- Rich in Exploration
- Decision Making Skills not in Actual Competition
- Develops Intrinsic Motivation

Questions?
John_Kessel@msn.com



	High School Participants	NCAA Participants	Overall % HS to NCAA	% HS to NCAA Division I	% HS to NCAA Division II	% HS to NCAA Division III
Men						
Baseball	486,567	34,198	**7.0%**	2.1%	2.2%	2.7%
Basketball	541,479	18,697	**3.5%**	1.0%	1.0%	1.4%
Cross Country	250,981	14,330	**5.7%**	1.9%	1.4%	2.3%
Football	1,083,617	72,788	**6.7%**	2.6%	1.8%	2.4%
Golf	148,823	8,654	**5.8%**	2.0%	1.7%	2.1%
Ice Hockey	35,875	4,071	**11.3%**	4.6%	0.5%	6.3%



THANK YOU Q & A

Confédération Européenne de Volleyball

SCHOOL VOLLEY BALL

Play volleyball grow with it