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Updated Ideas, Strategies and Frameworks For Coaching Youth Volleyball



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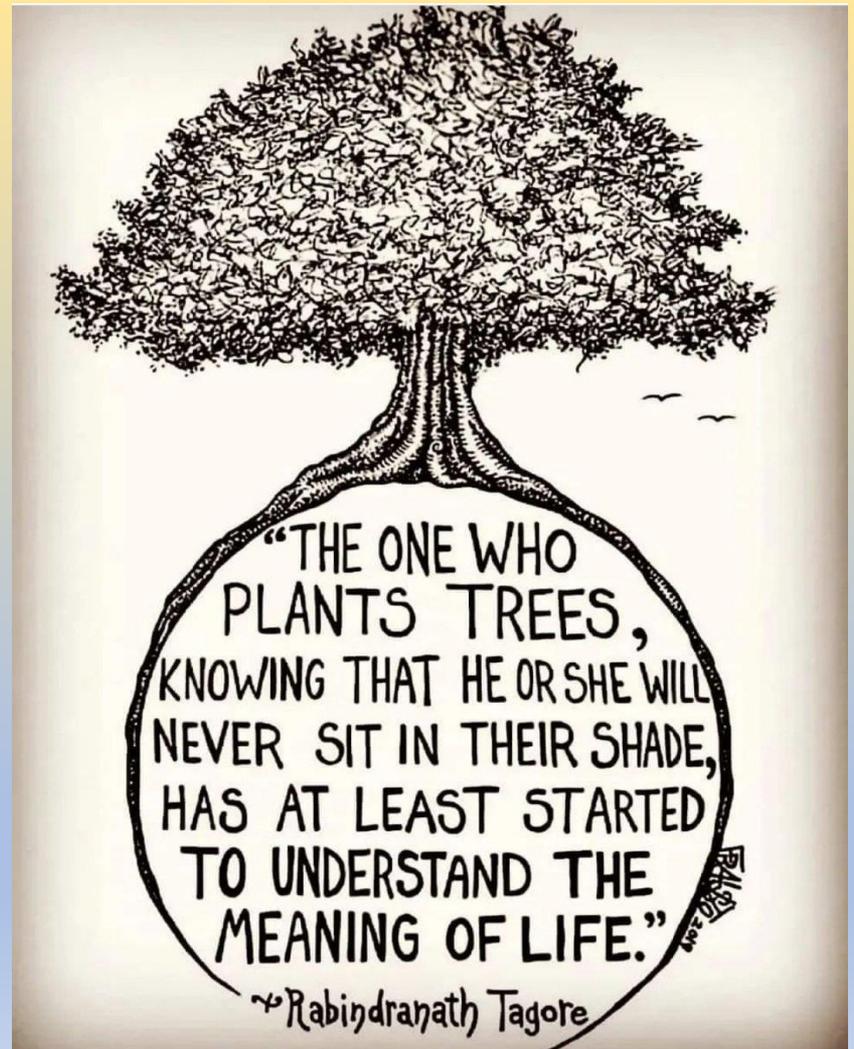


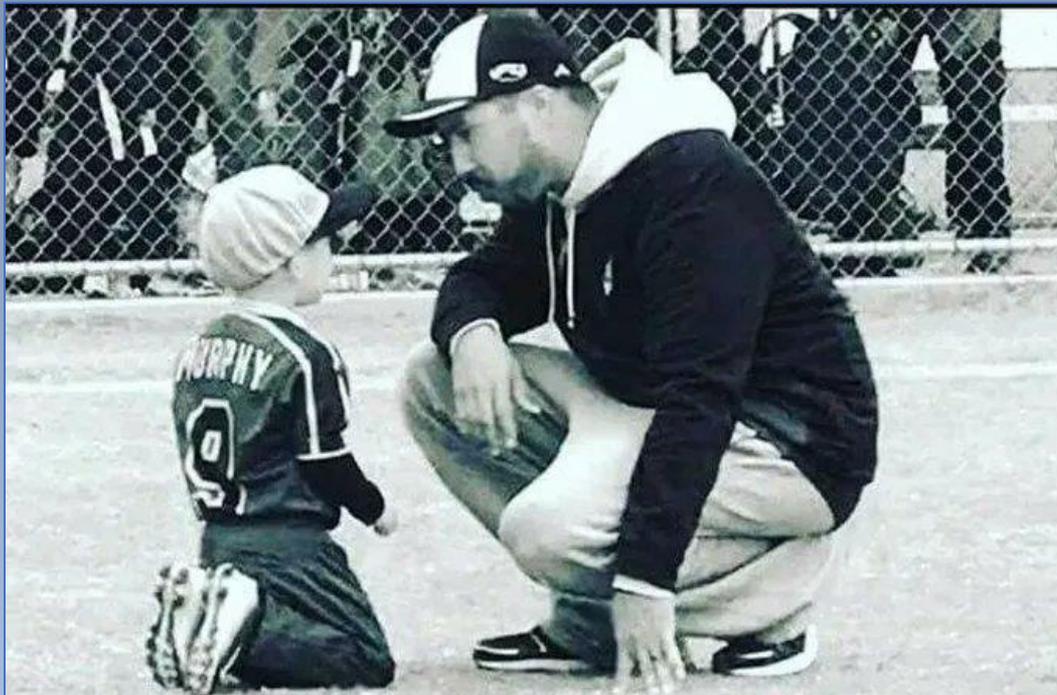
Confédération
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Thank You
For doing what
you do!





Hey coach, do you know my son spends more time telling me what you said and didn't say each day than he does about his teachers? He watches your every look, the tilt of your head, and the expressions on your face. To him and to me, please know you are not just some volunteer, you matter, you're important, and I thank you!



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Thoughts on What We Have Chosen

- ☒ We are in a profession that the better we become, the more unnecessary we are.
- ☒ We are not coaching Human Beings; we are coaching Human *Becomings*.
- ☒ **“Coaches need to stop seeing themselves as transmitters of information and start seeing themselves as architects of the optimal learning environment.” - Dr. Joe Baker**



Our Journey today...



A Basis of Culture Coaching Youth Volleyball



A Different Lens for Coaching



Ideas to Assist the Learning Competition



Questions and Answers



Coach Question: What is Your Training Culture?



Reading the Room

What does this team need?

Where is the comfort zone of this team?

What is my plan to take them to their next level?

How best can I be of service to this team?

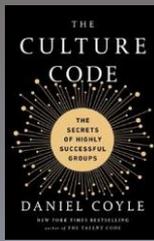


A Basis of Culture in Coaching Youth Sports

The Children's Bill of Rights in Sports identifies eight rights:

1. To play sports
2. To **safe** and healthy environments
3. To qualified program leaders
4. To developmentally appropriate play
5. To share in the planning and delivery of their activities
6. To an equal opportunity for personal growth
7. To be treated with dignity
8. To enjoy themselves





The Culture Code

The Culture Code is based on a simple insight: great groups don't happen by chance. They are built according to three universal rules.

Start With Safety

Great group chemistry isn't luck; it's about sending super-clear, continuous signals: we share a future, you have a voice.

Get Vulnerable and Stay Vulnerable

Strong cultures don't hide their weaknesses; they make a habit of sharing them, so they can improve together.

Roadmap Your Story

It's not about nice-sounding value statements — it's about flooding the zone with vivid narratives that work like GPS signals, guiding your group toward its goal.



Why Is It Acceptable To Punish Learning?

- Physical activity becomes a negative when used as punishment.
- An athlete's trust and buy-in to the process is hampered or damaged.
- Time doing the punishment takes away from training.
- The stress and fear of punishment takes away from an athlete's focus.
- Physical punishment was a "traditional" way to get results.
- Physical punishment serves only the coach, not the players.
- Is this Safety? Will you get the best out of your athletes if they are scared to get punished when they try?

"Fear can be a great motivator but a horrible coach."

- John Kessel



A Culture of Thriving in Youth Sports

Safety– no fear of punishments, a fertile ground for a growth mindset

Engagement– training that keeps athletes busy, questioning, solving problems and having fun

Transfer– from what we learn in training to how it is implemented in the game

Life Skills– learning to communicate, advocating for oneself, relationships with varied personnel, lessons in work, success and failure

Using the Science– teaching the game using Motor Learning Principles

Fun!



How Can We Accomplish This Difficult Task?



A Journey Through a Different Lens

Coaching toward...

- ❖ More Engagement
- ❖ Intrinsic > Extrinsic Learning
- ❖ Less Direct Instruction
- ❖ More Athlete Autonomy
- ❖ More Athlete Problem Solving

Let's Start With These Questions

- ❖ Are any two repetitions EXACTLY the same?
- ❖ Are any two athletes EXACTLY the same?
- ❖ Are any two movements EXACTLY the same?

Then WHY do we train like that's not true?



If You Agree With the Previous Slide...

- ❖ Then what is a “fundamental”?
- ❖ Why do we train in a rote way, blocked rep after rep?
- ❖ Why do we “choreograph” movement solutions?
- ❖ Why do we break down skills into pieces to make them look like our vision or our idea of tradition?
- ❖ Why do we try to solve every athlete’s problems before they encounter them?



Ecological Dynamics is a Different Lens

Ecological dynamics is a theoretical framework that views movement as a complex and adaptive process, shaped by the interactions between the performer, the environment, and the task at hand. It suggests that motor learning is not simply a matter of acquiring a set of pre-determined movements, but rather an ongoing process of exploration, adaptation, and refinement.



We Use Ecological Dynamics Every Day



We Train This Concept Through Constraints

A constraint is a boundary which encourages the learner to emerge with certain behaviors.



Create “Movement Solutions”

Enhance Athlete Self Discovery and Self Organization

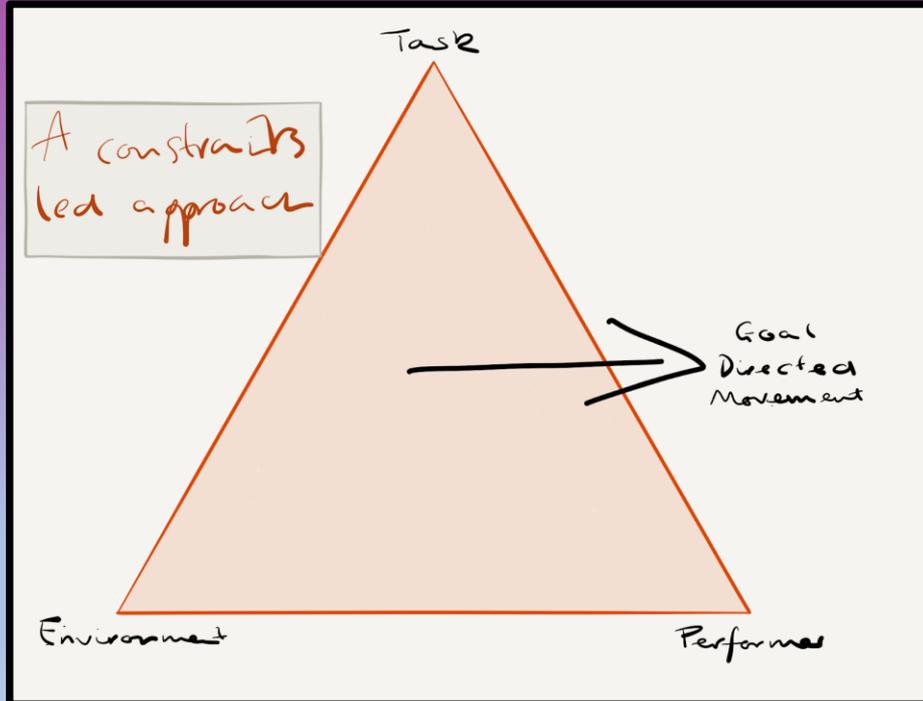
Help amplify information to athlete

The advantages of using Constraints v. Prescriptive Coaching:

- ❖ There is more than one way to perform a task or movement
- ❖ Less Repetition
- ❖ Less talking/feedback, more intrinsic learning
- ❖ Problem solving
- ❖ More autonomy and engagement
- ❖ Learning, retention and transfer is higher



CLA- Constraints Led Approach



Task Constraints

**Environmental
Constraints**

Athlete's Constraints

Athlete Constraints Might Include...



Structural Constraints:

Height

Weight

Muscle Mass

Previous Injury

Functional Constraints:

Attention

Motivation



Environmental Constraints Might Include...

Playing surface

Weather

Light

Humidity

Altitude

Audience

Coach Interaction

Teammates

Values



Task Constraints Might Include...

- ⚡ Rules
- ⚡ Equipment
- ⚡ SCORING Variations
- ⚡ Court/Field Size
- ⚡ Number of Players
- ⚡ Coaching Cues
- ⚡ Information Sources



How to Train with the CLA

1. Identify a problem/behavior that needs to be changed
2. Choose a constraint (task, athlete or environmental) that will help guide the athlete into changing the behavior
3. Allow the athlete to self organize and discover on their own.
(Intrinsic is superior to extrinsic learning in retention and engagement)
4. Identify, acknowledge and promote the change of behavior.
Remove the constraint if applicable



Let's Discuss Using the CLA for Some of YOUR Team's Issues

- ❖ Serving?
- ❖ Serve Reception
- ❖ Attacking?
- ❖ Defense?
- ❖ What Else?



The CLA Allows Coaches...

- ❖ Creativity in organizing environments for athletes to solve their own problems
- ❖ More athlete engagement that equals more teaching which equals more efficient coaching
- ❖ A framework to coach other age groups and/or youth sports



Alternative Ideas to Assist the Learning Competition



Let's talk about some other strategies for training Youth Volleyball

The Goldilocks Method

This one is too _____

This one is too _____

This one is **JUST RIGHT!**



Goldilocks Method Teaching Serving...

Player serves UNDER the net

Player serves toward the sideline(s)

Player then serves straight and over the net



Amplification of Errors

- ❖ Perform the error of the skill you are training.

For example, when passing, have players swing their arms wildly upon contact. They will feel/realize what this movement does to hijacking a controlled contact.

- ❖ Once they realize the error, focus and engage them on the correct movement.



Differential Learning

Differential Learning involves athletes practicing a particular skill in a variety of forms. Every repetition they do is different - the process is always changing, but the outcome remains the same. Athletes will find a movement solution that works best for them, given their own body, and the environmental conditions.



Sample Passing with Partner Using Differential Learning

- ❖ Pass Setter height
- ❖ Pass High, to the ceiling
- ❖ Pass Low, no higher than your head
- ❖ Pass off left side
- ❖ Pass to self, turn around and pass over your head
- ❖ Pass off right side
- ❖ Pass High, to the ceiling
- ❖ Pass Low, no higher than your head
- ❖ Pass with one arm to self, then pass Setter height



Repetition Without Repetition Using Small Court Games

Small Court Games defined as 1 v. 1, 2 v. 2, 3 v. 3 or 4 v. 4 on one court, perhaps smaller or modified



Ideas For Small Court Games

Short Court or 15/30 Court (Long skinny court) with or w/o Constraints

X Court

3-2-1

Follow the leader

Tumbling Dice (Contact constraints)

Tic-tac-toe

Monarch of the Court with Constraints

Speed ball with Constraints



Culture, Ecological Dynamics and Alternative Ideas

What we have talked about for the last hour are ways to help your athletes learn faster and stay engaged. As a Coach, using these concepts and ideas, continuing to grow and learn about the science of our sport and understanding your team(s) and their needs is what will keep us on a road to success.

“Our competitive advantage is in not just learning faster than the opposition, but in learning better. Winners learn to learn, losers learn to repeat.

- Frank Dick



Thank You!

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QUESTIONS

ANSWERS

