



SAMPLE

VOLLEYBALL

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About the card sort

- The cards describe competencies, behaviours and qualities in the game of volleyball.
- The sort can be completed by athletes on their own, or in a conversation with a coach, parent or mentor.
- The cards should be used to identify competencies to grow into super strengths or areas to work on.
- On the back of the cards are ideas for actions to support development planning.
- Use the cards at the beginning and end of the season, and following key milestones.

Select cards to sort appropriate for your roles in the team.

Categories of competencies for volleyball include:

- mental skills
- self
- athlete life
- health
- physical
- volleyball skills
- tactics; and
- positional skills.

Turn over to see the full list of competencies.

Mental Skills	Self	Athlete Life	Physical	Tactics	Volleyball Skills	Positional Skills
Motivation and Passion	Team Values and Culture	Managing Time and Energy	Speed, Agility, Jump, Power, Timing	Decision-Making	Serving	Setter
Performance Preparation	Identity, Purpose and Self-Awareness	Financial Skills, Facilities and Equipment	Balance, Strength and Core Strength	Court Presence and Positional Understanding	Setting	Opposite
Self-Belief and Confidence	Programme Ownership	Future, Change, and Career Planning	Co-ordination, Timing and Reactions		Spiking	Open Hitter
Performance Focus	Leadership	Circle of Support	Recovery	Health	Passing	Middle
Resilience	Drive and Ambition	Relationships	Flexibility	Health	Blocking	Libero
Performance Review	Competitiveness	Sponsorship and Athlete Brand		Mental Health and Wellbeing		
Practicing Pressure	Work Ethic			Women's Health		
Mastery	Team Person			Injury Recovery		
Deep Practice	Continuous Growth			Sleep		
	Communication			Robustness		
				Nutrition		

2

How to use the cards

ATHLETE

1

SORT FOR STRENGTHS

Sort the cards into roughly three even piles with the following black cards forming the top of each set:

- high/strength
- middle/average
- low/work-on; and
- not applicable.

Sort based on your highest level of competition.

2

EXPLAIN/RECORD

Explain reasons for placement, focusing on strengths and areas to work on. Take a photo or fill in the worksheets to record placement to refer back to on review.

3

PRIORITISE

Once completed, pick up the cards sorted as areas to work on. You may also wish to select some strengths to include in your development plan that could become super strengths. Flip over the header cards and sort again for priorities for the next season or training block using the black cards (high, medium, low). Aim to narrow down to not more than two development priorities per category.

Once you have identified your priorities, turn over the cards. The back of the cards have development planning ideas.

Please Turn Over

2

How to use the cards

COACH/ MENTOR

1

INTRODUCTION

Explain the purpose of the process.

Explain the process (see website for more detail) and discuss confidentiality.

Check for comfort and questions.

2

GUIDE

Guide the process.

Question, clarify and summarise to help the athlete identify the critical priorities.

Listen with an open mind, avoid making judgements.

3

PLAN

Record placement of cards with notes. Select priorities emerging from the second sort and identify development actions (see ideas on the back of cards) in collaboration with the athlete.

TIP: You can complete a separate card sort for comparative discussion.

STRENGTH



COMPETENCIES ASSESSED AS A STRENGTH AT THE HIGHEST LEVEL
OF COMPETITION, IN RELATION TO OTHER COMPETENCIES

HIGH PRIORITY



COMPETENCIES ASSESSED AS A HIGH PRIORITY FOR
THE NEXT COMPETITION AND TRAINING BLOCK

MIDDLE/AVERAGE



COMPETENCIES ASSESSED AS MIDDLE AT THE HIGHEST LEVEL
OF COMPETITION, IN RELATION TO OTHER COMPETENCIES

MEDIUM PRIORITY



COMPETENCIES ASSESSED AS A MEDIUM PRIORITY FOR
THE NEXT COMPETITION AND TRAINING BLOCK

WORK-ON



COMPETENCIES ASSESSED AS AN AREA TO WORK-ON AT THE HIGHEST
LEVEL OF COMPETITION, IN RELATION TO OTHER COMPETENCIES

LOW PRIORITY



COMPETENCIES ASSESSED AS A LOW PRIORITY FOR
THE NEXT COMPETITION AND TRAINING BLOCK

NOT APPLICABLE



THESE ARE EITHER NOT APPLICABLE OR TO BE SORTED AT A LATER DATE



MENTAL SKILLS[©]

— SORT CARDS —



Performance Focus

- I am able to maintain my focus on doing what I need to do, regardless of the level of competition.
- In adversity, under pressure or following unexpected events, I will:
 - Acknowledge my thoughts and feelings in the moment.
 - Use strategies to actively manage my emotions and reactions (e.g., self-talk, imagery, affirmations).
 - Focus on the process, not the outcome.
 - Lead by example with both words and actions, continuing to communicate positively and effectively.
 - Maintain confidence in others and have a settling effect on the team.
 - Make rational decisions.

Developing Performance Focus

Experiment with ways to stay calm, manage focus and eliminate distractions

Feeling stressed or anxious affects your focus. Set up situations in training where you could get distracted (e.g., under fatigue, situational pressure).

In these situations, practice different strategies to stay present, e.g., breathing control, imagery or visualisation, cue or focus words, and/or thought dumping/stopping.

Reflect on the consequences

Discuss with someone (a mentor or coach) what the outcomes and impacts of losing your composure are. Discuss high profile examples.

Identify your triggers

Consider what triggers you away from focusing on the present. Build a plan to manage these, testing out how quickly you can refocus.

Key moment planning

Focus is having less in your mind. Use a journal to identify and plan your focus for key moments that may arise. Quiz the consistent performers in your team/sport on their strategies. Evaluate your focus at training as well.

Focus on what you can control

Draw a circle. Inside the circle write down everything about your performance that is within your control. Next, write down everything that is outside of your control outside of the circle. Observe and review how much time you spend thinking and worrying about things outside of your control.

Become actively aware

Keep a journal/daily training diary in which you rate yourself every time you train or play. Simple daily evaluations are critical to improving your focus because you are building a habit of being consciously aware.



Motivation and Passion

- Self motivated to play sport for the love of the game.
- Enjoys the game, has fun.
- Enters training with clarity and intention on areas for improvement.
- Understands the importance of the work/mahi put in now for the long term goals.
- Motivated by internal rather than external rewards.
- Often stays at the end of the training to do something extra.
- Loves to learn more, talk more, and watch more volleyball.

Developing Motivation and Passion

What's your definition of success?

Make sure your definition of success is related to things that you can control, rather than external things that you have no control over (e.g., media reviews, player-of-the-day awards).

Understand your why

What is the source of your motivation? Ask yourself the 5 whys, i.e., why do I play my sport x5? Each time you answer the question, drill down to a deeper level of understanding.

Focus on process goals

Are you measuring your success with process goals or outcome goals? Set process goals to give intention and focus to your training week.

Celebrate success

Think about how you can acknowledge and celebrate little milestones or day-to-day successes.

Bring back the fun

Brainstorm and implement some ideas to add fun and competitions into training sessions.

OK to make mistakes

Learning from mistakes is important, but don't linger on them. Remember, mistakes are part of learning: 'the biggest mistake you can make, is to not make any'.

Have fun celebrating successes

Recognise the effort and courage that is required to master a new thing.

Have down time

Plan your down time and use it wisely to recharge your batteries.

Thrive/survive score

Define what behaviours you would see when you are highly motivated. Track your energy and wellbeing on the thriving-coping-surviving scale, where -10 is barely surviving and +10 is thriving. If you get a series of low scores, or are tracking downwards over a week or two, discuss it with someone in your circle of support that you trust.

Ownership builds motivation

Reflect on any areas you could take more control or ownership over your programme, discuss it with your coach.



SELF Raise My Game[®]

— SORT CARDS —



Team Values and Culture

- Aware of self and impact on others.
- Is a guardian (has kaitiaki) of team values (during both good times and bad times) and encourages others to do the same.
- Is widely trusted. Contributes to team feedback and is seen as a direct, truthful and humble individual.
- Respects and trusts the coaches/leaders, and shows confidence in others.
- Understands role in the team, is selfless, and willing to support the development of others.
- Doesn't misrepresent him/herself for personal gain.
- Can quickly sense what will help or hinder the team to accomplish a goal.
- Can see the bigger picture (i.e., not just where I am headed, but also where I come from).
- Has considered the whakapapa of the group (i.e., the story of the group, land, or water that we perform on).

Developing Team Values and Culture

Understanding our culture

- Has your team discussed how they are seen from the outside, and how they want to be seen?
- Has your team discussed what moments or events have created those perceptions and how you might go about changing them?
- Is everyone absolutely clear on what behaviours are expected within the 'desired' culture and which are not?
- Have you discussed scenarios and what you would be expected to do?
- Have you discussed consequences of falling short of expectations with the team?

- Does your team integrate team values into review and reflection of team performance? e.g., if courage is a team value, do the team use courage as a way to reflect on the team performance or look for moments of courage on the field.

Supporting the leaders

What feedback loops have been set up? How does the coach best receive your feedback? Discuss your ideas and observations with your coach and captain, and work together to build the culture you desire. If you are a junior player and you see something that's not quite right, approach a senior player you trust to ask if you can help.

Reflecting on the past

Reflect on the times when you have known a behaviour was outside of what is expected. Reflect on what action you took and what your motivations were. Reflect on any barriers to taking action and how you would approach the situation in hindsight.

Knowing why it's important

Have you drawn a clear line of sight between the impacts/consequences of not respecting team agreements and the team's ability to be successful?

Using humble enquiry

If you see or hear something that doesn't sit right, try asking a humble question to check others' perceptions.



Leadership

- Is respected and followed as a leader.
- Is an architect of the culture and vision; helps lead and shape it, encouraging a strong sense of commitment to the team goals.
- Is skilled at getting individuals and/or the team motivated to perform at a higher level.
- Communicates well, inspires through actions and words.
- Is a role-model in all things.
- Is a guardian of team values.
- Is committed to what needs to be done.
- Contributes to a strong team spirit.

Developing Leadership

Self-leadership

First and foremost, you are a leader of self. You have a responsibility to lead through your actions. Ask others how they perceive you and reflect on whether you are a role model to others. Do you put the team interests before your own? Are you committed and dedicated? Do you use initiative? Do you consistently demand excellence of yourself and others?

Is leadership for you?

Do you see yourself as a leader? Just because you are a senior player or one of the best in the team, this doesn't mean that you have to take on a leadership role.

Be conscious of your influence on others

If you are respected by others in the team, you are a leader whether you are formally called a leader or not. Is your influence on others positive? Do you openly support the other leaders in the group, the coaches, management and senior players? Do you hold yourself accountable to the team's standards?

Building connections

Build knowledge of others to form a deeper connection to them outside of sport. Seek to understand what they bring into the environment and where they come from. Think about how you are cultivating their sense of belonging and connectedness. Show you care.

First steps

Talk with your coach or captain about what support you can give them, and what opportunities there might be for you to take a leadership role. Start with small leadership responsibilities.

Find role models

Identify some leaders that you know and respect. Research them or ask to meet with them to find out about their experiences as a leader.

Encourage others to lead

Good leaders delegate and create space for others to show leadership too (sometimes all others need to show leadership is an invitation).



ATHLETE LIFE[®]

— SORT CARDS —



Managing Time and Energy

- Concentrates on the most important priorities.
- Has structure within each day.
- Manages device/screen time.
- Uses a diary and/or calendar.
- Uses down time wisely to recharge my energy.
- Knows that priorities change at different times.
- Life is mostly stable and well balanced.
- Has friends and interests outside of sport that allow some variety, challenge and stimulation.
- Is OK with things outside of control.

Managing my Time and Energy

Noticing when things are out of balance

When things get out of balance, you may start to feel stressed or anxious. Do you know what behaviours others would see that reflect a healthy or unhealthy balance?

Reflect on your life balance weekly, and if you notice a series of low scores or downward trend over weeks, talk to someone trusted in your inner circle of support about what changes are needed.

Plan your down time

Look at your schedule, and plan when you have spare time that you could use. Think about how best you can use this time to refresh mentally and physically.

Set aside time to plan

Set aside time on a Sunday night to plan your week and then take 10 mins each morning to plan your priorities for the day.

Examine how you spend your time

Is your life one-dimensional? Do you spend all of your time on volleyball and only hang out with people related to volleyball? Having another way to engage the brain, e.g., study, a job or interest, can help you stay fresh, continue to enjoy volleyball, work towards a career after you retire, and provide perspective.

Device time

Set limits for your device time and avoid screen time in the 30mins before sleep.

Planning in and using breaks effectively

Look at whether you can plan a complete break in your annual programme. Use this time wisely to refresh; e.g., try something new, do something outside your comfort zone, meet new people. TIP: keep your fitness up during your break through cross training.

Managing priorities

Write a list of everything you have to do in priority order. Look down your list and draw a line between the things you 'have to do' and the things that you can delete, defer, or delegate. Now set about 'managing' the things below the line to move them off your short term 'to-do' list.



Future, Change, and Career Planning

- Has a plan for at least the next year (i.e., income source, living arrangements, sporting competition plans, etc.).
- If at school or studying, is actively preparing for the transition into part-time or full-time work.
- Knows what careers are of interest and is developing skills, experience and/or networks in this area.
- Has a transition plan for any upcoming changes.
- Has a strong support network to navigate through changes and support settling into new routines (may take six to 18 months).

Tips for Future, Change and Career Planning

Not sure what career you would like to follow?

- Write down your strengths/talents and what you are passionate about.
- Write down the times in your life you have been in flow (when everything has clicked and you've been in your element). Identify industries or the type of work you are interested in.
- List jobs in which your skills, passions and interests were being used.
- Research; have conversations with people you know in careers you are interested in.
- Consider study options to work towards a career pathway.

Need a job that works in with volleyball?

Make a list of the job parameters that would be ideal:

- How many hours per week?
- What days/times you would be available to work?
- How much flexibility you would need to attend competitions?

Identify jobs that may fit this profile. If you have no experience in this area, consider what work experience would support your application. Prepare your curriculum vitae and identify a list of people/businesses to approach. Search job advertisements.

Building a network of support

- Make a list of the areas of your life you might need some help/support with (e.g. somewhere to live, finding a part-time job).
- Identify people in your current circle of support and ask them to make introductions to people who may be able to help you in these areas.
- Talk to other athletes who have followed a similar path, and ask them for help identifying people who may be useful connections during your change journey.
- Ask your regional or national sporting organisation for any contacts or relationships they have that may help you through your change journey.



HEALTH

SORT CARDS



Health

- Is consistently able to turn up to training and competitions healthy and ready to go (no ongoing sickness or health challenges).
- Has self-care routines to maintain health.
- Will proactively see the GP with any health concerns.
- Has a positive body image and healthy eating habits.
- Is able to manage health during travel, including adjusting to time zones and new sleep routines.
- Is able to train and compete at altitude and in heat within normal adaption expectations.
- No addictions (i.e., drugs, alcohol, gambling).

Tips for Good Health

General health, body image, addictions or mental health

If you have concerns, talk to someone in your trusted circle to support you to seek help from a GP, counsellor, or clinical psychologist.

Sleep

If you are struggling with sleep, look at your sleep habits:

- Does your bedroom environment promote consistent, uninterrupted sleep?
- Do you have a stable sleep schedule?
- Is your bedroom comfortable and free of disruptions?
- Do you follow a relaxing pre-bed routine?
- Do you have healthy daily routines and habits that contribute to supporting your sleep?
- Do you know how much sleep you need?

Seek professional help if you are struggling with getting the right amount or quality of sleep.

Build your knowledge

Identify someone in your circle of support that will have access to research and specialist knowledge on athlete-specific approaches to subjects such as travel, altitude, and heat.

Also, see women's health, sleep and nutrition cards.



Women's Health

- Understands the importance of menstrual cycles and the role hormones play in recovery, bone, and overall health.
- Is knowledgeable about menstruation and what is normal.
- Knows when to ask for help in relation to pain, bleeding, or other menstruation symptoms. Feels confident to be able to manage symptoms well.
- Can identify the key markers for menstrual health and knows who to contact if she notices any problems.
- Understands that contraception is a choice and is well-informed about the full range of choices available. Knows where to seek help, and has the information and support to make contraception decisions.
- Is aware of common female health issues such as premenstrual syndrome, dysmenorrhea (very painful menstruation), menorrhagia (very frequent or heavy menstruation, amenorrhea (not starting periods until after age 16 or missing more than three periods in a row), endometriosis, and polycystic ovarian syndrome.
- Has positive support from coach/sport to talk about and manage women's health issues.

Tips for Women's Health

See your GP

Ask your GP or sports doctor for information on women's health issues related to sport. Did you know that endometriosis and polycystic ovarian syndrome affect around 10% of all women? Recent research has highlighted the prevalence of girl's and women's health concerns but also that they are under-recognised and under-reported. This means they are diagnosed late and the side effects and outcomes made worse. Don't put up with any negative symptoms which impact what you choose to do or how well you perform. Ask and seek support and help.

Support from your coach/sport

If you have concerns about managing women's health issues in relation to performance or training expectations, identify someone within volleyball or circle of support that can help you to get understanding and alignment with your health needs.

Managing your whole health is key to menstrual health

Wellbeing is a balance of social, emotional, physical and mental health and together they are key to your performance as an athlete. Your menstrual cycle is sensitive to imbalances in your health. Keeping a 'balance' is critical to your cycle and hormones.

Improve your menstrual health knowledge

Did you know that menstrual cycle hormones can affect metabolism, bone density, hydration, immune response, pain tolerance, body temperature, weight, muscle recovery, injury risk, mental health and many other aspects of health and performance? Get informed, and regain choice and power over your body.

Check out:

- HPSNZ website, WHISPA.
- Sport NZ balanced female health handbook and infographic, sportnz.org.nz/balanced-female-health.
- Australian Institute of Sport, female performance initiative.



PHYSICAL SKILLS[©]

— SORT CARDS —



Speed, Agility, Jump, Power, Timing

Able to meet the following test standards:

		Youth 80th Percentile	Junior 80th Percentile	Senior 80th Percentile		Youth 80th Percentile	Junior 80th Percentile	Senior 80th Percentile
30m Sprint	Male	4.22s	4.16s	4.1s	Female	4.66s	4.45s	4.43s
5-10-5 Agility		4.67s	4.52s	4.35s		5.11s	4.93s	4.84s
Standing Long Jump		2.42m	2.6m	2.72m		2.02m	2.22m	2.20m
Standing Vertical Jump		0.62m	0.66m	0.72m		0.46m	0.54m	0.51m
Max Vertical Jump		0.74m	0.77m	0.84m		0.51m	0.59m	0.59m
Overhead Med Ball Throw		12.57m	14.29m	16.25m		8.72m	12.05m	12.08m
Kneeling Power Pass		9.17m	9.82m	11.45m		6.37m	8.31m	8.5m
Yo-Yo 1		Level 17.4	Level 18.1	Level 18.3		Level 15.2	Level 16.3	Level 17.2
Total Combine Score		7936	8410	9357		7606	8993	9120

Developing Speed, Agility, Jump, Power, Timing

Developing speed

The foundation for speed and agility development is the execution of sound movement technique. Initially, perform activities at slower speeds to establish proper mechanics, increasing speed as you progress toward proficiency. Other, secondary methods to develop speed include:

- sprint resistance – to improve strength and stride length (e.g., gravity resisted running up a gradient or stairs, or using a harness, sled, parachute or weighted vest), or
- sprint assistance – to improve stride rate (e.g., gravity assisted down grade running, high speed towing; via a harness or stretch cord).

Other methods to develop speed and agility training include working on mobility (i.e., range of motion of the hip, knee and ankle to improve ground strike position), strength, and speed endurance.

Strength and power

The ability to achieve high movement velocities requires skilful force application across a range of power outputs and muscle actions. Resistance training programs should progressively address the entire force-velocity spectrum mimicking typical movements made on a volleyball court (e.g., serving, spiking actions).

Putting it all together

Work with your coach to design high-agility training exercises that require excellent timing, maximum jump height, power, balance and co-ordination. Include playing a ball or series of balls as part of exercises to work on reactions.

Add in 10 mins of ladder or cone work before your existing sessions (as a guide, a time of less than 2.8 seconds for males and 3.4 seconds for females for running the length of a 20-rung ladder, one foot in each rung at a time, is considered as excellent for senior athletes).



Recovery

- Recognises the importance of repair and recovery 24 hours post game/training. Has routines and processes that include:
 - Better/deeper and longer sleep
 - Nutrition:
 - Repair damaged muscles through immediate intake of protein.
 - Replenish energy stores with carbohydrate (see nutrition card).
 - Removes waste products from the body (through increasing blood circulation to get rid of lactate and adrenaline), through recovery sessions, such as:
 - Pool recovery
 - Ice baths (e.g., 5 mins at 10–13°) or alternatively contrast water immersion (hot/cold).
- Sets aside time, and has processes to review and reset mentally and emotionally. Recognises that poor performances will take longer to digest and review objectively.

Developing Recovery Processes

Treat recovery sessions with equal importance

Plan your recovery just as you plan your other sessions in the week. Typical physical recovery sessions include pool recovery, stretching and ice baths. Typical mental recovery would include a game debrief from a performance psychology perspective.

Nutrition

The importance of recovery nutrition depends on the type and duration of exercise completed. The goal of recovery nutrition is to appropriately refuel and rehydrate the body, promoting muscle repair and growth. Plan your food intake and timing and get organised.

Also, see nutrition card.

Sleep

Sleep affects physical and mental performance as well as general health and well-being. Sleep is a major contributor to recovery and muscle regeneration.

- Does your bedroom environment promote consistent, uninterrupted sleep?
- Do you have a stable sleep schedule?
- Is your bedroom comfortable and free of disruptions?
- Do you follow a relaxing pre-bed routine?
- Do you have healthy daily routines and habits that contribute to supporting your sleep?
- Do you know how much sleep you need?

Seek professional help if you are struggling with getting the right amount or quality of sleep.

Also, see sleep card.

Mental recovery is important too

It is natural to be disappointed when you lose. How much impact does losing have on your confidence? Work hard to keep your review focused on execution of the process, not the outcomes. Video can help to ensure your assessment is accurate and fact-based, and not skewed by emotion. As the saying goes: “don’t let winning go to your head, don’t let losing get to your heart”.



VOLLEYBALL SKILLS

— SORT CARDS —



Serving

- Can disguise the type and direction of the serve.
- Has a low serve error count.
- Uses the correct performance keys when float serving (i.e., bow-and-arrow, low-throw, small-step, middle-of-the-hand, middle-of-ball).
- Uses the correct performance keys when spike serving (i.e., consistent throw, well in front of base line, four-step approach R-L-R-L, swing arms to jump, bow and arrow to prepare, swing and reach to hit, lands in court).
- Uses the correct performance keys when jump floating (i.e., three-step approach L-R-L).

Developing Serving

Mastery

Skill development is about repetitive practice, whilst managing your training loads without getting injured. How can you build more serving repetition into your practice (e.g., less down-time at training)?

Serving Technique

Understand what good technique looks like for different types of serves.

Gather knowledge through:

- Talking to experts (coaches, other athletes).
- Watching videos of the best in the world.
- Videoing yourself or getting someone to watch you and give feedback.

Training buddy

Find a training buddy who also needs to work on serving or receiving serves.

Small games and challenges

Set up small games, competitions or challenges to create pressure. Measure your progress and challenge yourself to gain more accuracy, power and deception.

Also, see speed, agility, jump, power, capacity and performance focus cards.



Passing

- Reads the type and location of the serve early.
- Ability to pass accurately against all serve types. Passes high and off the net.
- Gets hands and arms in position early.
- Uses the correct performance keys when spike serving forearm pass (i.e., relaxed and ready to move, can see the server and ball, arms are down and straight, shuffle to move, hands and wrists together, arms straight, forearm contact, platform to the target).
- Has strong receive of serve abilities; receives serve well on the hands.
- Sets up deeper for spike serve and shallower for the float serve.

Developing Passing

Mastery

Skill development is about repetitive practice, whilst managing your training loads without getting injured. How can you build more repetition into your practice (e.g., less down-time at training)?

Passing Technique

Understand what good technique looks like for different types of passes.

Gather knowledge through:

- Talking to experts (coaches, other athletes).
- Watching videos of the best in the world.
- Videoing yourself or getting someone to watch you and give feedback.

Training buddy

Find a training buddy who can assist you to work on passing.

Small games and challenges

Set up small games, competitions or challenges to create pressure. Measure your progress and challenge yourself to gain more accuracy, deception and control.

Also, see decision-making, communication, speed, agility, jump, power, capacity and performance focus cards.



TACTICS

©

— SORT CARDS —



Decision-Making

- Has excellent general awareness and alertness.
- Able to execute plays in a composed manner at critical moments.
- Is decisive at decision-making during an out-of-system situation.
- Has outstanding tactical understanding of the game and consistently shows clear leadership and excellent communication with others.
- Can 'change the picture' to create opportunities.
- Remains assertive and competitive whilst making responsible decisions with the ball.
- Understands the state of the game and what has happened previously.
- Not distracted by things outside of control.

Developing Decision-Making

Review

Use video to review and discuss with your coach your decision-making, e.g.:

- Role in exploiting opposition strengths and weaknesses.
- Role in execution of the tactical strategy.
- Execution of set plays.
- Positioning in relation to teammates.
- Reaction to teammates' calls.

Scenario Planning

Identify and discuss different situations that could arise with your coach and teammates, planning how you want to react as an individual and team to these, based on your tactical plan.

Clarify your leadership role(s)

Discuss with your coach any areas of the game that you are expected to show tactical leadership.

Learning from the best

Ask your teammates which players they believe have strong decision-making. Watch those players and identify areas you could emulate them.

Also, see performance focus, performance review and composure cards.



Court Presence and Positional Understanding

- Understands positional role on both attack and defence.
- Understands role in different defensive structures and strategies.
- Moves well from one situation to the next.
- Consistently in the best position to make successful plays.
- Reads rally situations well and adjusts positional play accordingly.
- Works together with teammates; communicates well.
- Understands opposition trends.

Developing Court Presence and Positional Understanding

Positioning for the game situation and tactics

Review and discuss your positioning in set plays and general play in relation to teammates and the teams' tactical plan with your coach(es) and/or teammates.

Review Video

- Watch video clips of the world's best and review their positioning.
- Video yourself (at training and in games) and get a coach or mentor to analyse you and give you feedback.

Developing Court Presence

Ask your teammates which players they believe have strong court presence. Watch those players and identify areas you could emulate them.

Also, see decision-making, performance focus, communication, performance review and composure cards.



POSITIONAL SKILLS

— SORT CARDS —



Setter

- Can consistently deliver accurate sets to all positions off most passes.
- Consistently makes the best decisions with setting options.
- Can deceive opposition block.
- Has a variety of second ball attacking options and chooses the right times to use them.
- Ability to jump-set to all positions off a good pass.
- Good organisational and communications skills, decisive in decision-making.
- Remains calm in all situations.
- Moves well; has good speed and agility.
- Hands used to set at every opportunity.
- Defends well in position 1 and 2.
- Strong server.
- Effective blocking ability in position 2.

Developing in the Setter Position

Mastery

Review and discuss your positioning in set-plays and general play in relation to teammates and the teams' tactical plan with your coach(es) and/or teammates.

Training buddy

Find a training buddy who can complete extra practice with you.

Technique

Understand what good technique looks like.

Gather knowledge through:

- Talking to experts (coaches, other athletes).
- Watching videos of the best in the world.
- Videoing yourself or getting someone to watch you and give feedback.

Small games and challenges

Set up small games, competitions or challenges to create pressure. Measure your progress and challenge yourself to gain more accuracy and deception and work on defensive reactions.

Also, see decision-making, communication, court presence and positional understanding, speed, agility, jump, power, capacity and performance focus cards.



Middle

- Ability to block any attack.
- Fast lateral movement to get to any opposition attack.
- Can hit a wide variety of fast tempo sets in positions 2 and 3.
- Fast and explosive movement on offence with good jumping ability.
- Reads the game well and identifies opposition trends.
- Ability to read setters.
- Responsible for organisation of blocking assignments.
- Strong jump serving ability.
- Defends well in position 5.

Developing in the Middle Position

Mastery

Skill development is about repetitive practice, whilst managing your training loads without getting injured. How can you build more repetition into your practice (e.g. less down-time at training)?

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Small games and challenges

Set up small games, competitions or challenges to create pressure. Measure your progress and challenge yourself to gain more accuracy, power and deception on passing or serving and improved defensive reactions.

Also, see decision-making, communication, court presence and positional understanding, speed, agility, jump, power, capacity and performance focus cards.