



VOLLEYBALL NEW ZEALAND
POIREWA AOTEAROA

PLAYING HANDBOOK



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POIREWA AOTEAROA



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1. INTRODUCTION

The aim of this document is to provide useful information for playing volleyball and relevant information about Volleyball New Zealand's Athletes Development and Performance Strategy VNZADPS. This information is designed to be of use for athletes and their parents, coaches, managers, and administrators throughout New Zealand.

2. COACHES CODE OF ETHICS /PRINCIPLES

VNZ Athlete Development and Performance Coaches will abide by the code of ethics detailed in appendix 1.

Volleyball New Zealand has four Foundation Principles to guide all Volleyball Coaches in New Zealand.

1. Add value

Optimise athlete development by knowing and applying the best available coaching methods

2. Make it Fun and Safe

Make volleyball enjoyable and safe for all: athletes, administrators, officials, and supporters

3. Be Respectful

Respect athletes, administrators, officials, the media, and supporters.

4. Be a Role Model

Athletes will learn as much from who you are as they will from what you teach.

3. METHODS OF TEACHING AND TRAINING

3.1 The following 5 principles summarise the coaching methods employed in VNZ's Athlete Development and Performance programmes.

1. Athletes learn best through doing.
2. Athletes learn best when they:
 - a) Understand what they are trying to achieve and
 - b) Understand the principles and performance keys for each skill
 - c) Are provided with situation which enable them to focus on performing the action perfectly
3. Specificity is the key underlying principle for learning motor skills. Learn volleyball by playing volleyball.
4. Once the **Principles** and **Performance Keys** of a skill are understood and can be performed under controlled conditions then retention and performance happens best in game like (random) conditions.
5. Opportunities to Respond, Game like Drills, and Information Feedback are the building blocks to designing excellent drills and games.

1. Opportunities to Respond:

Players are given maximum number opportunities to perform repetitions of the skill.

2. Game like Drills

Drills should recreate aspects of the game

3. Information Feedback:

Players should receive specific feedback via knowledge of performance and

Players should receive specific feedback via knowledge of results

An article by [McGown and Bain article \(which can be downloaded here\)](#) provides the scientific background to these principles.

3.2 Principles and Performance Keys

For each of the volleyball fundamentals skills there are both **Principles** and **Performance Keys**. (These are detailed below.)

- **Principles** are the fundamental truths about the skill
- **Performance keys** are the important aspects of each skill. Athletes and coaches should focus on the Performance when executing and critiquing a skill. Performance keys are "The code" and it is important that athletes and coaches have a common understanding of the principles. Hence a common language throughout New Zealand will be beneficial to the athlete when then advance through the player pathway.

4. SKILL MODELS

Volleyball Fundamentals

Principles and Performance Keys

“Simple is best - as it enables repeatability.”

4.1 Serve

Serving Principles

For the Float serve - Contact is key - Flat, Tight and Big

Float serve

1. Bow and arrow
2. Low throw
3. Small step
4. Heel of the hand or Middle of the hand, middle of the ball



Spike Serve Performance Keys

1. Consistent throw, well in front of base line
2. Four step approach R-L-R-L
3. Swing arms to jump
4. Bow and arrow to prepare
5. Rotate and Reach to hit
6. Land in court



Jump Float Performance Keys

1. Four step approach
2. Two handed toss
3. Bow and Arrow
4. Heel of the hand or Middle of the hand, middle of the ball

4.2 Passing

Passing Principles

Pass high and off the net

Hands and arms respond best

The ball knows angles

Passing Performance Keys

1. See the server, see the ball, call
2. Relaxed and ready to move
3. Shuffle to move – beat it don't meet it
4. Face the ball



Forearm Pass Keys

1. Arms down and straight
2. Hands and wrists together
3. Forearm contact
4. Balanced and forward on contact
5. Platform to the target

Overhead Passing Keys

1. Get in line
2. Get low, weight forward, bend at the knees
3. BIG hands, elbows in, lock wrists
4. Face target and Push it there



4.3 Setting

Setting Principles

Keep it Simple

Consistent height and location

Set a hittable ball

Setting Performance Keys

1. Move behind the ball
2. Hands up early
3. Hands in the shape of a ball
4. Face your target
5. Extend legs and elbows toward the target



Jump Set additional Keys

1. Feet to the ball, jump up
2. Get neutral
3. Hands are high on release

4.4 Spiking

Spike Principles

Make yourself available

Approach with acceleration

Jump behind the ball

Rotate for power

Spike Performance Keys

1. Four step approach R-L-R-L
2. Swing arms to jump
3. Bow and Arrow to prepare
4. Reach and rotate to hit

Slide attack

1. Four step approach R-L-R-L
2. Run at angle towards pole
3. 3rd step on set, slows to chase
4. Right Elbow up, Right Knee in
5. Rotate and Reach to hit



4.5 Blocking

Blocking Performance Keys

1. Hands and elbows in front of body
2. Knees and ankles flexed
3. Get in front of hitters shoulder
4. Watch the hitters arm swing
5. Reach over the net



4.6 Field Defence

Field Defence Performance Keys

1. Get Stopped
2. Be low and balanced
3. Elbows bent, palms up
4. Take your hands to the ball

4.7 Visual Skills in Defence

Ball-Setter-Ball- Hitter

Ball	Watch the ball to see if it is coming over the net
Setter	Watch the setter to see if they give away cues as to where they will set
Ball	See where the ball is going
Hitter	As soon as practically possible take your eyes to the hitter to assess the hitter's movements which will provide information about the direction and type of attack.

4.8 Footwork

Athletes should “Shuffle to move” in receive and defence.
This optimises balance while maintaining a still head.

Athletes should develop 2, and 3 step blocking footwork
Advanced centre blockers should work on a “quick 2 step move”
The following link provides a very thorough description of blocking footwork.
[Blocking footwork](#)

5. ON-COURT SYSTEMS

5.1 Receive of Serve

- 3 person receive pattern with the players aligned to the server
- Players should set themselves deeper for spike serve and shallower for the float serve
- Non-receivers should be looking to call the back line
- Front court non-receivers should be aware of serves hitting the tape
- Actual positions will vary according the nature and direction of serve

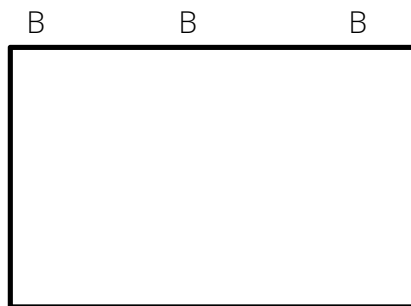
5.2 Defensive

Defence process (Block and field)

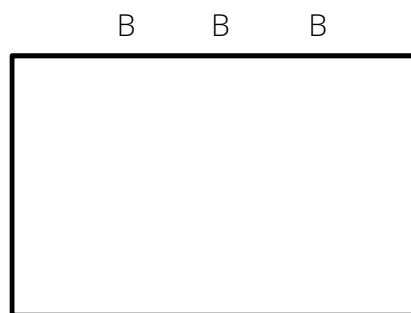
1. Plan: Know the plan and communicate the plan
2. Read: Read the play and adjust to what is happening
3. Move: Get your feet to the best spot (and stop in field defence)
4. Relax, clear, play: Relaxed body, clear mind, make the play

Blocking Systems

Spread Read

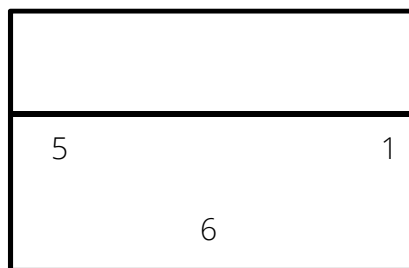


Bunch Read



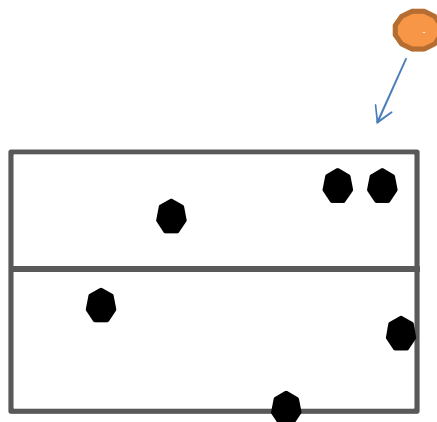
Field Systems

Base Defence Positions



Positions should vary according to scouting information and hitting tendencies

2-1-3 6- back



The above diagram illustrates the standard formation for defending a left side attack. The formation for right side is mirrored. The formation is **a starting point only**. Good blockers and defenders respond to what they see and do so in relation to the team's strategy.

Free Ball

- When a team is not able to attack their third contact on the ball, but must just send it over the net in an easy manner.
- The setter should recognise this situation early and move into the 2 ½ setting position.
- The libero and outside hitters should cover the setter (when they are in back court) taking primary responsibility for taking the first touch.
- Actual positions will vary according the nature and direction of the free ball

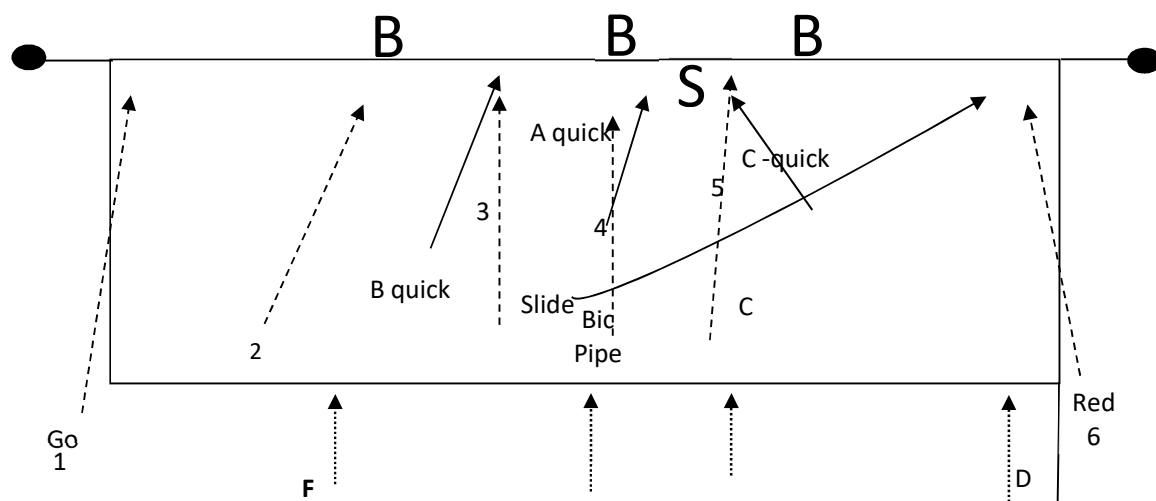
Down Ball

- A down ball situation is similar to a free ball but the decision occurs later and therefore does not allow for the back-court setter to penetrate to the net.
- When an oppositions attack is better defended by NOT blocking the team chooses to "down" (i.e. not block).
- The setter (if they are backcourt), remains in a defence position.
- The libero and outside hitters should try to cover the setter (if they are in the backcourt) taking primary responsibility for taking the first touch.
- Actual positions will vary according to the nature and direction of the free ball

5.3 Offence

Volleyball New Zealand Set Terminology

Note: The arrows indicate the position along the net, or the attack line, for the set and are not necessarily the direction of the approach of the attacker



Position	Call	Set	Comments
Left side sets:	Go	Normal in system set; 2 nd tempo (hitter is on 2 nd step of 4 step approach).	Fixed; Audible
	1	Out of system higher set, 1 st step tempo	Fixed; Audible
Middle sets:	A quick	On the setter in front	Floating; Index finger flicking thumb
	C quick	On the setter behind	Floating; A closed fist
	B quick	About 2m in front of the setter	Floating; Thumb and index finger extended
	Slide	To the antenna Variations can occur.	Fixed; A flat hand moved horizontally
Right side sets:	6	Higher, slower back set	Fixed; Audible
	Red	Faster set; 2 nd tempo	Fixed; Audible
Back row sets:	Bic	2 nd tempo in the middle of the court	Fixed
	Pipe	Same location as the Bic but higher set	Fixed
	F	2.5 from side line	Fixed
	C	Behind the setter	Floating
	D	To right sideline	Fixed
Combination sets may be hit by either left or right side attacker)	2	2.5m from the side line	Fixed
	3	2m from the setter ; floating	Floating
	4	On the setter, typical 1m ball	Floating
	5	1m behind	Floating

Communication

All numbered calls (1-6) are communicated with fingers.

Back row attacks are signalled with the setters hand directed to their upper torso / shoulder.

Notes: Fixed means the same point on the court; floating means based on position of the setter
Audible means that the hitter will confirm on the pass the tempo of the set.

5.4 Transition from Defence to Attack.

All players should be available to attack in transition.

Transition footwork is crucial to the athlete making themselves available to attack.

Front line players should develop the ability to land after blocking and turn and run away from the net in order to get into a position and ready to make a 4 step attack approach.

Non blocking players and back court players should shuffle to position prior to engaging in their 4 step approach to attack.

[Transition Footwork](#)

6. ATHLETE PROFILE

The following summarises the profile of what is expected from a Volleyball New Zealand High Performance Athlete.

1. Be respectful

Of self, team-mates, others in the game, society

2. Be an ambassador

To yourself, your family, your team, your country

3. Act like an athlete

If it helps the programme do it; if not, don't"

4. Display a passion for Volleyball

5. Be a willing contributor

Underpinning these expectation athletes should display a Growth Mindset

A Growth Mindset is characterised by:

1. Embraces challenges
2. Persists in the face of set backs
3. Sees effort as the path to success
4. Learns from criticism
5. Finds lessons and inspiration in the success of others

See [Carol Dweck on Growth Mind Set](#) for more information.

7. POSITIONAL REQUIREMENTS

Introduction

The specific positional requirements are a guide to the attributes required by the VNZ Development and Performance programmes.

- The ability to 'play the game' of Volleyball is the most important factor in player selection.
- While every heading is important Technical and Tactical abilities should be seen as slightly more important.
- Within each heading the attributes are listed in priority order.
- All players should be effective blockers and defenders; however for some positions special emphasis is given to these qualities.
- All players should be stress resistant and mentally stable however for some positions special emphasis is given to these qualities.
- In addition to a players height their standing reach and their jumping ability will be considered.

7.1 Setter

The primary attribute of the setter is their setting skill.

Blocking, serving, and field defence are important, but secondary to the setting skill.

Technical

- Exceptional ball control to enable a hittable ball in all situations
- Ability to scan the blocking alignment before the serve in order to determine an appropriate strategy
- Ability to jump set off a good pass
- Highly skilled defensive player
- Blocking ability

Advance Technical

- Ability to deliver all sets from a high neutral position
- Peripheral view, eye scanning movement after the pass
- Acting as offence player on the 2nd ball
- Bump sets and one handed jump sets

Tactical

- Ability to make right set selection depending on the situation and rotation

Physical Attributes

- Extraordinarily fast and coordinated
- Good basic condition and good recovery

Personality and Psychological Requirements

- Ability to lead on and off the court
- Exceptional communication and cooperation skills with team and coaches
- Self-confident and decisive
- Stress resistant and mentally stable
- Trusted position in the team

7.2 Outside Hitter

The primary skills of the outside hitter are the receive of serve and outside hitting skills

Technical

- Strong receive of serve abilities
- Is able to execute a range of attack options
- Ability to hit the low attack in P4 & P2 after receiving serve
- Is able to make themselves available to attack in transition
- Contributes positively as a blocker
- Good reading anticipation in defense on P6
- Ability to set in transition when required
- Back court hitting from all positions

Tactical Skills

- Scoring/ Assertive after high passes (line/ diagonal) versus group block on P4
- Block against high sets and combos vs. opposite player
- Cooperation with middle block, against combos, back court attacks
- Early recognition of, and reaction to free and down ball situations

Physical Attributes

- All round athletic ability (jumping ability and hitting power)

Personality and Psychological Requirements

- Remains calm for receive and aggressive in side-out
- Is able to refocus quickly for side out

7.3 Middle

The primary roles of the middle blocker are to score points through blocking and to be able to make themselves 'available' to be set on the quick attack and execute a range of quick attacks.

Technical

- Able to execute a high variety of quick attacks
- The ability to make themselves available for the quick set by being in correct time and place
- Excellent eye movement in defence (ball – setter – ball- hitter)
- Exceptional blocking footwork and decision making / reaction skills
- Women – slide – single leg jumps to various positions behind the setter
- Exceptional timing of the extension of their hands over the net
- Ability to set in transition

Tactical Skills

- Organisation and formation of strategy of the blocking group

Physical Attributes

- Good reaction foot movement to form an outside block
- A quick jumper to react to the quick set
- Good general condition/ fitness and recovery

Personality and Psychological Requirements

- Mindset to stop others
- Extreme motivation and work ethic - to cope with high energy demands involved in attack and block
- Ability to analyse the mindset of the opposition setter

7.4 Opposite

The primary role of the opposite is to score points through attack in both side-out and in transition in all 6 rotations.

Technical

- Effective attacking ability in position P1, P2, and P4
- Dominant, stable, strong blocking in P2
- Good defender in P1
- Very highly developed transition ability (defense –attack) from P1 & P2
- Developed setting skills

Physical Attributes

- A powerful attacker
- Ability to take a high hitting workload

Personality and Psychological Requirements

- High level of confidence in their ability to kill the ball under pressure
- High acceptance in the team due to attacking
- Ability to take a high hitting workload
- Very good cooperation with setter

7.5 Libero

The libero should be an exceptional receiver of serve and have extraordinary ability to read the setter and the attacker and produce a full range of defensive technical skills .

Technical

- Outstanding passing skills against all serves
- Great reading skills and fast communication in defense on P5
- Fast footwork, exceptional ball skills
- Communication with all attacking players – cover position, not getting in the way
- Creative/ alternative ways of defense
- Fast transition as 2nd setter option Defense – Offense
- Good setting skills, from back court and forearm pass from front court.

Tactical Skills

- Understanding of team tactic and connection with the setter

Physical Attributes

- Athletic in the field
- Excellent general condition/ fitness and recovery
- A level of fitness which enable the athlete to maintain extraordinary work ethic

Personality and Psychology requirements

- Mindset of a goalkeeper, happy to play only backcourt, self-sacrificing
- Honoring the role of a defense specialist
- Motivational power on the court, leadership skills
- Ability to organise the back row defense and receiving strategy
- Good communication skills, cooperation with all team members
- Hungry to take the main passing load and almost all free balls
- Highly accepted in the team due to extraordinary passing and defense work

8. TRAINING EXPECTATIONS

The Volleyball New Zealand Development and Performance Programme advocates a progressive approach to training volume.

<i>LTAD stage</i>	Focus	Ratio train:compete	Volleyball training	Physical training	Mental training
<i>High Performance</i>	Optimise performance to peak at selected international events, world class athletes	Determined on individualised basis	Determined on individualised basis	Determined on individualised basis	Determined on individualised basis
<i>Performance</i>	Consistent & precise performance in competition, sustain high volume & intensity training, advance position specific techniques and tactics, optimisation of sports science	50:50 Minimum of 10hrs training per week (in season); maximum season length of 11months; consideration given to periodisation	75% (percentage of training) Increase training volume & intensity, advance volleyball skills and tactics aligned with individual needs & VNZ Playing Handbook	20% (percentage of training) Key stage to build strength & aerobic power; develop & maintain other elements of fitness	5% (percentage of training) E.g. relaxation & visualisation
<i>Junior</i>	Develop & consolidate volleyball skills, develop fitness and individualised training, utilisation of sports science	60:40 Minimum of 8hrs training per week (in season, across all sports); maximum season length of 10months; consideration given to periodisation	75% (percentage of training) Increase training intensity, consolidate volleyball skills and tactics aligned with individual needs & VNZ Playing Handbook	20% (percentage of training) Key stage to build strength & introduce aerobic power; develop & maintain other elements of fitness	5% (percentage of training) E.g. transfer technique & tactics to competition
<i>Youth</i>	Develop physical capacities, develop volleyball skills, introduce sports science, long-term development priority over short-term competition success	70:30 Minimum of 6hrs training per week (in season, across all sports); maximum season length of 9months; consideration given to periodisation	75% (percentage of training) Continue to develop basic volleyball skills and tactics aligned with individual needs & VNZ Playing Handbook	20% (percentage of training) Key stage to build aerobic base, develop speed & introduce strength training; develop & maintain other elements of fitness	5% (percentage of training) E.g. coping skills & concentration

9. PLAYER PATHWAY OPTIONS

Stage: High Performance	Stage: High Performance
Indoor Volleyball only	Beach Volleyball only
Focus: Optimise performance to peak at select international competitions, world class athletes Ratio: individualised (training:competition) Integration: Indoor and Beach are separate Key enablers: coaches, professional clubs, parents/whānau, sponsors, HPSNZ, sports science VNZ competitions: NZPVC, Club Nationals VNZ camps: National camps VNZ teams: NZ Senior Men/Women	Focus: Optimise performance to peak at select international competitions, world class athletes Ratio: individualised (training:competition) Integration: Indoor and Beach are separate Key enablers: coaches, sponsors, parents/whānau, personalised support team, HPSNZ, sports science VNZ competitions: National Beach Tour VNZ camps: National Squad camp VNZ teams: Athlete-driven programme

Stage: Performance		
Indoor only	Indoor & Beach	Beach only
Focus: Consistent & precise performance in competition, sustain high volume & intensity training, advance position specific techniques and tactics, optimisation of sports science Ratio: 50:50 (training:competition); maximum season length 11 months Integration: Indoor and Beach can conflict Key enablers: coaches, provincial teams, collegiate scholarships, clubs, parents/whānau VNZ competitions: NZPVC, Club Nationals VNZ camps: Regional and National camps VNZ teams: NZ Senior & U23 Men/Women		
VNZ competitions: National Beach Tour VNZ camps: National Squad camp VNZ teams: Athlete-driven programme		

Stage: Junior		
Indoor only	Indoor & Beach	Beach only
Focus: Develop & consolidate volleyball skills, develop fitness and individual training, utilise sports science Ratio: 60:40 (training:competition); maximum season length 10 months Integration: Indoor and Beach conflict minimised; some multi-sport play; entry from other sports Key enablers: coaches, provincial teams, schools, clubs, parents/whānau VNZ competitions: NZPVC U19, NZ Secondary School Champs, Club Nationals VNZ camps: Summer and National Invitation camps VNZ teams: NZ Junior Women/Men, NZ Junior Development Men/Women		
VNZ competitions: NZSS Beach Champs, NZPBVC, Domestic & National Beach Tour VNZ camps: Junior camps VNZ teams: NZ Junior Men/Women		

Stage: Youth	
Indoor & Beach	
Focus: Develop physical capacities, develop volleyball skills, introduce sports science, long-term development priority over short-term competition success Ratio: 70:30 (training:competition); maximum season length 9 months Integration: Indoor and Beach not to conflict; multi-sport play encouraged; entry from other sports Key enablers: coaches, provincial teams, schools, parents/whānau VNZ competitions: NVPVC U17, NZ Sec Schools Champs VNZ camps: Summer and National Invitation camps VNZ teams: NZ Youth Women/Men, NZ Youth Development Women/Men	
VNZ comps: NZSSBVC, NZPBVC, Domestic Beach Tour VNZ camps: Regional camps VNZ teams: NZ Youth Men/Women	

10. PHYSICAL CONDITIONING GUIDELINES

It is crucial that High Performance Volleyball Athletes are first and foremost healthy.

We strongly advise athletes to undertake a **Functional Movement Screen** and a **Fitness Performance Test**. The results of these tests will help identify athlete's strengths and weaknesses, as well as areas where an athlete may be at risk of injury. This also provides the athlete with a baseline to develop an appropriate strength and conditioning programme, and to improve their own athletic ability.

Athletes should also undertake prescribed pre- habilitation programme to minimize the risk of injury; as injuries to New Zealand volleyballers in the knees, lower back, and shoulders are common.

Our athletes should be preparing their bodies for volleyball, including correct warm ups, cool downs, and mobility programmes, adequate pre-habilitation and preparation programmes, all of which help reduce the likelihood of injuries.

Athletes should also work on programs that improve their fundamental athletic movement patterns, which lay the platform for building more effective and efficient volleyball specific movements and skills.

Any plyometric training should be under the direct guidance of a trained exercise professional and monitored closely preceded by and supported by a strength programme. In general we do not advocate specific plyometric training for Volleyballers under 20 years of age.

11. TOP 7 WAYS TO LEARN TO PLAY VOLLEYBALL

The following games work best in association with demonstrations and the reinforcement of the **principles** and **performance** keys..... along with, of course an enthusiastic positive coach.

1. Step back serving: Start at attack line, stop back on a successful serve, step forward on a fault. Winner is first to the base line.
2. I throw, you set, I catch. After 3 throws and sets we make a rally. i.e. I set, you set. We try to break our own record - cooperation
Play over the net - cooperation, then a 1 on 1 game then 2 on 2 game.
Use the same structure for the Forearm Pass. Adapt court size to enable success & fun.
3. Serve - Pass - Set – Over. Progress from a throw to start, moving to a full serve. Players stay for 5 in a row or players stay until they complete 5 or players rotate after each action
Cooperation: Complete 'Perfects' in a row.
Competition: Score the quality of serve / pass
(2 = Ace / Perfect Pass. 1 = in play. 0 = Error)
4. 2 on 2 Volleyball. One player at net and one player back, then both players back.
 - Stay in position
 - Change positions after every rally. Adapt court size to enable success and fun.Cooperation: Aim to better your score of continuous times over the net
Competition: Leader board within the team.
5. 3 on 3 games or 4 on 4 Competitive games
 - Backcourt only.
 - One way serving
6. Rangatira of the court.
Teams rotate through, only being able to score points on the Rangatira side of the court.
Compete for 10 time or to achieve a certain tally of points.
7. 6 on 6 games
Increase volume, intensity and focus by using Wash Drill and scoring variations.
Start score at 20 -20 in the 3rd set or 10-10 in the 5th

Performance keys can and should be coached during all of the above activities.

Reading the game: The premium skill in volleyball is reading.

Look at your opponent's body language, specifically watch the **speed** and **direction** of their **movements** in relation to the ball.

APPENDICES

Appendix 1



Coaches Code of Ethics

Respect the rights, dignity and worth of every individual athlete as a human being

- Treat everyone equally regardless of sex, disability, ethnic origin or religion
- Respect the talent, developmental stage and goals of each athlete in order to help each athlete to reach their full potential

Maintain high standards of integrity

- Operate within the rules of your sport and in the spirit of fair play, while encouraging your athletes to do the same
- Advocate for a sporting environment free of drugs and performance enhancing substances within the guidelines of the New Zealand Sports Drug Agency and the World Anti-Doping Code.
- Do not disclose any confidential information relating to athletes without their written prior consent

Be a positive role model for your sport and athletes and act in a way that projects a positive image for coaching

- All athletes are deserving of equal attention and opportunities
- Ensure the athletes time spent with you is a positive experience
- Be fair, considerate and honest with the athletes
- Encourage and promote a healthy lifestyle – refrain from smoking and drinking alcohol around athletes

Professional Responsibilities

- Display high standards in your language, manner, punctuality, preparation & presentation
- Display control, courtesy, respect, honesty, dignity and professionalism to all involved within the sphere of sport- this includes opponents, coaches, officials, administrators, the media, parents and spectators
- Encourage your athletes to demonstrate the same qualities
- Be professional and accept responsibility for your actions

- You should not only refrain from initiating a sexual relationship with an athlete, but should also discourage any attempt by an athlete to initiate a sexual relationship with you, explaining the ethical basis for your refusal.
- Accurately represent personal coaching qualifications, experience, competence and affiliations
- Refrain from criticism of other coaches and athletes.

Make a commitment to providing a quality service to your athletes

- Seek continual improvement through ongoing coach education, and other personal and professional development opportunities
- Provide athletes with planned and structured training programmes appropriate to their needs and goals
- Seek assistance from professionals when additional expertise is required
- Maintain appropriate records

Provide a safe environment for training and competition

- Adopt appropriate risk management strategies to ensure that the training and/or competition environment is safe
- Ensure equipment and facilities meet safety standards
- Ensure, equipment, rules, training, and the environment are appropriate for the age, physical and emotional maturity, experience and the ability of athletes
- Show concern and caution to sick and injured athletes
- Allow further participation in training and competition only when appropriate
- Encourage athletes to seek medical advice when required
- Provide a modified training programme where appropriate
- Maintain the same interest and support towards sick and injured athletes as you would towards healthy ones

Protect your athletes from any form of personal abuse

- Refrain from any verbal, physical or emotional abuse towards your athletes
- Refrain from any form of sexual or racial harassment, whether verbal or physical
- Do not harass, abuse or discriminate against athletes on the basis of their sex, marital status, sexual orientation, religious, or ethical beliefs, race, colour, ethnic origins, employment status, disability or distinguishing characteristics.
- Any physical contact with athletes should be appropriate to the situation and necessary for the athletes skill development
- Be alert to any forms of abuse directed towards athletes from other sources while in your care.

Coaches should be

- Treated with respect and openness
- Have access to self – improvement opportunities
- Be matched with a level of coaching appropriate to their ability



VOLLEYBALL NEW ZEALAND
POIREWA AOTEAROA

Coaches Code of Ethics Agreement Form

I, _____
(Full Name)

Of _____
(Address)

Sport _____

Qualifications _____

I agree to the following terms

1. I agree to abide by the Coaches Code of Ethics above.
2. I acknowledge that Volleyball New Zealand training provider responsible for the qualification of coaches in the sport listed above may take disciplinary action against me if I breach the Code of Ethics. I understand that Volleyball New Zealand is required to implement a complaints procedure in accordance with the principals of natural justice in the event of an allegation against me.
3. I acknowledge that disciplinary action against me for a proven or established breach may include de registration of my qualification, depending on the seriousness of the breach.

Signature _____

If under 18, parent/guardian _____

Date _____

