

A light gray silhouette of a volleyball player in a jumping pose, positioned behind the main title text. The background features a faint, light gray pattern of a volleyball net.

Volleyball 1on1 OODA LOOP Vision Coaching Blueprint

Why Read This?

In the last 6 years the biggest change in coaching the sport of volleyball has been the concept of "Reading the Game." Yet most coaches teach it wrong in my opinion and in so doing miss so much more where they can help their players! I have spent the last six years researching and testing the ideas presented in this paper for indoor and beach across all skill levels and ages. These ideas work, and can be applied for coaching players of all ages to improve their ability to "read the game," "slow down the ball," "slow down the game," "deal with pressure," and more.

About Me

My name is Andor like "Condor" and Gyulai like the month. I started coaching volleyball seriously at the age of 16 as the head coach of my high school and I clocked Malcolm Gladwell's elusive 10,000 hours as a coach by about 23 when I ran my own club of 10 teams while in college at UCLA playing volleyball. As a player I won a Division 1 NCAA Championship at UCLA and have been invited to play for my country South Africa for both beach and indoor volleyball. Yet my most unique trait as a coach is that I also own Volleyball1on1.com. Through the website I have filmed and edited over 2500 videos with the best players and coaches in the world of volleyball for both beach and indoor.

I am sharing my ideas and research with you now to add my contributions to the sport of volleyball that I love as well as to market Volleyball1on1.com and the coaching services I provide through my high school volleyball camps and youth club coaching clinics and manuals.

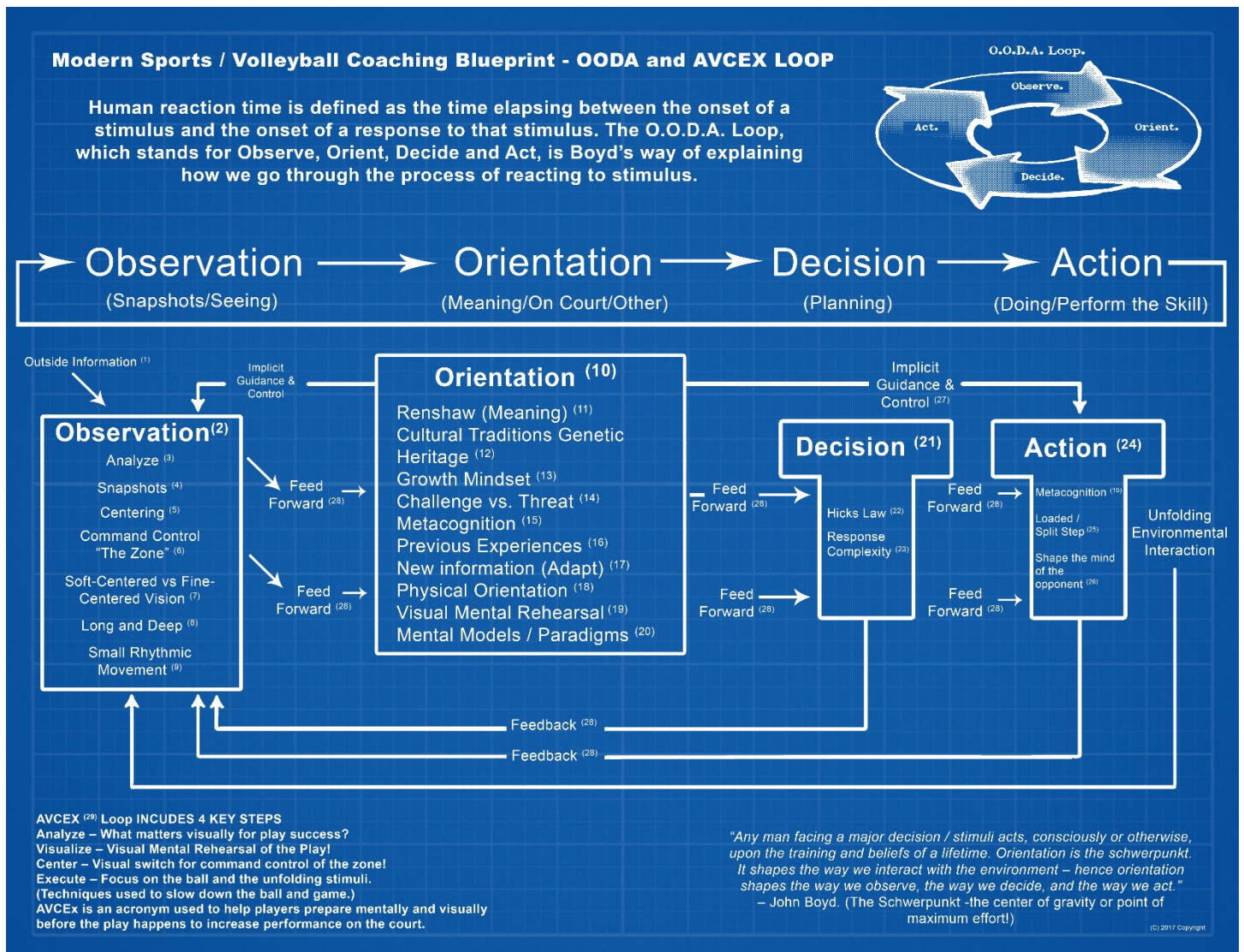


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Karch Kiraly Secret Weapon

In December 2011 the volleyball coaching world was rocked when Karch Kiraly revealed his secret to why he was arguably the best male player in United States volleyball history at the AVCA Convention in San Antonio, Texas. As the only Olympic Gold Medalist for both beach and indoor the volleyball coaching community took notice. His ideas were not only his own, rather a collaboration of his ideas plus some of the best coaching minds in the sport namely Hugh McCutcheon, Paula Weishoff, Ron Larson and Tom Black. (The big 5 with Karch!)

Listening to these ideas as a player and coach I was both fascinated and excited. Was this the secret that would help me propel my game and coaching to the next level? ([See his full presentation here!](#))

Little did I know at the time that these ideas were not effectively describe in a manner consumable by most volleyball athletes. Additionally, I did not realize how these ideas would lead me down new hallways of research that would ultimately coach players to “read the game better,” “slow down the ball,” “slow down the game,” and ultimately define a new more effective language to describe better tools for coaching volleyball.

So, looking back in the days and months following Karch’s presentation, with unbridled excitement I tried it to implement the ideas he shared. For weeks and what turned into months I followed his directions and with no success.

What was I missing or was it rather the way it was being taught? Now I am no stranger to volleyball playing or coaching. Having won a NCAA Division One Championship plus having started my coaching career at age 16 I came to understand that it was not me but rather how the concept was being taught that made it difficult to apply.

This was when I discovered the important vision principal optometrists understand and a simple example they use to clearly explain the difference between the terms “sight” and “vision”.

“Sight” is the ability to see and the eye’s response to light shining into it. “Vision” is the ability to interpret and understand information that comes through the eyes.

The best example is the illustration and video below which is clearly explained what was missing in how it was being taught.

Renshaw Meaning (8) Example



This is a photograph used by optometrist brings the point home of the difference between sight and vision.

[See the full video presentations from above here! \(We also reveal what it is...\)](#)

You see for us to have vision of what you see you must get meaning! Most players including myself do not always get meaning, where as someone with Karch Kiraly experience, the meaning he gets is far greater which results in far better vision.

Don't worry about the Renshaw picture above if you had trouble, 60% or more of people when they see this picture for the first time do not get meaning from what they see.

For Karch it was the "Meaning" Karch receives that is so different than most other players. Yet meaning is never emphasized enough in the way the "Big five" describe the process.

This picture made me realize that the "Big five" were wrong as their language was not accurate enough and you're really language matters

Alan Knipe USA Olympic Men's coach for 2012 team and current Long Beach State head coach is one of the top coaches in the world. He says:

"The terms, concepts, and techniques you teach your players should be a new language that they should speak as if it's their first language." – Alan Knipe

This makes me think of another great mentor of mine namely Tony Robbins and what he says about language.

"Words have incredible power in our lives. For one, they provide us with a vehicle for expressing and sharing our experiences with others. Most of us don't realize that the words you habitually choose also affect what you experience. What's interesting is how two people can experience the exact same sensations differently in their bodies by virtue of the labels they put on the experience. For example, one person may feel "frustrated" while the other just feels "a little confused." It amounts to a huge difference in the way we feel, and when we change the way we feel, we change the way we behave." – Tony Robbins

The language "The Big five" and most other coaches use who learned it from them is wrong! This language tends to include "looking at" or "reading", "information rich areas" for example an attacker – shoulder, elbow and wrist. Once you "read" the opponent, you "plan" your "action" and perform, "Do" the volleyball skill.

Read – Plan – Do

Why "Read – Plan – Do" is Wrong

In personally reviewing these ideas with Karch Kiraly, Ron Larson and Tom Black (Three of the original pioneers on the topic) and then trying to coach it as well as execute myself as a high-level player, I came to realize there were important points and verbal cues missing.

"Read" was too broad and many young players confused "Sight" with "Vision!"

I therefore felt the need to expand out of volleyball and see if I could find answers in other areas that were more effective, better researched and which included science. I also hoped this new research would open new doors and offer new insights so that I could also add and impact the sport I love! This my 6 years of research did and then some!

John Boyd known as the “Fighter Pilot who changed the Art of War” with the OODA Loop

This fundamental problem forced me to seek a better explanation and I found my answers in one of the most researched industries in the world: aerial dog-fighter combat.

The pioneer and perhaps the lead innovator on this topic is John Boyd. Colonel Boyd, known as the “Fighter Pilot who changed the Art of War”, was an F-86 pilot and commander of a fighter group during the latter part of the Korean War.

Known as 40 second Boyd his skills in the air were such that he could kill most enemy combatants in just 40 seconds. His ideas revolutionized the Airforce and Colonel Boyd trained his pilots based upon his observations of human reaction time and as a result his pilots enjoyed a 10 to 1 kill ratio over the superior Mig-15's using his ideas by the end of the war.



Colonel John Boyd coined the term O.O.D.A. Loop, in the 1950's.

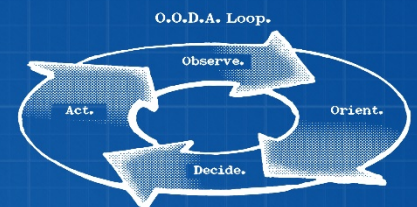
The O.O.D.A. Loop is a process we go through hundreds if not thousands of times in a single day. It is a process that defines how we humans react to stimulus. His observations led him to a greater understanding of human reaction time and the coining of the term O.O.D.A. Loop.

Human reaction time is defined as the time elapsing between the onset of a stimulus and the onset of a response to that stimulus. The O.O.D.A. Loop, which stands for Observe, Orient, Decide and Act, is Boyd's way of explaining how we go through the process of reacting to stimulus.

Keep in mind “Reading the game” in volleyball is nothing more than “how we react to stimuli” on the court playing volleyball.

Modern Sports / Volleyball Coaching Blueprint - OODA and AVCEX LOOP

Human reaction time is defined as the time elapsing between the onset of a stimulus and the onset of a response to that stimulus. The O.O.D.A. Loop, which stands for Observe, Orient, Decide and Act, is Boyd's way of explaining how we go through the process of reacting to stimulus.



First, we **Observe**, and keep in mind, we process approximately 80% of the information we receive with our sense of sight. (Therefore, training our vision through visual exercises is so important.)

In the **Orient** stage you are now focusing your attention on what you have just observed. Essentially getting vision / meaning vs. sight.

*“Orientation is the **schwerpunkt**. It shapes the way we interact with the environment – hence orientation shapes the way we observe, the way we decide, and the way we act.” – John Boyd.*

The word “Schwerpunkt” means the center of gravity or point of maximum effort! John Boyd described it as the most important part of the OODA Loop and most coaches completely miss this when teaching “Reading the game” for volleyball.

“Any man facing a major decision / stimuli acts, consciously or otherwise, upon the training and beliefs of a lifetime.” – John Boyd.

“Any man facing a major decision / stimuli acts, consciously or otherwise, upon the training and beliefs of a lifetime. Orientation is the schwerpunkt. It shapes the way we interact with the environment – hence orientation shapes the way we observe, the way we decide, and the way we act.”
– John Boyd. (The Schwerpunkt -the center of gravity or point of maximum effort!)

You see “Orientation” not only allows us to see with vision, it also shapes what we see as described by John Boyd. Think about how Karch Kiraly vision is shaped by his lifetime of training and beliefs. Through my research I came to understand “Orientation” is the big missed “Key” or “Verbal cue” in the current “Reading the Game” coaching concepts as I discussed earlier with my Renshaw Cow example.

The next stage is the **Decision** step, in which you must decide or plan your action based upon what you have just observed and focused our attention on.

Finally, you have made your decision and the last step is to Act upon that decision or perform the volleyball skill.



Keep in mind that the O.O.D.A loop is what happens between the onset of a stimulus and the onset of a reaction to that stimulus. It is a “Loop” because we as athletes and humans are constantly reacting to stimuli and new stimuli as we navigate through the world or play volleyball in a rally. So, we are constantly in the loop observing, then orientating what we see into vision, then using and processing vision to make decisions and act or perform the volleyball skill.

A Better System - The OODA Loop

Why the OODA Loop is a better system?

“The Language of Volleyball You Speak In Your Program! Systems, Terms / Concepts, Techniques, Teach Your Players A New Language, Speak It As Your First Language!” – Alan Knipe

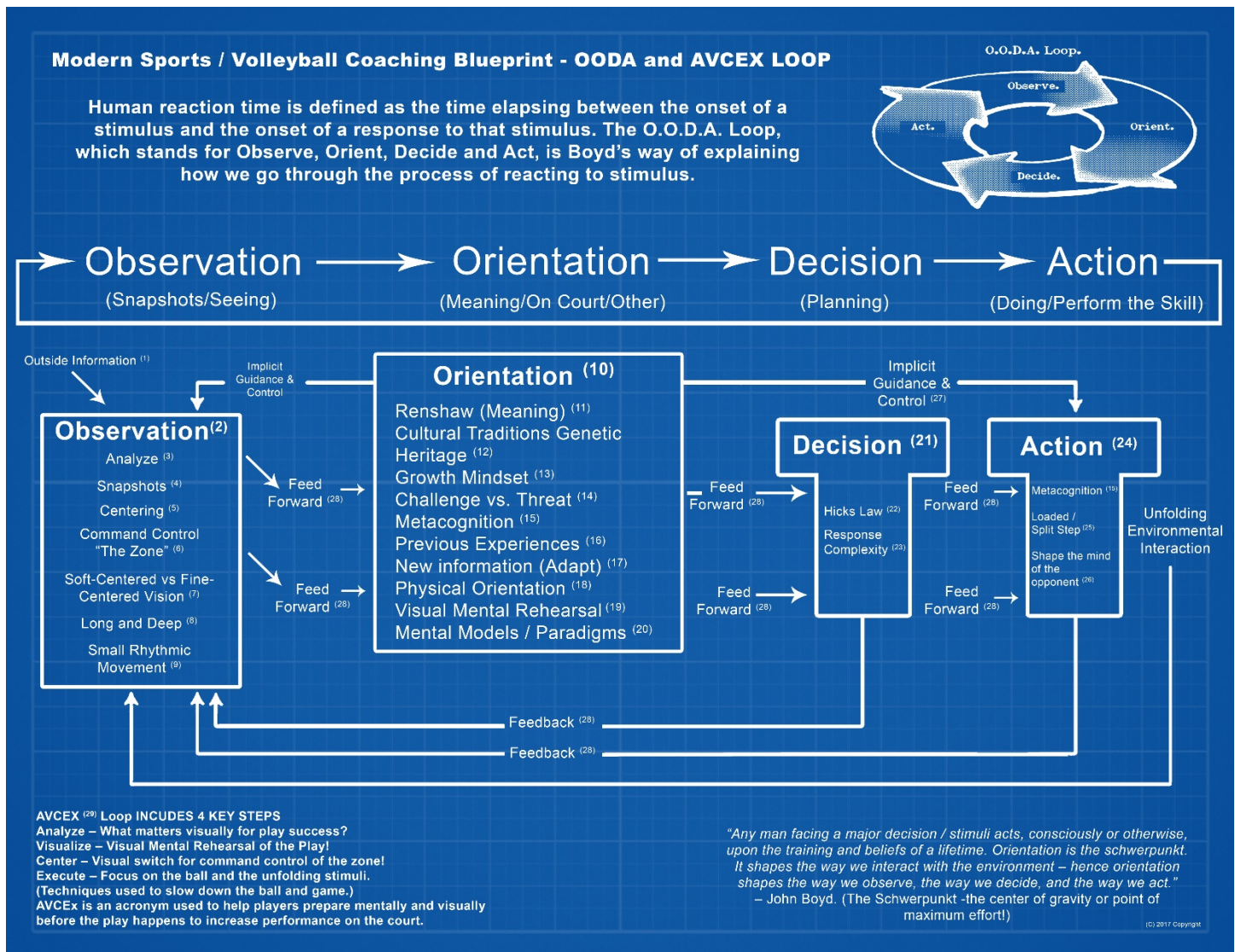
By having a more clearly defined language coaches and players can more clearly define what players are doing incorrectly and fix it.

Additionally, the OODA Loop offers a vast amount of research and science that can be applied to many parts of the game with the result that it can dramatically improve player performance on the court.

This improvement on the court includes but is not limited to: How we “Read the game,” “Slowing down the ball,” “Slowing down the game,” helping players “Get in the zone” and “Eliminate pressure,” plus advanced volleyball strategy like “Shaping the mind of your opponent” so as to slow their reaction time on the court.

When combined the effects are dramatic, offering coach’s new opportunities to dramatically improve player performance on the court.

Volleyball1on1 OODA Loop Volleyball Vision Coaching Blueprint



Above is Volleyball1on1 OODA Loop Coaching Blueprint. As you can see I have been busy over the last 6 years plus keep in mind I have dovetail on John Boyd and US Military sixty plus years and limitless budget for research in the area. So, let review in detail each idea presented in the diagram and how you can apply it to your players, team or personal game.

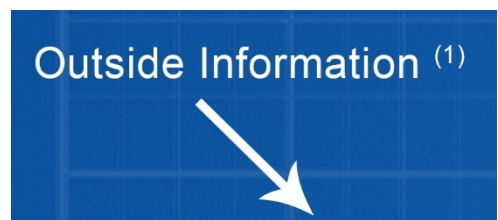
The **Volleyball1on1 OODA Loop Volleyball Vision Coaching Blueprint** offers comprehensive approach to better understand how related ideas intersect plus how individual ideas related to the broader coaching concepts. I will now explain how these ideas come together to help players on the court.

Please find each point on the diagram above.

Outside Information (1)

Every play and every action on a volleyball court should begin and end with what the player sees as all volleyball skills are visually guided tasks!

Players need to learn "Where to look," "When to look," and "How to look," in a manner that maximizes volleyball actions. In my opinion this needs to be taught for each skill, even serving which is least influenced by the opponent and which is the only "Closed loop cycle" when playing volleyball. Closed loop cycle - meaning the play is not first contacted by a teammate or opponent.



Even with serving, it is remarkable how many players get ready to serve and do not look up at the opponent serve receive formation and what it offers them. Coaches do not reinforce “Where to look,” “When to look,” and “How to look,” in a manner that maximizes volleyball actions.

The point is that each skill requires the player to process outside visual information, even serving to have success.

Good coaches have well defined verbal cues that are taught to players early in the season. These cues focus on “Where,” “When,” and “How” to look to maximize volleyball actions. The Volleyball1on1 Coaching Manual has this described in detail. I encourage you to ask the hard questions do you consciously coach player this and if not why.

Keep in mind blocking and defense are not the only places to teach this. Attacking is one of the most underappreciated areas where this is important. Here is an example of Olympic gold medalist [Reid Priddy describing his visual sequence](#) to a question I asked him online.

Notice his intense detail to “Where to look,” “When to look,” and “How to look,” in a manner that maximizes volleyball actions.

Step 1 of the OODA Loop – Observation (2)

First, we **Observe**, and keep in mind, we process approximately 80% of the information we receive with our sense of sight. I will now review some of my coaching ideas as it relates to “Observation.”

Analyze (3)

Analyze is a pre-play habit to reduce visual inputs to only that which matters. Essentially what matters visually for the upcoming play and success in that play?

“Analyze” happens prior to the initial observation stage before the play begins and follows through during the play in the observation stage.

Our brains and bodies are like computers in that if you overload it with lots of information the computer will go slower. The same idea is true with sports in that allot of players observe and analyze allot of outside information visually that is not relevant to what they are going to do next on the volleyball court.

By “Analyzing” only that which is important “Visually” players can effectively speed up their processing speed through the OODA Loop which in-effect will help them “Read the game,” “Slow the ball down,” and thus “Slow the game down” more effectively.

For example: The opposite attacker indoor is waiting on serve receive. They are not in the passing rotation and their team is receiving serve. Their most important job is attacking.

Therefore:

Part 1: They “Analyze” what they need to do as the play unfolds and think about what they are looking at “Visually.”



Part 2: During the play unless it's a broken play, they keep their vision on that which they "Analyzed" for success, thus limiting what they need to process "Visually" during the observations stage of the OODA Loop which thus allows them to process the visual information faster.

Additionally, because the players have analyzed and visualized a mental model of what they are going to expect to happen, when it does happen as they expected, their brain is able to "Orientate" the information more successfully which in turn speeds up their ability to move through the OODA Loop which in turn, improves "Reading," "Slows down the ball," which "Slows down the game."

Great coaches teach players to limit what they take in visually by helping them understand what is important for their position relative to the next play. This is especially important at the younger the skill level. Young players observe to much as they do not "Analyze what is important and only "Observe" and "Orientate" that which is important.

Snapshots (4)

It's important to understand that players have limited time to observe "Outside information." For example, a player blocking following the eye sequence Ball-Setter-Ball-Hitter-Hips-Shoulder-Elbow-Wrist may only have a few splits of a second to get information needed to decide their action. As such they need to take "Snapshots," of the opponent vs a long look.

For beach I like the example on offense. Great attackers on the beach may take 3 or 4 "Snapshots" after they pass till before they hit to get "Outside Information" on the opponent's defense. The attacker may take 3 or even 4 "Snapshot," looks at the defense while in the process of going up to attack.

As a coach we need to teach players when to take snapshots of the opponents. Perhaps the most frustrating and easy example is an outside attacker on an in-system play. Many attackers are so intent on watching the set ball, that they don't take a quick snapshot on their approach and see if the middle blocker jumped with our middle or is late on the block.

The skill of taking good snapshots needs to be taught more effectively by volleyball coaches in my opinion.

Centering (5)

Centering is a process by which players "Center" in on their vision by visually switching rapidly between two or more points which in turn allows them to "Get in the zone" visually.

In volleyball, "The zone" is a visual sensory state where players are tuned into their vision and effectively are less tuned into their other four senses or their capacity to really think.

Just like a computer by limiting the input of what is processed and being "Centered," on only that which is happening "Visually" players ability to process the visual information is dramatically improved. This is some of the reason behind why players describe the ball and the game moving in slow motion when in the zone. The capacity to so effectively process what they are seeing is heightened as they are only "Centered" on what is happening visually.

Centered

It is important as a player or coach to understand that you cannot ignore or cut out sensory information like what you hear, see, smell, feel or taste. Just like it is difficult to not think about something somebody tells you not to think about.

What you can importantly control is how much attention or focus you place on specific sensory information! So instead of focusing on what an unruly fan is saying to you players can instead more intently focus on what they see thereby reducing their capacity to hear.

This include how much attention you place on your ability to think! Yes think!

Being centered can help stop players ability to focus on what they are thinking about! This means players can learn to focus away from negative self-talk and get back on to what matters, meaning the next play and being in your vision sense ready for the OODA Loop.

I asked 2016 USA Women's Volleyball Sports Phycologist Dr. Michael Gervais what he thought about "centering."

"We call that a cheat!" - Michael

"What do you mean?" – Andor

"Well what I mean is it eliminates the need for sports phycology." – Michael

"Seriously, why?" – Andor

"Because you eliminate your ability to think." - Michael

If you get what this means it is mind-blowing as a coach or player.

As a coach even coaching mid-level players on the AVP I have heard them struggle to eliminate negative self-talk. This visual training can significantly reduce or eliminate negative self-talk for players across all ages and skill levels.

Importantly, being "Centered" for volleyball or "The zone," is a **physical process** of tuning into your visual sensory channel so that you get the maximum information to perform the task at hand. Because being "Centered" is a physical task a player can learn to control it with practice.

* Through our Volleyball1on1 Coaching curriculum and Volleyball1on1 camp training we have players as young as 12 learning how to "center" on the court and thereby cut out non-important sensory information like distracting yelling fans, or how they embarrassed themselves on the previous play. Also a side benefit is the ball and game goes much slower.

How to "Center" and get in the zone

After "Analyzing" a player can center by finding two different spots visually and switching between those two sports two or three times each.

For example, on serve receive the passer may look at a spot on the net, (Some righting for example) then find a sport on the server's cloths, (For example their number on the front of their shirt) then they look back at the spot on the net, and then back at the number on the cloths. During these four to six "Snapshots" when switching it is important that the observer really takes in information and visually "Centers." Players should try find details of what they are looking at so that the mind is forced to really process what they are seeing visually. Players likely need to be in "central vision" which I discuss later in order to do this effectively.

At this point the server is in their serve motion and the player follows their serve receive vision routine which includes: "Fine focus," Long and Deep," "Rhythmic movement," plus more to "Slow down the ball." We describe all these steps in detail later in this paper.

Important mistakes to avoid when centering:

Players have limited ability to "Observe" objects for long periods before they start to think. If you "Observe" an object for more than 3 or 4 seconds you are likely not going to be "Centered" and will start to drift into another sense or most often start thinking. It is therefore important to teach players to be aware of this and teach them how to counter it by "Re-centering" as needed.

The counter is also true and this can be used as a tactic to freeze passers. As a server one trick is to hold the ball out in front of you and let the passer "Stare" at the ball or "Observe" the ball for longer than 4 seconds. A great tactic is to hold

the ball in front of you so its east to focus on, count to 5 and then serve. You will be surprised by how many unforced passing errors occur.

Command Control - "The Zone" (6)

Most important, "The Zone," is a visual state that can be educed and controlled through practice and eventually becomes a skill. This means players can "Command control" their skill ability to "Get in zone," thus control their ability to more effectively "Read the game," "Slow down the ball," and thus "Slowing down the game!"

At Volleyball1on1 we teach players "Command control" of the zone which can also be used to eliminate pressure.

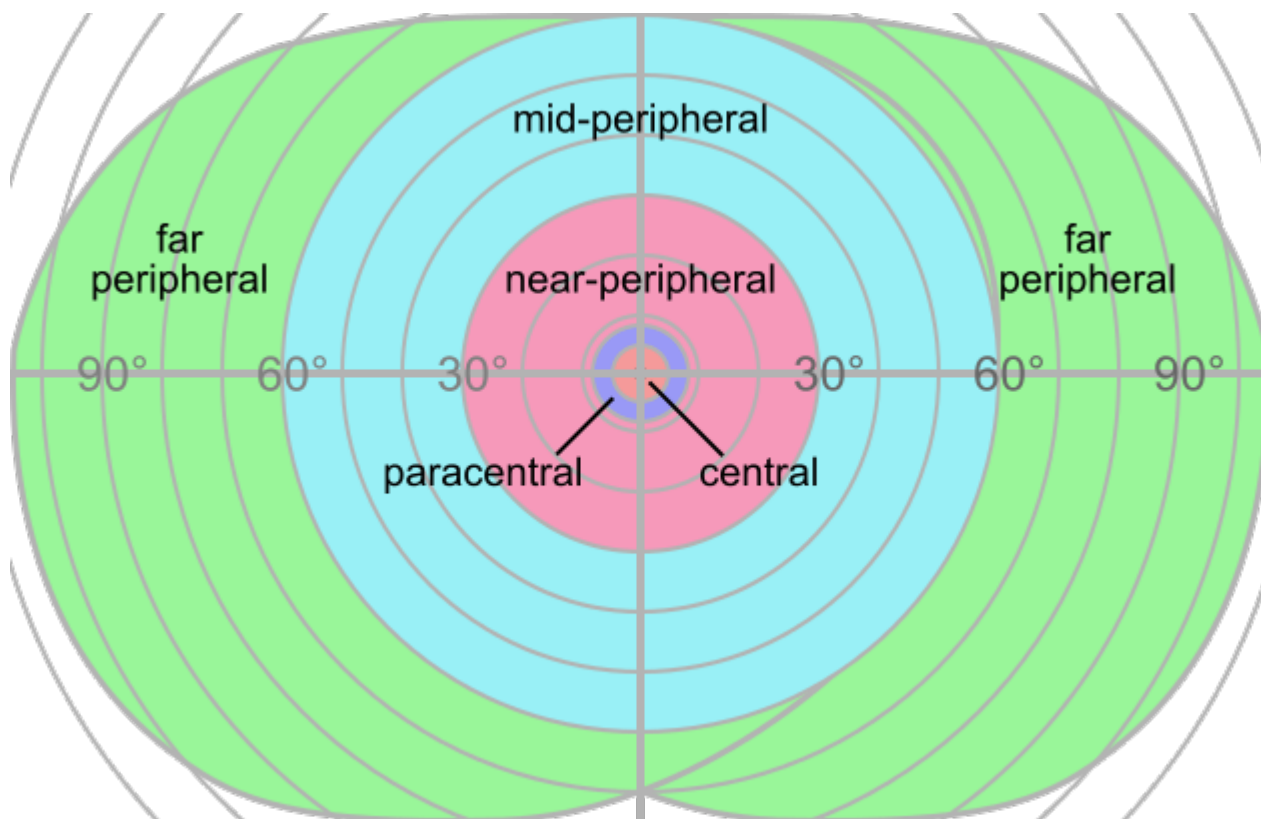
The Volleyball1on1 trainings using the Peak Performance OODA Loop Vision Training Posters also help players develop more control of their eyes plus improved ability to "Command control" the zone.

Soft-Centered vs. Fine-Centered Vision (7)

Soft-centered refers to when a person is focused visually on their "Peripheral vision," while fine-centered is when you are focused on central vision. At most times we are "Soft-centered" in our broad / full vision. Broad / full vision (Soft-centered) is normally used to pick up movements and protect us from danger.

Fine-centered vision or central vision by contrast is when our eyes focus straight ahead or where you point them. Fine-centered central vision, allows us to drive, read, and see details sharply. Central vision only covers about three degrees of our visual field, but it allows us to make very important judgments like estimating distance and understanding details in the path ahead.

Fine centered is very narrow and only allows you to see small areas. Importantly, the size of this vision is limited by distance of the object. The closer the object the smaller the area, the further object the larger the area. This size impacts how we teach the use of central vision as a coach. Also, how we visually switch from information rich areas while scanning then track back on to the ball is largely determined by distance. Yet most coaches are not aware of this!



When used correctly fine-centered vision allows players to slow down the ball and thus slow down the game.

In sports when focusing on the ball using “Central vision” the ball will appear to go slower due to your brains ability to more effectively process what it “Observes.”

The easiest understandable example of this is when you look at the whole fan it appears to go very fast. As you look at the whole fan you are soft-centered. By comparison when you find a spot on an individual blade on the fan and are fine-centered, the fan appears to go much slower. This is due to how your eyes and brains process the information when in central vision or when “Fine-centered.”

The same is true when playing volleyball. If you can find a spot on the ball while in observation in the OODA Loop, the ball will appear to go significantly slower thus increasing your time to process and move through the OODA loop.

Relating back to Karch and “The big five,” a major hole in how they teach “Reading the game,” is that it does not include getting back on the ball before contact. This results in players not using “Central vision” or “Fine focus,” thus resulting in the ball appearing to go faster which in turn limits “Reading,” “Speeds the ball up,” and thus “Speeds the game up.”

* Players who train using the Volleyball1on1 Peak Performance OODA Loop Posters will improve their ability to switch from “Soft” to “Fine” focus while scanning which is critical when playing volleyball especially as it relates to “Reading the game.”

Long and Deep (8)

“Long” and “Deep” refers to how a player should watch the ball while playing volleyball.

In sports if you can watch the ball for a longer period, the ball will appear to go slower as you have more time to process what you see. Great athletes in all sports track or pick up the balls trajectory earlier, therefore watching the ball longer, “Long!” Plus by watching the ball as much as possible all the way to the point of contact or target, “Deep,” you are able to increase you time on the ball.

The longer you “Observe” the ball the more time your brain can process it in the OODA Loop.

For example: Many young players on serve receive do not switch back to the contact point of the server when passing. The result is that the ball may be 2-5 feet away from the server before they track it visually thus reducing the time they have to react in the OODA Loop.

Younger players also tend to switch their eyes visually to the next task on hand and do not watch the ball “Deep.” This also reduces time on the ball before contact which can result in more mistakes.

Small Rhythmic Movement (9)

The eyes are organs of light and are on a constant hunt for light. Lack of motion of the eyes can result in a stare. Small rhythmic movements help counter this. Additionally, this can be used to increase our reactions speed if the rhythmic movement “Loads” the athlete for the “Action” stage of the OODA Loop.

How this can be taught for example is on serve receive have the players do small rhythmic movements as they go through their pre-serve routine and then “Load” just before they are ready to move.

Step 2 of the OODA Loop – Orientation (10)

In the **Orient** stage you are now focusing your attention on what you have just observed.

“Orientation is the schwerpunkt. It shapes the way we interact with the environment – hence orientation shapes the way we observe, the way we decide, and the way we act.” – John Boyd.

The Schwerpunkt is the center of gravity or point of maximum effort! John Boyd described it as the most important part of the OODA Loop and most people completely miss it when teaching “Reading the game” for volleyball.

Orientation (10)	
Renshaw (Meaning) ⁽¹¹⁾	
Cultural Traditions Genetic Heritage ⁽¹²⁾	
Growth Mindset ⁽¹³⁾	
Challenge vs. Threat ⁽¹⁴⁾	
Metacognition ⁽¹⁵⁾	
Previous Experiences ⁽¹⁶⁾	
New information (Adapt) ⁽¹⁷⁾	
Physical Orientation ⁽¹⁸⁾	
Visual Mental Rehearsal ⁽¹⁹⁾	
Mental Models / Paradigms ⁽²⁰⁾	

Personally, I think of it as having glasses on. Imagine, every person has a different set of glasses on. Our personal glasses shape and impact the meaning of what we see and how we see it! Two people can see the exact same thing but because of their coaching, life experiences, cultural beliefs, history, training, and more see two completely different things.

Renshaw - Meaning (11)

As discussed earlier “Meaning” and the language of “Orientation” is a critical element most coaches miss when teaching reading the game.

The Renshaw Cow example really brought this point to light for me!

PS: If you did not know the black and white photograph from earlier was of a cow.

Vision Is Shaped by a Lifetime of Beliefs and Training

“Any man facing a major decision / stimuli acts, consciously or otherwise, upon the training and beliefs of a lifetime.”
– John Boyd.

I am now going to share some important concepts that shape what we “Observe” and the meaning we associate with it.

Cultural Traditions and Genetic Heritage (12)

Cultural traditions and genetic heritage dramatically impact what we see and how we process it. I have been fortunate to witness this firsthand traveling coaching and playing globally.

USA – A Culture of Competition

“Competition makes the world go around. It’s the engine of evolution and the foundation of democracy. It prompts innovation, drives global markets, and puts money in the pocket. The real benefit of competition is not winning, rather it improves performance.” – Top Dog by Ashley Merryman

In few countries is the culture of competition as great and as celebrated as the United States. This culture to compete dramatically changes how we “Orientate” what we see. In no situation have I witnessed it greater than playing and winning at UCLA.

UCLA - Cultural Tradition of Winning, Competition and

I was fortunate to have won a NCAA Championship at UCLA. While attending UCLA we won or were in the finals every year I was at UCLA. As a program UCLA Volleyball is the most dominant sports program in all college sports history having won a total of 19 NCAA Championships and 21 total championships including the time before there was NCAA Volleyball.

This past summer I spent some time coaching camps with UCLA volleyball legend Mike Stormin Normand. Mike is a UCLA Hall of Fame member as well as a CBVA Beach Volleyball Hall of Fame member. He has won on the beach with everyone from Karch to Sinjin and while in college his 48-inch vertical made him one of if not the most dominant player in college volleyball.

In spending time with Mike, it was fascinating to see glasses / lenses we saw the world in relative to others who did not participate in UCLA Volleyball.

Some examples:

We compete at everything! It was sometimes funny because Mike is 67 but if I did something in a drill or an exercise Mike had to prove he could do it too or would try and beat me! Yeah 67 and trying to beat me! 😊

You see, Mike and I want to win at all cost! Yeah, if we must distract the opponent, if we must rely on the ref to make the call and us not own up to the call, if we need to talk a little smack to rattle our opponents we would do it because winning matters! How we “Orientate” even the simplest things we “Observe” is different because of the meaning we associate to it!

Another example, we left it all on the court. On the court we were warriors, and would compete like crazy, say anything and do anything to win. Importantly, anything that happened on the court was left there!

These points may sound simple and obvious but they are not! Traveling back to South Africa to train or walking into other volleyball programs and witnessing the team culture first hands, it is remarkable for me that people often do not want to compete. More importantly they do not see the real benefit!

“The real benefit of competition is not winning, rather it improves performance.” – Ashley Merryman

Japan – Culture of Shame

Another example of how culture affects how players “Orientate” what they see was described to me by former Japanese Men’s Head Coach Gary Sato. You see in Japan and many Asian countries have a strong culture of “Shame,” where it is very important for people not to bring shame to the family, the program or yourself.

As Gary explained this lead to players being less aggressive in tight situations not wanting to make mistakes or take risk.

Now if you think about this relative to USA Volleyball Funded [Dr. Gill Fellingham Studies in Volleyball](#) this can be a real problem for the team as players will tend to serve more Lolli-pop and Semi Lollipop serves so as not to make mistakes and bring “Shame” to the team or their family.

By comparison USA culture of “Mistakes Are Expected” and part of learning – The Growth Mindset, leads to a far more aggressive mindset which dramatically impacts how players “Observe,” a missed serve.

If you consider science and the relative importance of serving to the men’s game it is no wonder why Japanese men’s volleyball has had little success in the modern game and era.

South Africa – Economic Poverty

In traveling to South Africa several years ago with an Olympic playing pursuit in mind I was exposed to another way of viewing things based upon culture and genetic heritage. You see level of economic poverty is incredible relative to anything I had been exposed to living in America for the last twenty years.

How this translate in the “Orientation” is that people are allot less likely to move away from the herd mentality and act outside of what most people are doing. Also, if you do act differently this is frond upon and look at as a weakness or a bad personality trait.

For kids I like to describe it like the movie “The Croods.” In the beginning of the movie there was the example and people did something new and as a result they died. So the point was don’t do anything out of the norm and risk it.

This is the opposite of many of the culture beliefs in a country such as America with all of economic prosperity. Being different, a maverick is embraced and celebrated as part of the culture. This can lead to greater innovation where new ideas are introduced faster and shared quicker.

In looking for example at South Africa’s volleyball coaching level, they were in the “Dark ages” teaching drills and coaching concepts used in the 80’s that had not kept up with rule changes, advances in the science of coaching and more.

To have some fun they are still teaching out of Marv and Karl’s book from the 80’s, yes First Edition! Kind of like GMS volleyball camps today! 😊

In review “Cultural traditions and genetic heritage (12)” can dramatically impact how we “Orientate” what we “Observe.” It is therefore important to be aware of how this affects your playing and coaching style.

The Growth Mindset (13)

In the last few years the “Growth Mindset,” has been one of the biggest changes in our volleyball coaching culture here in the United States. At the last two AVCA conventions I believe there must have been 10 presentations on the subject.

Therefore, I would be negligent not to include its effects on the OODA loop and “Orientation.”

The Growth Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success. Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. Carol’s decades of research indicated “The Growth Mindset” as one of the leading reason and attribute as to why some people are successful and others unsuccessful in the goals they pursue.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They’re wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. We feel it is therefore important to help players develop a love for learning and also the skill of learning effectively.

Why, because the faster you learn the faster you can learn and improve at volleyball.

“Success in top-level sports is no longer just an athletic contest -- it’s a learning contest that takes place on the frontiers of science, technology, and the human body!” - Daniel Coyle, author of The Talent Code and The Secret Race

At Volleyball1on1 we often refer to this as the 5 steps of learning!

- 1) Believe
- 2) Engage Experts
- 3) Make Mistakes
- 4) Look Stupid
- 5) Practice

Virtually all great people have had this quality of a “Growth Mindset.”

Back to the OODA Loop and the Growth Mindset! How you orientate what you observe has a huge impact on how you plan and perform the skill. Many people are mentally programmed to fail because the meaning or how they orientate what they see through a fixed mindset sets them up for failure.

Challenge vs. Threat (14)

The physical state or chemistry of your body can have a big impact on how you learn and what you see.

Success in sport is partly a function of how well athletes deal psychologically with the demands of competition. Specifically, athletes can be classified into those who respond positively - the competition is a challenge; and those who respond negatively - the competition is a threat.

As coaches it is important to teach young players to be aware of how they respond to the competition psychologically as this can dramatically impact how they Orientate what they Observe.

Additionally, a peak physical state induced by a challenge psychology can help player improve their processing speed in the OODA Loop due to the physical release of testosterone. By comparison a threat psychological state can reduce processing speed in the OODA Loop as fine motor skills particularly your eyes can be negatively impacted from self-induced stress.

Metacognition (15)

Metacognition is described as awareness and understanding of one's own thought processes. This is critical to understand as it relates to skill development and motor learning.

There are 4 stages to learning any skill or motor pattern.

Stage 1 – I don't know what I don't know.

Stage 2 – I know it.

Stage 3 – I know it and can do it consciously.

Stage 4 – I know it and can do it unconsciously

As a coach and player, it is important to be aware of where you are on the learning curve as it relates to skill development. Coaching players in Stages 1, 2 and 3 is different than coaching players in stages 4.

The reason is stage 1,2 and 3 are related to conscious competence. This means that for a player to perform the skill they need to consciously focus on their personal actions. This means they are most often in the touch or feeling sense. This dramatically impacts how they process through the OODA Loop and what they are focus on during the acquisition of skill development.

Stage 4 – Unconscious competence by comparison is relatively effortless where players are no longer focused on the consciously performing the skill. This means players are instead connected visually to interacting with the environment and how that affects how they perform the skill. This means players are focused more in the OODA Loop as they react to outside stimuli.

Understanding as a player or coach where you are on the learning curve dramatically impacts how and what you learn!

For example, using the Volleyball1on1 Coaching Curriculum how and what we teach players who are in stage three is completely different than what and how we teach players in stage four. This includes different verbal cues, drills coaching concepts and more.

Yet most coaches and players are oblivious to this important difference in understanding the game!

Previous Experiences (16)

Previous experiences impact how we orientate what we see visually.

As a coach if a player has never seen something on the floor happening they are likely going to be less effective at processing what they see. For example, having never seen the Renshaw Cow example it becomes extremely difficult to see visually as you have no previous experience from which to get meaning.

But once you have had the experience of seeing and understand the Renshaw Cow example it becomes easy to have vision and get meaning from what you see.

As coaches an important overlooked part of our jobs is creating experiences where players have experienced plays before visually thus helping speed up their ability to react to stimuli in the OODA Loop.

It is also important that players recall these experiences when Analyzing the game.

New Information / Adapt (17)

Adaptability to new information is critical and ongoing in how we Orientate. Players need to as much as possible be in the moment reacting to new information through unfolding circumstances and stimuli they see.

Vision training using the Peak Performance OODA Loop Vision Training posters force players to be in the here and now reacting to stimuli with the result that they become focused on only reacting to what they see, not what they expect to see.

One of the most difficult challenges in my opinion is teaching experienced players to be in the “here and now,” on defense thus relying and adapting to new information vs. relying too heavily on previous experiences and moving to places the ball is not.

Physical Orientation (18)

Players need to learn to constantly “Physically orientate” themselves to the outside environment. This include stationary targets like the net, out of bound lines and the antenna as well as the outside moving environmental factors such as the setter, the attacker, and the blocker.

Examples in stationary target in action: As a player is going to set a broken play in volleyball one technique they may use to physically orientate where they are on the court and the target is to take a “Snapshot” of the net and antenna and then use this to physically orientate where they set the ball.

Another example of moving environmental factor: Maybe the setter is running off the court chasing a bad pass. As a hitter this will likely dramatically affect how you “Physically orientate” on the court. Players will likely go with the setter in the direction they are moving to give them a bigger window or target to set.

Visual Mental Rehearsal (19)

“Visual Mental Rehearsal” - gives players the opportunity to visually anticipate their action as a rehearsal for success.

Your body and brain cannot tell the difference between a visual mental rehearsal or visualization and the real thing. By visualizing the play before it happens players not only practice the play in advance of it happening, they also have increased ability to process through the OODA Loop effectively.

Mental Model / Paradigms (20)

Mental models or paradigms are simply a way of looking at and understanding the world. They create our expectations for how the world works.

While our mental models or paradigms work and match up with reality most of the time, sometimes they don't. Sometimes the universe pitches us a curveball that we never saw coming and the mental models we must work with aren't useful and can in fact negatively impact our performance and slow our reaction speed in the OODA Loop.

For example, players can be so fixed on the mental model they expect, that their eyes literally see things that do not happen or they cannot decide and act on what they observe due to their paradigm expectation.

In most cases mental models and paradigms are based upon our previous experiences interacting and responding to outside stimuli. It is therefore important for players to constantly evaluate ongoing mental models to current unfolding circumstances and adjust accordingly.

This goes back to "New Information / Adapt (17)" and are the players in the here and now.

Step 3 of the OODA Loop – Decision (21)

The **Decision** step, is when you decide or plan your action based upon what you have just observed and how you orientated what you observed.

Hick's Law (22)

Human reaction time is defined as the time elapsing between the onset of a stimulus and the onset of a response to that stimulus. A primary factor affecting a response to stimuli is the number of possible stimuli or in volleyball's cases what you "Read" your opponent doing.

In 1952 a researcher named Hick confirmed that by going from one response choice (Decision Step) to two, response time increased by 58%. Hick's discovered that the reaction time increases proportionally to the number of possible responses until a point at which the response time remains constant despite the increases in possible responses.

This is widely known as "Hick's Law" and has been repeatedly confirmed by subsequent research.

So consider this:

A volleyball player is "Reading the Game" using the OODA Loop on defense in beach volleyball.

First they **Observe** the attacker spiking the ball at them.

Next they **Orientate** or process what they see.

Next they **Decide** on what to do.

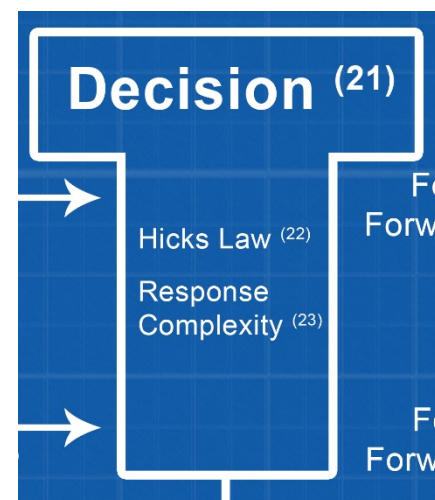
Before **Acting** or Perform the Volleyball Skill of digging the ball on defense.

If during the orientation phase (Step 2) the player cannot effectively process the information and the result they perceive two possible outcomes / shots, for example in beach volleyball a line shot and a hard-driven ball, their reaction time will increase by 58% verses them **Orientating / Processing** or "**Reading**" only 1 shot.

Importantly – a 58% Increase in response time with just two outcomes!

Now consider if they perceived three shots, a line shot, a hard-driven ball and a cut shot, or even four shots, add a jumbo shot. Their reaction time has increased well over 100% of that had they only **READ / ORIENTATED** one shot.

The result is them essentially being stuck, unable to react fast enough to get any ball often even if it has been hit directly at them.



When you really think about this, this is extremely powerful and why I advocate for training volleyball skills using the OODA loop and **Orientation** as the most important point in the loop!

Quick Beach Tip: I was [filming AVP and FIVB Pro Jason Lockhead on Beach Defense](#) last year and one of his tips for defense, *“Always plan on taking only two balls on defense.”* – Jason Lockhead. Using Hick’s Law you can understand the logic.

Quick Defense Tip: I was filming Sinjin Smith and he shared a secret on how to have 3 defense shots protected while only focusing on two mentally. So taking “Hicks Law” from 2 to 3 without slowing down reaction time. [Watch here!](#)

Be sure to look at my article on [Strategy For Using “Hicks Law” to OODA Loop Your Opponent.](#)

Response Complexity (23)

Response Complexity – People organize movements in advance. If the action or skill is more complex, reaction time increases as more time is required to organize the system for movement initiation.

In 1960 Researchers Franklin Henry and Donald Rogers found that not only does increasing the number of responses affect your reaction time (Hicks Law), but also by increasing the complexity of the tasks (Response Complexity) you negatively affect your reaction time.

While doing simple reaction time test, they told each subject to place their finger next to a switch and when they hear a certain sound, they are to flip the switch. After each subject’s time was registered and recorded they used the same group and did the same test but added another task to do after flipping the switch. The subjects were told to flip a second switch after completing the second task. In both tests, the only time recorded was the time it took to push the first button and Henry and Rogers found that the added stress of having a more complex task to perform caused each subject’s reaction time to increase by an average of 31%.

Volleyball Coaching Examples Using Response Complexity

The Theory: People organize movements in advance. If the action or performance of the volleyball skill is more complex, reaction time increases as more time is required to organize the system for movement initiation.

Let’s compare two scenarios with the same defense and offense on the beach:

The offense is hitting a line, the defenders are blocking line with his off the net partner defending the angle.

Scenario 1: The defender in the angle is stopped and waiting in the angle. They have organized their movements in advance for a hard angle hit or a line shot.

Scenario 2: The defender is middle, just before the ball is hit they move into the angle to play defense anticipating a hard angle hit or a line shot. They too have organized their movements in advance for a hard angle hit or a line shot.

Because the response complexity has increased, the player has to move into the angle position from the middle, the reaction time for a defender in situation 2 is likely to be significantly slower than that of the player in situation 1.

From a coaching perspective what this means is the need to be in the correct starting position should be weighed against the possible cost of getting to that starting position and its impact on reaction time.

Yet most coaches and players are so focused on getting to the correct place on the court that they often miss the easiest shots on defense.

I have heard this also applying to indoor in a similar manor.

Old way for coaching defense: “Get to your position on defense and then try get it up.” Today the better higher-level coaches teach: “Get stopped on defense and try and get the ball up.”

From a response complexity standpoint this makes more sense as the action of getting the ball up is less complex thus the reaction time has increased which is often the most important thing when digging a ball on defense!

Another example of how this affects coaching is in the verbal cues players learn associated with specific skills. For example, on serve receive, we teach players to “Finish.” Not only are they finishing the pass with platform at a good angle on target. They are also ending the skill mentally so they can move onto the next skill. This way they don’t combine passing and swing hitting thus increasing response complexity.

In review, volleyball players organize their movement patterns when performing a volleyball skill in advance. As the action or skill gets more complex so the reaction time increases as more time is required to organize the system for movement initiation.

Step 4 of the OODA Loop – Action (24)

Finally, you have made your decision and the last step is to Act upon that decision or perform the volleyball skill.

Metacognition (15)

Given the important of Metacognition to how one performs and understands the action it fall under both “Observation” and “Action.”

* Coaches, metacognition most affects how we coach and what we coach.

Loaded / Split Step (25)

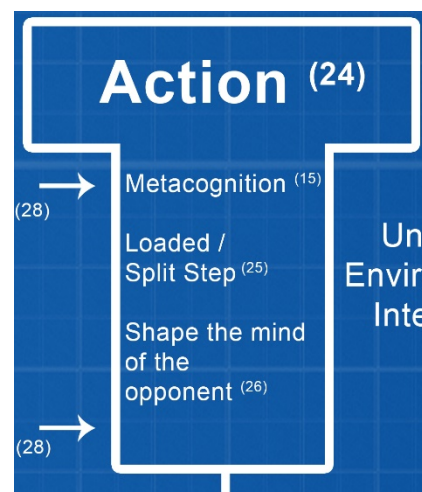
The split step is a loaded ready position that helps players react and “act” faster through the OODA Loop. Mechanically speaking the split step is simply a small hop you take while in the ready position to help improve reaction speed.

Important split-step concepts include:

- You only want to maybe get and inch off the floor or sand.
- When you come down from your split step, you want the weight to equally compress both of your legs like loaded springs so that you can push off explosively in the direction you choose.
- Timing on the split step is most often just before the opponent is about to contact the volleyball.
- The key with timing is that you want to be back on the ground, with your weight down and your legs loaded up (so you are at your most explosive) at the exact moment that you realize where you want to move. (Loaded at “Decision”)

The Volleyball1on1 coaching curriculum includes skill specific verbal cues for teaching the split step for defense, blocking, and serve receive.

Shape the Mind Of Your Opponent (26)



In volleyball, sports and war shaping the mind of your opponent is critical to winning. John Boyd described attacking the mind of your enemy using the OODA Loop a critical part of winning.

So how do you apply this to volleyball?

Well firstly think about aerial combat, would you ever fly you plane in a straight line in combat? No of course not.

When playing volleyball how many players “fly their plane” or show their opponent exactly what they are doing as they go in to attack?

More importantly do coaches have a system for teaching this idea? As a volleyball player you should always be “shaping the mind of your opponent” so that you can mislead how they respond to your actions.

Implicit Guidance and Control (27) - Learned Automatic Response



The ability to bypass the decision-making process by already knowing what action to take can help players significantly increase their speed in the OODA Loop. Boyd called the process of bypassing steps of the OODA loop "implicit guidance and control."

Implicit guidance and control is an unconscious preplanned physical response to a known stimulus, which is often referred to by psychologists as a "learned automatic response."

This has been successfully applied in many areas outside of sports. This is an area I continue to research for volleyball. As I discover more concrete practice systems for developing this “Learned automatic response” I will update you on Volleyball1on1.com.

We have already developed many successful training strategies and drills using this system on offense for both beach and indoor volleyball.

Essentially, when applied correctly players now perform the OOA Loop as the Decision part is eliminated! Just think of the speed and effectiveness now when players perform volleyball skills.

Feed Forward (28) – Feedback (28)

“He who can handle the quickest rate of change survives.” - Lt. Colonel John Boyd

“Feed forward” is the participants ability to process what they observe or “Feedback” from outside stimuli and react to that stimuli as they move through the OODA loop. Feedback is critical as we move forward through the OODA Loop.

It is vital to understand most people act differently based upon one of two things. Are decisions made based upon previous experience or are decisions made based upon the here and now. You see we observe feedback and new information through a lens, the lens of our own prior orientation.

That said it is important to understand that:

- Feedback is self-generated. Most athletes notice what they determine as important and tend to ignore everything else. This makes it even more important to ideally “Analyze” what is important visually before the play.
- The critical information or “Feedback” in sports tends to be generated in the “now.” Failing to notice the "now," or staying stuck in past assumptions, will result often in an inaccurate “Decision,” “Action,” process.
- Feedback changes; what an individual or system chooses to notice and will change depending on the past, the present, and the future.

As a coach of advanced players in beach volleyball, the toughest challenge often on defense is players failing to notice the "now," or staying stuck in past assumptions. Players who do not do this will at times see things the opponent

attacker is doing that is self-created, a lens of sorts. Players will skip forward and find themselves skipping to the decision and action steps in the OODA loop without correctly processing what they “Observe,” and “Orientate.”

Being in the “now” is extremely difficult! We find athletes who incorporate the “Peak Performance OODA Loop Vision Training Posters” into their training regimen have increased success due to the need to be present in the “Now” with the training.

AVCEX ⁽²⁹⁾ Loop INCLUDES 4 KEY STEPS

Analyze – What matters visually for play success?

Visualize – Visual Mental Rehearsal of the Play!

Center – Visual switch for command control of the zone!

Execute – Focus on the ball and the unfolding stimuli.

(Techniques used to slow down the ball and game.)

AVCEx is an acronym used to help players prepare mentally and visually before the play happens to increase performance on the court.

AVCEx (29)

AVCEx is an acronym used to help players prepare mentally and visually before the play happens to increase performance on the court.

Pronounced “Have Sex,” this will help players remember multiple steps and ideas from **Volleyball1on1 OODA Loop Volleyball Vision Coaching Blueprint** into an easy to use formula to help significantly improve performance.

“Have Sex,” I know, I know! Sorry but it’s just easiest to remember! 😊

Analyze – What matters visually for play success?

Visualize – Visual mental rehearsal of the play!

Center – Visual switch for command control of the zone!

Execute – Focus on the ball and the unfolding stimuli. The here and now.
(Techniques used to slow down the ball and game.)

AVCEx in Action

About 50% of plays begin with one team on serve receive waiting to pass the ball and run their offense. I will now and describe the AVCEx visual / mental routine on serve receive. Keep in mind this is repeated in a similar way when on defense.

On serve receive offense:

- 1) Before the play begins the players see the server location and calls responsibilities, as well as shifts on the court to be in the optimum passing position.
- 2) **“Analyzing”** starts with the task at hand. What is the most important thing I need to do next to have success. As a Libero it is pass, setter set, outside hitter its pass and hit, middle its hit, opposite likely just hit. Using only the libero from the example, based upon the players “Previous Experience,” the player “Analyzes” where and how he thinks the server will serve and how they will pass that serve. Important things to consider when “Analyzing,” is what are the most important things that I need to be “Observing” while processing for the skill of passing.

- 3) Next the player **“Visualizes”** a perfect pass through a “Visual Mental Rehearsal.” Keep in mind the brain cannot tell the difference between a perfect pass mentally or physically.
- 4) Next the player **“Centers,”** by switching their vision between two points to get out of a mental state and have “Command control to the zone.”
- 5) Finally, the player is in **“Execution”** and this revolves around being in the here and now as well as using different techniques visually with the ball to “Slow down the ball,” and thus “Slow down the game.”
These visual techniques include: Soft to Fine Focus, Long and Deep, and Rhythmic Movement.

In my experience across all ages from pro to youth players who follow the AVCEx principals have significantly lower number of errors and are more focused on the court as to what is happening.

Like all things the AVCEx routine takes practice. But the results are worth the effort.

Slowing Down the Ball and Game

Slowing down the ball and game is considered the pinnacle of athletic achievements and only accessible to the most elite level athletes. On top of this most athletes do not possess “Command control (6),” over their ability to slow down the ball and game. To summarize the points discussed in this paper that will enable you to have this command control include:

- 1) **Outside Information (1)** - Players who learn “Where to look,” “When to look,” and “How to look,” in a manner that maximizes volleyball actions will slow down the ball and game.
- 2) **Analyze (3)** - By “Analyzing” only that which is important “Visually” players can effectively speed up their processing speed through the OODA Loop by limiting non- necessary visual and other sensory stimuli. This in-effect will help with “Reading the game,” “Slowing the ball down,” “Slowing the game down” and more as there is less to process.
- 3) **Centering (5)** - Centering is a process by which players “Center” in on their vision by visually switching rapidly between two or more points which in turn allows them to “Get in the zone” visually. By limiting the input of what is processed and being “Centered,” on only that which is happening “Visually” players ability to process the visual information is dramatically improved. Centering also forces players to focus more on just their visual sense.
- 4) **Soft-Centered vs. Fine-Centered Vision (7)** - In sports when focusing on the ball using “Central vision,” the ball will appear to go slower due to your brains increased ability to more effectively process what it “Observes.”
- 5) **Long and Deep (8)** - In sports if you can watch the ball for a longer period, the ball will appear to go slower as you have more time to process what you see. Great athletes in all sports track or pick up the balls trajectory earlier, therefore watching the ball longer, “Long” plus by watching the ball all the way to the point of contact or target, “Deep,” you can also increase your time on the ball visually.
- 6) **Small Rhythmic Movement (9)** - The eyes are organs of light and are on a constant hunt for light. Lack of motion of the eyes can result in a stare. (Staring leads to soft-centered vision) Small rhythmic movements help counter this. Additionally, this can be used to increase our reactions speed if loaded during the “Action” stage of the OODA Loop.
- 7) **Challenge vs. Threat (14)** - A peak physical state induced by a challenge psychology can help player improve their processing speed in the OODA Loop through the release of testosterone. By comparison a threat psychological state can reduce processing speed in the OODA Loop as fine motor skills controlled by the eyes can be negatively impacted from self-induced stress.
- 8) **Previous Experiences (16)** - Previous experiences impact how we orientate what we see visually. By creating previous experiences or mentally rehearsing those experiences we can learn to more effectively “Orientate” what we see visually.
- 9) **New Information / Adapt (17)** - Adaptability to new information is critical and ongoing in how we Orientate. Vision training using the Peak Performance OODA Loop Vision Training posters force players to be in the here

and now reacting to stimuli with the result that they become focused on only reacting to what they see, not what they expect to see.

- 10) **Visual Mental Rehearsal (19)** - “Visual Mental Rehearsal” - gives players the opportunity to visually anticipate their action as a rehearsal for success. This rehearsal speed up players ability through the loop.
- 11) **Hick’s Law (22)** – By being aware of “Hicks Law,” players limit their possible actions which in turn can dramatically speed up their reaction time.
- 12) **Response Complexity (23)** – By understanding how “Response complexity” affects movement patterns players sperate patterns mentally using verbal cues like “Finish,” on passing and thus speeding up reaction time through combined patterns.
- 13) **Loaded / Split Step (25)** - The split step is a loaded ready position that helps players react and “Act” faster through the OODA Loop.
- 14) **Implicit Guidance and Control (27) - Learned Automatic Response** -The ability to bypass the decision-making process by already knowing what action to take can help players significantly increase their speed in the OODA Loop and thus slow down the ball and game.
- 15) **Feed Forward (28) – Feedback (28)** – Teaching players to more effectively stay in the “Now” and more rapidly process ongoing “Feedback” can dramatically affect the speed of the ball. Vision poster training improves “Feed Forward,” and “Feedback,” while in the loop.
- 16) **AVCEX (29)** - AVCEX acronym can help players prepare mentally and visually before the play happens to increase performance on the court.

In Summary

My goal was to present new ideas and improve how the sport is played and coached. I welcome feedback and debate with the idea that I am a firm believer in “Kaizen” – Constant never-ending improvement and that all feedback will help improve how the game is taught and played. (Message me with feedback!)

I know some will disagree with what I am sharing and say it is too much and too complicated. Keep in mind players tend to be exposed to these ideas over the course of season and many seasons. I have worked with pro elite level players who 2 years later are now only able to apply these ideas successfully but with great benefit. At other times I have worked with players as young as twelve and they can do many of these ideas after just 1 day of camp.

My second goal in writing this paper was to promote Volleyball1on1.com and my Volleyball1on1 Camp business for volleyball high school programs and youth clubs.

Volleyball1on1 offers over 2500 instructional videos, articles and drills. We are an excellent resource to help players and coaches develop their knowledge and improve how they play and coach the game.

Finally, I feel my Volleyball1on1 “Travel to You” High School and Club Camp is by far the best camp on the market! What makes us unique is the incredible content and coaching ideas we share with you the coach, your staff and your players. All our coaching content comes in the Volleyball1on1 Coaching Manual as well as we offer a [complimentary “Train the trainer” coaching clinic](#) while at your venue.

No one offers the kind of detailed coaching content we offer and the Volleyball1on1 OODA Loop Volleyball Vision Coaching Blueprint is one example of that!

Contact me if you have interest in running a [Volleyball1on1 camp](#) or using our volleyball coaching curriculum for your club or high school.

Sincerely,

Andor

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"It is in your moments of decision that your destiny is shaped." Tony Robbins

Bio Andor Gyulai

Andor Gyulai is Founder and CEO of Volleyball1on1.com. Volleyball.com is one of the top volleyball coaching website in the world. Andor himself has filmed / edited over 2500 videos with the best volleyball players and coaches in the world. Andor Gyulai and his team share at Volleyball1on1 "Travel 2 U" Summer Camps key coaching tips, tools, drills and secrets used by the best players and coaches in the world to dominate the sport. Andor also won a National Championship at UCLA, and has been invited to play for his country for both beach and indoor. Andor has over 24 years of coaching experience having started coaching at the age 16 as the head coach of his high school. (Watch some of the most Popular Volleyball Videos in the World as [Andor Coaches Spiking](#))

"Teaching Life Lessons through Sports and Volleyball"