

“The Coaching Toolbox”

Motivating Athletes & Positive Behavior Management

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The Secrets Behind Motivating Athletes





**Write down the 3 main
reasons why you
participate in sport**

Quick Reminder – Why they play

- **To have fun**

- **To feel worthy**

- To improve skills and learn new ones

- For thrills and excitement of competition

- To be with friends/ make new friends

- To succeed/ win

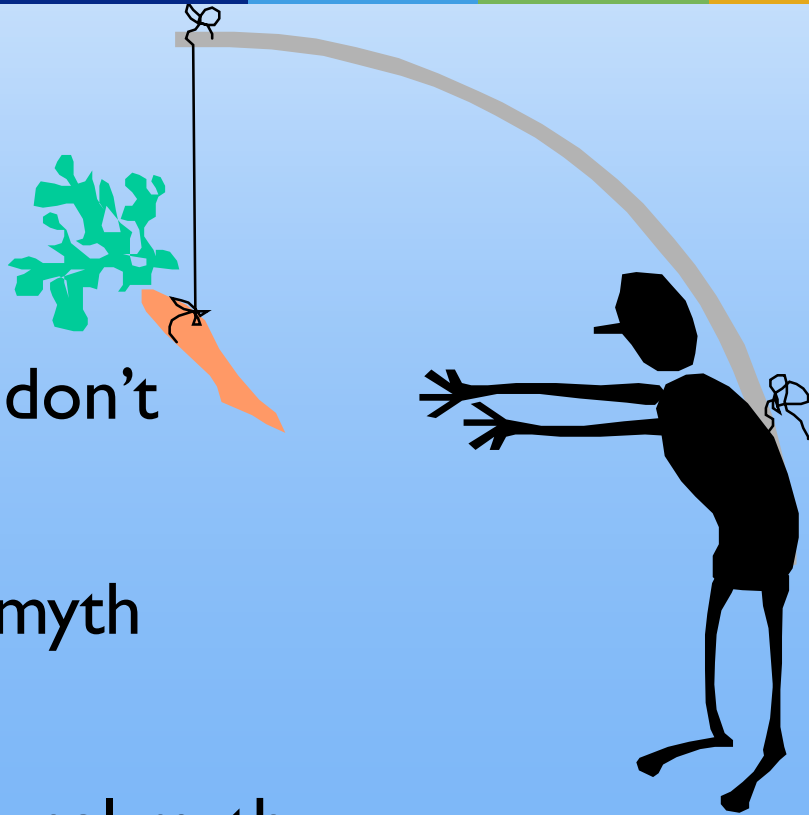
A coach's great frustration

The losing mindset

- ▣ Not intentional – especially in young people
- ▣ Product of what they have been taught (or not taught) or how they have been treated
- ▣ Fear of failure
- ▣ Set self up to keep expectations low
- ▣ Self protection – of ego, of status, attention/acceptance

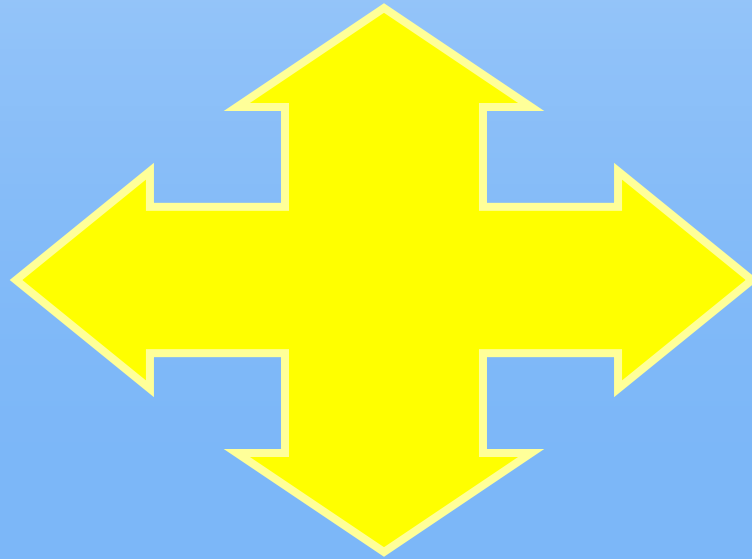
Common Misunderstandings about Motivation

- Jug and mug myth
- You have it or you don't
- The natural talent myth
- Exploding motivational myth



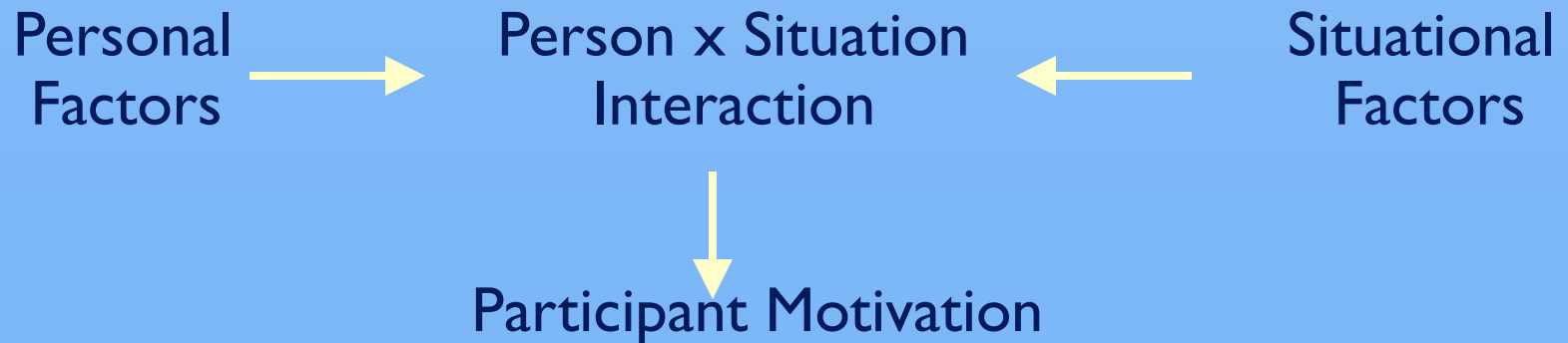
Defining Motivation

Direction and intensity of one's effort (Sage, 1977)

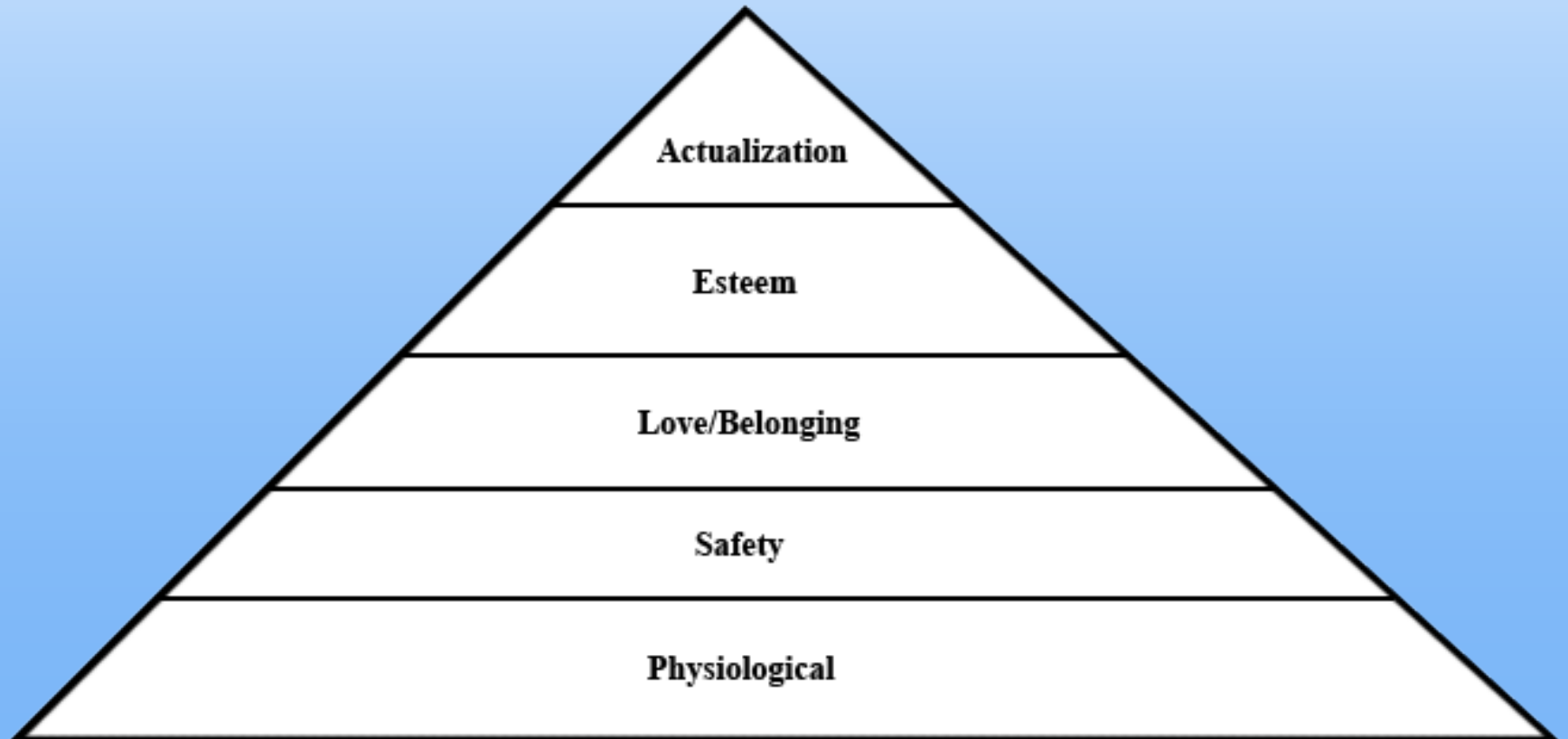


A look at the theories

- Participant or trait-centered
 - e.g., needs, goals, personality
- Situation-centered
 - e.g., team environment, health club environment
- Interactional



Maslow's Hierarchy of Needs



Foundation for Athletic Behavior

Basic needs...

- To be accepted and belong to a group
- To gain and demonstrate competence/ to feel worthy
- To experience stimulation and challenge and to be unique

2 Basic Types of Motivation

▣ Intrinsic Motivation

- ▣ Pride
- ▣ Self satisfaction
- ▣ Growth and development
- ▣ Long term
- ▣ Based on things **within** the athlete's control

▣ Extrinsic Motivation

- ▣ Attention/ recognition from others
- ▣ Meeting others expectations
- ▣ Trophies
- ▣ Money
- ▣ Status
- ▣ Short term
- ▣ Based on things **out** of athlete's control
- ▣ **KEY ELEMENT** in a winning mindset

Another face of “Mo”

- ▣ The relative absence of motivation
- ▣ “*Amotivation*” (Deci & Ryan)
- ▣ “Apathy” (sx of depression; underrecovery)
- ▣ EX: athlete stops or reduces training when s/he believes that it will do no good, are disinterested, discouraged

Anti Motivation

An improper motivational climate can actually create an athlete who is afraid to fail and as a result is afraid to try (because they might fail)

How do athletes learn to fear failure

- ▣ Overemphasis on performance, not learning
- ▣ Unrealistic goals
- ▣ Overemphasis on extrinsic rewards
- ▣ Punishment for mistakes
- ▣ Self fulfilling prophecy

Creating and supporting a positive motivational climate as a coach



A Mastery Climate Enriches Motivation

▣ Performance (Ego) Climate

Emphasis on

- ▣ Beating others
- ▣ Demonstrate only top ability
- ▣ Pride only associated with outcome

False beliefs

- ▣ Mistakes are unacceptable
- ▣ Natural born talent

In a **performance climate** athletes focus on showing **ONLY** high ability or **HIDING** low perceived ability

▣ Mastery Climate

Emphasis on

- ▣ Effort
- ▣ Learning
- ▣ Mistakes are ok
- ▣ Process of development
- ▣ Learning new skills
- ▣ Improving skill level
- ▣ Personal effort and push
- ▣ Self challenge

In a **mastery climate** athletes focus on learning and mastering skills

Which are you creating?

The motivation coaches want to see

A Balance of Intrinsic and Extrinsic

- ▣ Problems occur when there is only extrinsic or little to no intrinsic motivation present

With **HIGH** intrinsic motivation, athletes will

Stick with it longer

Put in greater effort

Be less likely to drop out

Get greater enjoyment

Seek challenge and competency

Mistakes are ok?

- ▣ Athletes can't be afraid of making mistakes
- ▣ Everyone makes them
- ▣ Learning from mistakes is a skill
- ▣ How do you handle them as a coach?
- ▣ How to help athletes handle them better
 - ▣ Flush it
 - ▣ Review at proper time
 - ▣ Athlete driven learning
 - ▣ If – then
 - ▣ Proper and positive/constructive feedback

Things to add to your toolbox

- Emphasize that success is not always the same as winning
- Use the success language
- Set realistic personal goals
- Follow up on goals
- Recognize abilities and limitations
- Know the individual

Ask these important questions:

- What do you attribute things to? (Why do things happen?)
- Are practices and game 'fun'?
- Are roles and responsibilities clear and reasonable?
- Are you creating player coaches?

More Ideas to Enhance Motivation

- Understanding competing motivation sources
- Emphasize growth and importance of intrinsic motivation
- Balance challenges and skills in practice
- Talk up intrinsic motivation
- Keep emphasis on present and controllable
- Recognize athletes' limitations
- Enlist and engage the athlete
- Reward EFFORT
- Keep it believable
- DON'T forget the fun

Managing Behavior

**Not just about managing misbehavior.
The goal is to keep poor behavior from
happening in the first place.**

'Negative' Discipline

- ▣ Is typically *reactive*
- ▣ Types of negative discipline
 - ▣ Yelling
 - ▣ Lecturing
 - ▣ Belittling
 - ▣ Intimidation
 - ▣ Threats
 - ▣ Intentional embarrassment
 - ▣ ANY sort of physical discipline
 - ▣ Movement punishment
 - ▣ Physical violence

Harsh comments and 'negative discipline' may prevent misbehavior,

however they create a hostile, negative environment that reduces learning and motivation.

Effective Discipline = Positive Proactive Discipline

- Discipline is not about punishment, screaming, intimidation or demanding respect
- Discipline is about
 - Instruction
 - Training
 - Providing feedback/correcting errors

It ...

- Is created within a culture as defined by YOU, the coach, before the season starts
- Provides clear structure, limits, and consequences
- Is done **WITHOUT** anger
- Make take practice

Why it is a better approach

- ▣ Supports learning and mastery
- ▣ Enhances self esteem
- ▣ Improves team atmosphere
- ▣ Reduces problems before they start – reducing need for dealing with misbehavior

How to create and use positive discipline

- Create YOUR team culture – what do you expect
- Engage athletes in process (e.g., team meeting, team rules)
- Set clear team rules (emphasize the behaviors you expect to see be clear about those that are not acceptable)
- Create a team routine
- Practices should be engaging
- Catch and reward the positives

Coaching tips to enhanced discipline

- Keep in mind athletes may not be used to this approach
- Enlist help of assistant coaches and parents – present a united front
- Ignore disruptive misbehavior that is aimed at getting your attention – focus your attention on those behaving
- Rewards for good behavior go much farther than punishment for negative behavior
- With recurrent negative behavior – seek to understand the situation (what is causing, why aren't consequences effective)

Corrective Discipline

When you have to respond

Consider the 'Why' of the misbehavior

- Athletes are not just mini adults
 - Don't expect them to always be rational and mature
- Why should they know better?
 - Have they had good adult role models?
 - 2-3 months with your program vs. X years of life?
- Typically misbehaving athletes
 - Are discouraged/frustrated
 - Feel disconnected/want attention

What about when you do have to respond/use consequences?

- ▣ Handle as immediately as possible
- ▣ Do it away from others to minimize 'attention' effect
- ▣ Be clear
- ▣ Be consistent
- ▣ Do not use anger
- ▣ Do not carry it forward
- ▣ Punish the behavior NOT the person
- ▣ Seek to understand the 'why'
- ▣ Know the bigger structure

Correcting a Behavior

- 1) Determine violation
- 2) Respectfully request a behavior change
- 3) Use consequence if required

Respond as quickly as possible to the offense –
but **without anger** and make sure
response is well thought out



If we have time we could do a case study or two?

Tommy is a 21 year old high school shot putter with a history of chronic, minor injuries. He has experienced some intermittent success but has always been considered a talented but underachieving athlete who has consistently failed to reach his potential. The coaches have become very frustrated with Tommy due to what they call “insignificant physical problems”.

You have often observed him during practice and some meets; his apparent level of effort appears to be quite inconsistent. Some practices he seems very disciplined, while other time he complains of pain shoulder and leg pain and therefore just “goes through the motions.” Interestingly, Tommy appears to try very hard when he is sure he will win an event or meet, but often comes up with excuses when the level of competition is even or better, playing off his failures to peers and coaches by saying it as

“no big deal” or that he “didn’t really even try...”

Pair up

What's going on with Tommy?

Motivational status/style?

How to motivate him?

