

COACHING A GEN-Y ATHLETE: Ways to be Successful



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THE PROBLEM*

“our students have changed radically”

- Entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and so forth.
- By age of seven, the average child will have spent a full year of 24-hour days watching recreational screen media.
- Over a course of childhood, children spend more time watching TV than they spend in school.
- Children 12-15 are spending 17.1 hours a week on screen time.



**On the Horizon (NCB University Press, Vol 9, No. 5, October, 2001)*

THE PROBLEM CONTINUED

- Children who use the internet mostly alone comprise one in seven internet users aged 5-7 (14%), one in four aged 8-11 (24%) and over half of those aged 12-15 (55%).
- Children's cognitive development is two years down on what it was 30 years ago because children have lost both concrete and abstract thinking (Shayer, M., Ginsburg, D., Coe, R. (2011)).



COLLEGE STUDENTS

- Today's average college grads have spent less than 5000 hours reading.
 - But over 10,000 hours playing video games.
 - Concern of dopamine effect, and addict syndromes.
 - Over 20,000 hours watching television.
 - Computer games, email, Internet, cell phones and instant messaging are ...their lives.



THE SOCIAL WORLD

- Constantly connected
 - Children with cell phones -
 - My 12 year old was forgotten for a ride.
 - The pedophiles on the prowl.
 - I need to know my child is okay.
 - College students
 - How many times a day do you text or are texted by your families?
 - My coeds response to my experience 40 years ago.



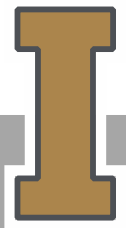
THE HOVERING PARENT

- Term from Ginott's 1969 book, *Parents and Teenagers* - by teens who said their parents would hover over them like a helicopter.
 - Lawn mowing parenting, cosseting parent, bulldoze parent
 - A style of parenting which is over-focused.
 - Take too much responsibility for their children's experiences, including success and failure.



THE PROBLEM

- "It means being involved in a child's life in a way that is over controlling, overprotecting, and over perfecting, in a way that is in excess of responsible parenting," Dunnewold, (2007) Even June Cleaver would forget the juice box...



THE GEN-Y

- Their brain development...
 - They think in “patches” of time.
 - They see in a “global” fashion.
 - Relationships are more shallow.
 - Morality is relative.
 - Text messaging, wired.
 - Parents - helicopter or hovering..



RESULT IN ATHLETES

- Decreased confidence and self-esteem
 - My parent doesn't trust me, which leads to “a lack of confidence”.
- Undeveloped coping skills: child never learns to cope or deal with stresses of life.
- Sense of entitlement - athlete becomes accustomed to always having their way and thus entitlement.
- Undeveloped life skills: Athlete becomes mentally and physically unable to do tasks.



TODAY'S RECOMMENDATION

- No screen time for two years and under.
- Time after that age, maximum leisure screen time not more than two hours a day (US Department of Health, 2013).



THE EFFECT

- “...today’s students think and process information fundamentally different from their predecessors.
 - Different kinds of experiences lead to different brain structures...” *Bruce D. Berry, M.D., Ph.D., Basic neuroscience and clinical research, Baylor College of Medicine.*
 - “...it is very likely that our students’ brains have physically changed and our different from digital immigrants...as a result of how they grew up.”



???

- “Whether this is literally true or not, we can say with certainty that their thinking patterns have changed.”
- Students today are “native speakers” of digital language.
- So what happens when the Digital Native meets the Digital Immigrant?



THE NON NATIVES – IN THE COGNITIVE WORLD

- We speak with an accent.
 - Print out a document to edit it...
 - Showing an interesting web site on your computer, rather than sending it to them
 - Calling to see if they got your “email”



DIGITAL IMMIGRANTS

- Speak an outdated language
 - Struggle to teach and relate to a population that speaks an entirely new language.
 - Obvious to the natives...
 - School is taught by heavily accented, unintelligible foreigners who lecture them and use words strange words, “dialing”, record players.



DIGITAL NATIVES

- Are used to receiving information really fast.
- They **parallel process and multi-task**.
- They prefer graphics before their text rather than after.
- They function best when networked.
- They thrive on **Instant Gratification and Frequent Rewards**.
- They prefer **games to serious work**.



DIGITAL IMMIGRANTS

- Little appreciation of the skills of natives.
- Skills are almost totally foreign
- They like to teach slowly, step-by-step, one thing at a time, individually and seriously.
- “My students just don’t...like they used to.”
- “They have no appreciation for....or....”



DIGITAL IMMIGRANTS

- Don't believe their students can learn successfully while watching TV or listening to music, because they can't.
- Digital natives grew up on “twitch speed” of video games and MTV.
 - They are used to instant hypertext, downloaded music phones in their pockets, a library on their laptops, beamed messages, and instant messaging.
 - They have networked most or all of their lives.
 - They have little PATIENCE for lectures, step-by-step logic, and “tell-test” instruction.



DIGITAL NATIVES

- Is it that Digital Natives can't pay attention, or that they CHOOSE NOT to?
- The digital natives think that digital immigrant teachers make their education NOT WORTH paying attention to compared to everything else they experience - and they blame the immigrants for not paying attention to them.



COACHING POINTS OF VIEW

- Coaching the Why Generation -
 - Different needs and values - outcome focused
 - They need to know all the reasons why.
 - Should we understand and accommodate their needs
 - Need to offer different coaching methods and structure
 - Appeasing their need for quick training and competition results
 - Getting them involved in decisions making process
 - Nicole Jeffrey (Giles, K.B., Coaching Generation Y, http://www.movementdynamics.com/uploads/newsletters/05_Movement_Dynamics_Newsletter_Aug_07.pdf)



WHAT TO DO?

- Communicate in language and style of students.
 - Going faster, less step-by-step, more in parallel.
 - Adapting materials to the language of Digital natives.
 - Edutainment...maybe it will work and maybe not...much has to do with presentation - using games for learning.



WHAT IT MEANS FOR YOU..

- Time on task is limited
 - How long - probably not more than 8 minutes.
 - If you are lecturing them...they will tune out quickly.
 - Sitting and focusing on one subject or one person is very difficult
 - give information in brief encounters - the more small snippets the better.



WHAT IT MEANS FOR YOU..

- Use the web and email for instruction.
Text message, blog, and so forth.
 - Keep it short and to the point.
- They want interactive discussion.
 - They want to be a part. They want their voices heard.
- Content must be directly related to their world.



THE COUNTER REALITY

- Training is training
 - Don't back off - The work needed to get trained is still the same no matter if they are Gen-Y or Millennium, or whatever.
 - Give them the tools that they need to succeed.
 - They need to take a leap of faith
 - Championship winning or winning in life
 - Demands that you are at the edge of the envelope. There are no easy ways..



THE BAD NEWS

- Attitude
- Respect
- Commitment
- Discipline
 - These qualities do not change because they are Gen-Y.
- FSS + FMS = Physical Literacy
 - No short cuts how to get there.



CONCEPTS TO CONSIDER

- Technological savvy – if you have the money, Fitness watches, Smart phones, pedometers, and apps develop training protocols.
 - Under Armour smart wear
 - Develop own training protocols
 - Feedback from training.



SUGGESTIONS

- Skill variety
 - Like to multitask - see themselves as internal customers
 - Need engagement and involvement.
 - Challenge them to use technology to solve problems.



SUGGESTIONS

- Task Identity and Significance
 - Wants to feel that what they are doing is meaningful and important
 - Explain the why of what you are asking them to do
 - Explain what's in it for them
 - Use real world verifiable proof
 - Find meaning



SUGGESTIONS

- Autonomy
 - Within limits let them be individual in their work.
 - Be wary of one size fits all
 - Provide flexibility
 - Enable self expression and autonomy



SUGGESTIONS

- Feedback
 - Get them involved
 - Expectations that are clear
 - Behavior is measured and feedback consistent
 - Frequent feedback.



ATHLETES TODAY

Started competing at an early age

Trained as miniature adults

Practiced long hours as very young athletes

Burn out at a high rate

Typically focused early to one sport

Think they are highly skilled and no longer need to train at high levels.

Are willing to skip the hard work because they have “arrived”

Often have significant injuries at very young ages, especially girls & women



TRAINING



Almost exclusively
Sport skill related



UPSIDE DOWN TRAINING



OPTIMAL FOCUS:



MISSING SIGNIFICANT PIECES

Functional movement:

- Based on real-world situational biomechanics.
- Involves multi-planar, multi-joint movements
- Places demand on the body's core musculature and innervation.



Tier One

IMPORTANCE OF MOVEMENT PATTERNS

Movement patterns are used to describe those movements most humans explore during growth and development.

These fundamental movements include rolling, pushing up, quadruped and crawling.



Fundamental movement is the foundation that leads to effective functional movement.

General fitness and athletic populations often perform many high level movements without easily observable deficits.

Use compensatory and inefficient movement patterns due to limitations and asymmetries



PRIMITIVE MOVEMENTS



Reconsidering the way we look at
Movement



FUNCTIONAL MOVEMENT SYSTEMS



FUNCTIONALMOVEMENT.COM

University of Idaho
Center for ETHICS*

ACTIVITIES

Hurdle Step



DEEP SQUATS





BILATERAL MOVEMENTS



Second Tier

FUNDAMENTAL & SKILL MOVEMENTS

Running

Hopping

Skipping

Jumping

Striking

Throwing

Agility

Balance

Coordination

Reaction Time

Power

Speed

Kinesthetic Awareness



Third Tier

SPORT SKILLS

Assess functional movement patterns as they play out in SPORT SKILLS

Place functional and fundamental movements in all practices in significant ways.

Keep functional movement patterns throughout the season .

