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ACHIEVING GREATNESS
The Art of Coaching

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The Art of Coaching
Today’s Talk Includes:

1. The Power of Relationships
2. Ways to Design a Motivational Coaching Environment
3. Strategies to deal with the “Difficult” athlete
1. The Power of Relationships
• “People don’t care how much you know until they know how much you care.” –Roosevelt
Individualizing Sessions
## Daily Questionnaires

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The Power in Note Taking
Goal Setting
Relationships

“No significant learning occurs without a significant relationship.” James Comer

“All learning is understanding relationships.” George Washington Carver
2. Ways to Design a Motivational Coaching Environment

motivation
/ˌmŏdəˈvāSH(ə)n/
noun

the reason or reasons one has for acting or behaving in a particular way.
Self-Determination Theory

– Intrinsic motivation emerges in accordance with the fulfillment of certain psychological needs: Autonomy, Competence, and Relatedness (Deci and Ryan 1985, Mallett 2005)
Self-Determination Theory

1. Autonomy
   – Desire to guide one’s own life

2. Competence
   – Perceived self-belief in one’s ability to perform well in a specific task

3. Relatedness
   – A sense of shared experience; community; Higher Purpose
Choice ➔ Autonomy

“Tell me and I forget. Teach me and I remember. Involve me and I learn.” Benjamin Franklin
Creating Autonomy

• Providing clients with controlled choice over a specific practice has been shown to improve motor skill learning and skill acquisition.
• 20-30 studies have examined this
• Dart Study

(Sanli et. al 2013)
Creating Autonomy
Creating Autonomy
Self-Determination Theory

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Improving Competence

- **Comfort Zone**
  - >80% Success

- **Sweet Spot**
  - 50-80% Success

- **Survival Zone**
  - <50% Success

(Coyle, 2009)
Improving Competence

-Internal vs. External Cueing
  - Internal: Focused on body movement
    - “Extend the hip”
  - External: Focused on body outcome
    - “Explode off the ground”

(Chiviacowski and Wolf, 2002/2007) (Wulf et. al, 2002)
Internal vs. External Cueing

• “Consciously focusing on the movements of a motor action disrupts automatic motor control processes that regulate coordinated movements. When athletes actively focus and consciously control their movements, they interrupt automatic nonconscious motor behavior processes that normally control movements in an efficient manner. In contrast, directing attention externally to the movement effects allows the motor control system to naturally regulate and organize motor actions. As a result, movements are unconscious, fast, and reflexive.”

(Wulf et al., 2011)
Internal vs. External Cueing

• Wulf et. al conducted research on basketball players

Tested:
• Accuracy
• Muscular (EMG) activity

Conditions:
• External focus (hoop)
• Internal focus (wrist flexion)
Internal vs. External Cueing

Accuracy

Accuracy score

Internal

External
Internal vs. External Cueing

Muscular activity

- Flexor Carpi Radialis
- Biceps Brachii
- Triceps Brachii
- Deltoid

EMG-RMS (V)
Improving Competence

- “Move to Coach” Ratios
  - Group 1: 100% of the time Internal Cueing
  - Group 2: 100% of the time External Cueing
  - Group 3: 33% of the time External Cueing
  - Group 4: 33% of the time Internal Cueing

(Chiviacowsky and Wolf, 2002/2007) (Wulf et. al, 2002)
Improving Competence

-“Move to Coach” Ratios

• Results:
  – External focus was superior to an internal focus
  – For the Internally focused group 33% feedback was superior to 100% feedback
  – For the Externally focused group both 33% and 100% feedback were equally effective!

(Chviacowski and Wolf, 2002/2007) (Wulf et. al, 2002)
Improving Competence

- Positive Feedback
  - Reinforce good more than the bad
  - Clients will request feedback after successful trials more often than they will request feedback after poor trials
  - 1,000 ways to do it wrong; we want information when it is done right provide positive information; make them remember that moment

(Chiviacowski and Wolf, 2002/2007) (Wulf et. al, 2002)
Self-Determination Theory

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Relatedness
Relatedness
3. How to deal with the “Difficult” athlete
Empathy

• Golden Rule vs. Platinum Rule

• Self-Serving Bias/Fundamental Attribution Error
  – If “I” fail it is because of external reasons
  – If “you” fail it’s because of internal reasons
    • You have no motivation
    • Personality flaw
    • Lazy

(Ross, 1977)
Empathy

[Image: Chalkboard with "IMPOSSIBLE" crossed out, replaced with "IMPOSSIBLE"]
Motivational Interviewing

Open ended questions
Affirmation
Reflection
Summarizing

(Miller and Rollnick, 2002)
Positive Self-Talk

Effect of Gratitude Journal

Happiness Increase

Months Since Gratitude Practice Started
Today’s Summary

• Effective Coaching is about building strong trusting relationships with your athletes, creating an environment that allows them to motivate themselves, and having their backs when they need you the most.
References


