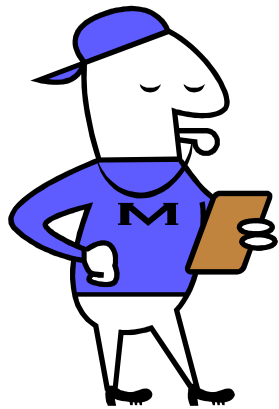


# Coaching for Performance and Development



**Gloria Balague Ph.D.**

Gloriab@uic.edu

UIC/USATF

IllinoisTrack & Field *Coaches* Clinic,  
Oak Park, IL Jan 10

# OUTLINE

- Why Sport Psychology?
- First look inside: Your program
- Training Psychological Skills: What, When, How
- Working with the Team: Group issues



# WHY Sport Psychology?

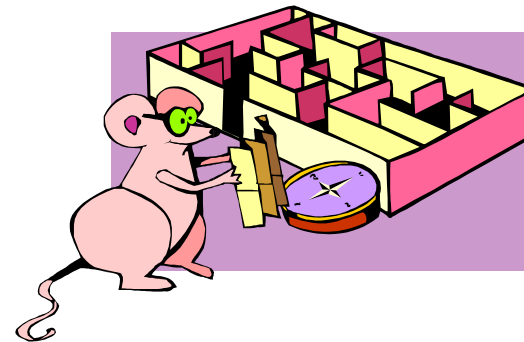
- What kind of athletes do you want?
  - Confident, motivated, able to focus, consistent, good team members...?

Do you train these skills?

THEY ARE TRAINABLE....

Goal of youth sport:

Keep them in the sport!



# TALENT EVOLUTION

<b>PHASE/ PERSON</b>	INITIATION	DEVELOP.	ELITE
<i>Athlete</i>	Joy	Commitment	Obsession
<i>Coach</i>	Interested	Respected	Perfectionist
<i>Parents</i>	Enthusiastic	Positive	Sacrificed

B.S. Bloom (1985) *Developing Talent in the Young*

# 7 Secrets of Successful Coaches

1. Character Based
2. Competent
3. Committed
4. Caring
5. Confidence-Builders
6. Communicators
7. Consistent



Jeff Janssen & Greg Dale (2002)

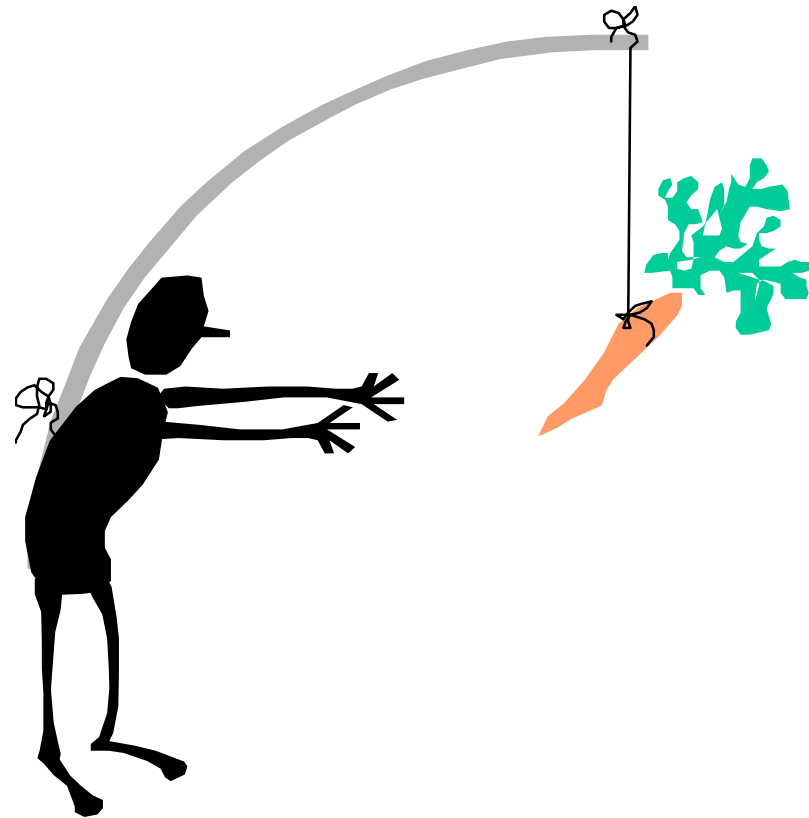
# YOUR OWN PROGRAM

- What are you about as a coach? What is important to you? What are your values??
- What do you convey? Do they match?
- Can you summarize your coaching philosophy? Write three descriptors of the above questions



# MOTIVATION

- Different Motivations
- The team as a motivator
- Daily practice goals
- Recognize and value Effort
- List your 3 most successful motivational interventions

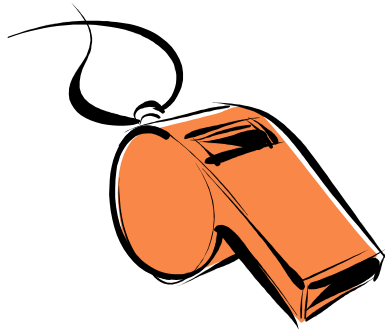


# MOTIVATION

- Coach cannot give it!
- You can help foster it or help crush it
- Basics of helpful motivation style:
  - **promote perceptions of autonomy and competence, target behaviors that are under the athletes' control, and convey high but realistic expectations.**
  - **Provide choice within specific rules and limits**
  - **Provide athletes with opportunities for initiative taking and independent work**

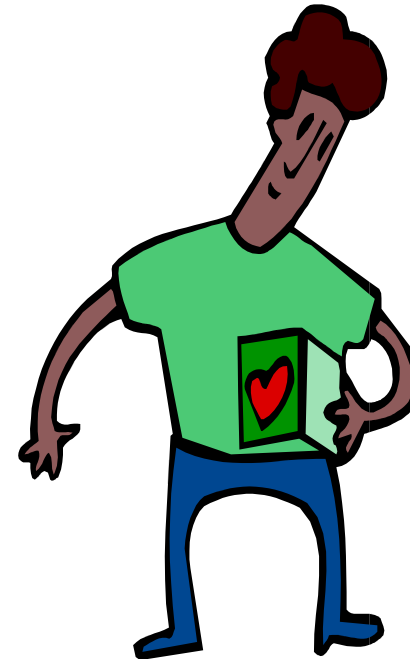
# What makes practices fun?

- When coach says I did a good job
- When I improve, do something I could not do before
- When I help someone in the team
- When I do something hard



# SELF-AWARENESS

- Self-awareness of what works
- Incorporate Energy Management
- Use their own language
- Have them reflect
- Respect their developmental level



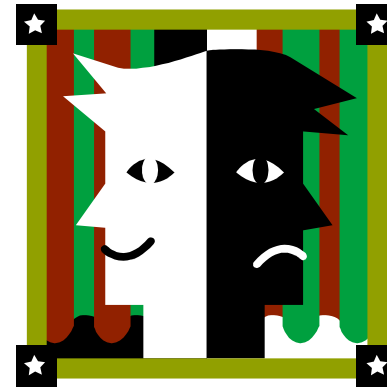
# PRODUCTIVE THINKING

- Make it a part of the training language
- Replicate the conditions of competition
- Purposeful, Productive, Possibility
- Watch your own!



# Productive Thinking

- Focused on present
- Personally controllable
- Task related
- Personally relevant

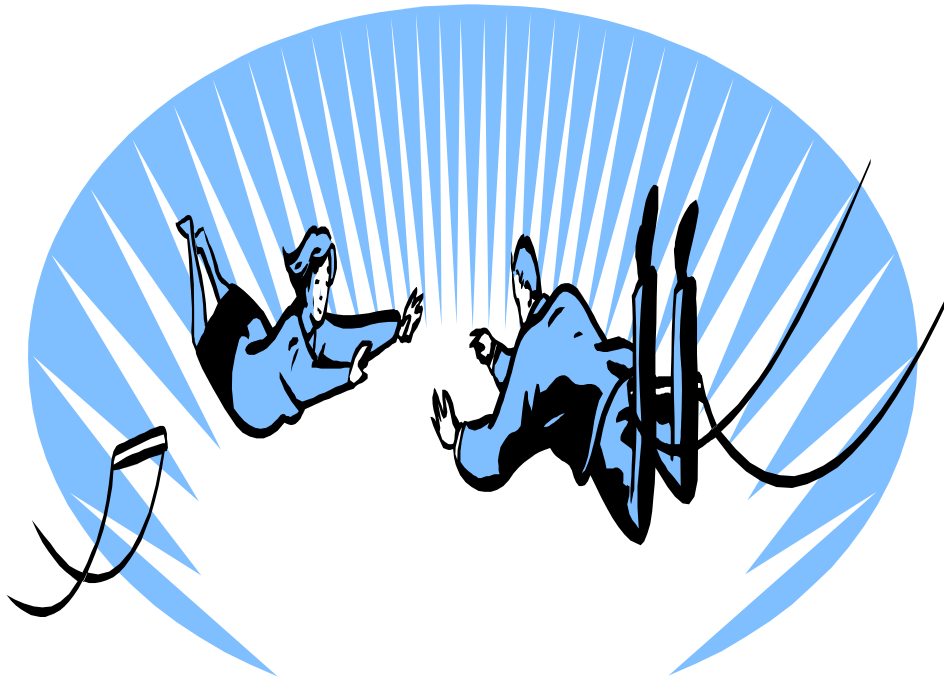


## POSSIBILITY THINKING

What could be?

Avoid self-imposed barriers

# CONFIDENCE



- In the coaches
- In themselves
- In each other
- *Show Confidence*
- *Give opportunities for success*
- *Positive Feedback 4/1*
- *Useful Feedback:  
What to do*

# Competition Preparation

- Trust/Confidence



- Energy Control: Relax or activate
- Cognitive Focus: *Thinking right*
- **Tune in to strengths:**  
Decrease criticism
- *Mindfulness or Just Do It:*  
*Staying in the present*

# TRANSITION

- ✓ Recover mental and physical energy
- ✓ Put the previous phase in perspective, learn from it and let go!

- “Train hard, REST HARD”
- Develop the rest of the person
- Good- Better- How
- Set new goals and a pathway to them

take it EASY



# Do's and Don'ts for Coaches of Young Athletes

- Do set clear expectations for behavior, effort, (attendance, work, improvement, sportmanship)
- Do Not compare players to each other but to themselves and their previous performances.
- Treat fairly, not equally! Respect their developmental level
- Reinforce the right behavior: Provide feedback on what to do

# Do's and Don'ts II

- Do not ridicule, use too much criticism or punishment
- Do reward effort. Define success as improvement!
- Do not reward just for outcome: Winning or losing
- Show respect for the athletes, other teams, parents, officials.. You are an educator!

# Do's and Don'ts III

- Do keep your composure
- Keep parents informed.
- Set expectations for parents
- Remember why you coach and keep the things you love about it!!!!

# Phases of Group Deveopment

- Forming
- Storming
- Norming
- Performing



Tuckman, B (1965) Developmental sequence in small groups  
Psych. Bull. Vol 63, No 6, 384-399

# Critical Conditions for Great Team Experiences

- Do I know what is expected of me by coaches & Team?
  - Do I have what I NEED to train and compete?
  - On this team, do I have the opportunity to do what I do best regularly?
  - In the last week, have I received recognition or praise for doing well?
  - Do my coaches seem to care about me as a person?
  - Do I have coaches & teammates who encourage my development?
- ../..

# Critical Conditions II

- Do my opinions seem to count?
- Does the mission/purpose of this team, and my coaches, make me feel that my role is important?
- Are my teammates committed to doing quality training and preparation?
- Do I have a best friend in this team?
- In the last month, has a coach talked to me about my progress?
- In this past season, as a member of this team, have I had the opportunity to learn and grow?
- (Adapted from Buckingham & Coffman (1999) *First Break All the Rules*)

# YOUR PLAN



- Integrate what fits with your style
- Make only a few changes at a time
- Start with your philosophy/values/goals
- List three things you can start integrating now in coaching psychological skills:
- 3 things you can do in terms of creating a good team climate:

**THANK-YOU FOR  
YOUR ATTENTION!**