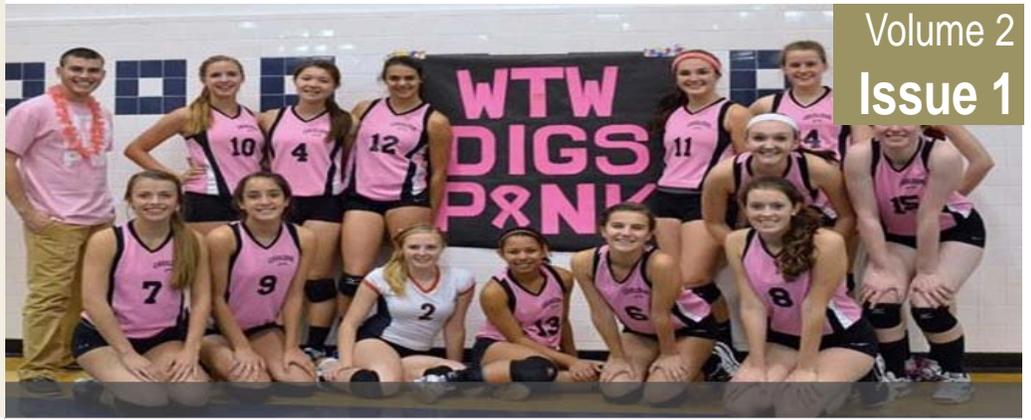


in this issue >>>

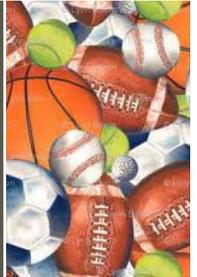
Volume 2
Issue 1

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A Quarterly Newsletter for Coach Development

Coaches Corner



current topics >>>

Focus on the AAHPERD National Coaching Standards

The current issue focuses on the National Coaching Standard in Domain 5—Coaches demonstrate and use appropriate and effective motivational techniques.

As written in the National Standards for Sport Coaches published by SHAPE America. The coach has the responsibility to facilitate development of positive behaviors in and through sport..

For more information on the National Standards for Coaches go to www.aahperd.org

Motivating the Student-Athlete

Melissa Ferry, MEd., RAA

Head Girls' Track and Field Coach- Mount Vernon HS, Fairfax County Public Schools

High school coach Tim Notke is credited with once saying “Hard work beats talent when talent doesn’t work hard.” One of many challenges faced in coaching is eliminating the disparity between high-level talent and motivation. An athlete who lacks motivation to achieve the next level can hinder not only their individual performance, but also that of a whole team or program. However, a highly motivated athlete can produce a ripple effect that positively drives a team forward, regardless of talent level.

Motivation can be intrinsic or extrinsic. External motivation can come from an athlete’s desire to win a game, or achieve a certain honor. Some athletes may be driven by the fear of failure, or losing. Intrinsic motivation can be seen in an athlete’s desire to participate in something because they enjoy it, or commit to a team because they value the camaraderie, not necessarily success. Don't hesitate to ask athletes why they are competing, what they wish to achieve, and how you can support them individually to attain those goals. Individual motivation gelled together will drive a team goal. Ask athletes and incorporate their thoughts and aims into your plan.

Continued motivation, regardless of which type, is strengthened by an athlete’s ability to see they are achieving their goals, and being successful, however they define it. Goals will vary and expand based on an athlete's maturity, experience, and confidence levels. While the first year a goal may be to qualify for a championship event, the following year they will have the vision in place to have a goal at the event. An athlete will typically set goals that are limited to the level they believe in themselves and feel their coaches believe in them. Encourage athletes to think beyond the box, as you may see potential they don't. Your vote of confidence may be the singular thing that drives an athlete to attempt that competitive ‘next level’.

Continued on page 3



Drive: The Surprising Truth about What Motivates Us

by Daniel Pink

BOOK REVIEW BY RICK LILLY, CAA

Director of Student Activities, John Handley High School



Why do humans work so hard on so many tasks that result in no pay? What motivates humans is a fascinating topic, one that has been discussed throughout time. The 21st century has brought on many new dynamic and interconnected challenges that Daniel Pink, in Drive: The Surprising Truth About What Motivates Us attempts to redefine what truly motivates us and creates a compelling case for the three elements of true motivation: autonomy, mastery and purpose.

Pink states that having self-direction over task (what they do), time (when they do it), team (who they do it with), and technique (how they do it) (4Ts) contributes to autonomy (p222). He explains that encouraging autonomy does

not discourage accountability. He contends that it is just the opposite; people intrinsically motivated want to be held accountable and that making sure they have control over their 4Ts is the most effective pathway to that destination (p105).

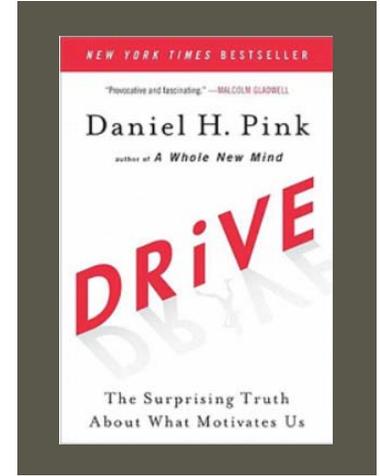
Pink suggests that mastery abides by three laws: mastery is a mindset, mastery is a pain, and mastery is an asymptote. When considering mastery as a mindset, Pink notes that goals focusing on learning and improvement can be helpful. He found that the harder you work, for the longer you work, the more you will improve and, yet you never actually realize mastery. “In the end, mastery attracts precisely because mastery alludes” (p125).

Purpose, too, is a bit of fleeting and elusive goal yet is a pivotal component. Pink notes that the most motivated people (and productive and satisfied) attach their desires to a cause larger than themselves (p131). Pink stresses the im-

portance of the question why, versus how. He recommends leaders to spend less time telling how and more time showing why (p138).

Pink asserts that there is a disconnect between what science knows and what business and educators do. He notes that the current model is built around a carrot and stick motivation system that does not work and, at times, can do harm (p218). While the traditional carrot and stick method can be effective for linear tasks, it does not work for more complex tasks relying on creativity and higher level thinking.

This, in the end, is the surprising truth about what motivates us: allowing individuals increased autonomy, the chance to seek mastery and helping them discover their purpose affords people the opportunity to live self-directed lives, to get better at something that matters and to serve something larger than themselves. As a contributor from Scientific American notes, “Pink makes a convincing case that organizations ignore intrinsic motivation at their peril”.



ask the experts >>>

Q: Are there other newsletters that provide information for coaches?



A: Yes, the USOC has the Olympic Coach Magazine (www.teamusa.org/About-the-USOC/Athlete-Development/Coaching-Education/Coach-E-Magazine.aspx)

Research to Practice

Following their 2011 Rugby World Cup Championship, Ken Hodges interviewed the All Blacks coaches about the motivational climate they created for their 2004-2011 team. While these rec-

ommendations are based on an elite team experience, there are many key components that coaches may find useful for their own teams. Here are some of the highlights:

- ◆ Be a democratic coach by listening to players and including athletes in the decision making process when appropriate
- ◆ Develop athlete leadership groups that meet with coaches to make some decisions to keep athletes invested in the process
- ◆ Build emotional intelligence (being respectful, being empathic, controlling one's emotions); generally recognizing that better people make better teammates
- ◆ Promote accountability – reminding everyone of their responsibility to the team
- ◆ Create expectations of excellence – focusing on strengths and improving those strengths, having players create their own challenges and work toward achieve them, and helping players understand why it's important (developing personal meaning)



- ◆ Promote team cohesion by clearly communicating athletes' role on the team, providing opportunities for social gatherings, and encouraging their passion for the sport

If you are interested in reading more here is the full reference: Hodges, K., Henry, G., & Smith, W. (2014). A case study of excellence in elite sport: Motivational climate in a world champion team. *The Sports Psychologist*, 28, 60-74. http://journals.humankinetics.com/AcuCustom/Sitename/Documents/DocumentItem/06%20Hodge%20TSP_2013_0037_ej.pdf

Additional Resources on Motivating Athletes

Motivating Female Athletes—<https://www.coachesnetwork.com/articles/leadership/motivating-female-athletes>

Filling the Emotional Tank—http://www.positivecoach.org/common/cms/documents/Coach%20Tools%20-%20Public/PCA_eTank_script.pdf

Understanding how Olympians Stay Motivated—<http://www.theatlantic.com/health/>

Continued from page 1 >>>

No matter the talent level of an athlete, no one can function at his or her best level every single session, every single day, week after week. Motivation is fluid. Whether it's academic stress, miserable weather, family issues or simple fatigue. What drives an athlete to perform in practice will vary by day, energy level, and fluctuating interest. Daily motivation may deviate from their long-term motivation and goals. Keep athletes focused through the short-term distractions so they still arrive at their long-term goals. An athlete may not be able to see the forest through the trees.

Motivation will suffer at some point. A coach's role should be to minimize life effects on an athlete's psyche. Allow for time after school to decompress or regroup. Provide a clear time to allow an athlete to discuss their stresses with you. Be supportive so they may rebound swiftly without feeling penalized for an off day.

Motivation, goal setting and confidence are all closely interconnected facets of an athlete's psyche. When one increases, so do the other two. A good performance can increase an athlete's confidence in their ability, and facilitate a new goal. Seeing a new goal off in the future can motivate a new level focus and intensity in practice, driving an athlete towards their next achievement. This domino effect is crucial to individual performance, and therefore can dictate team success. Because as Oliver Cromwell once said, "He who stops being better stops being good."

final thoughts...

This newsletter is brought to you thru collaborative efforts of the VHSL Coaches Education Committee and the Virginia Colleges and Universities that support the positive professional development of scholastic coaches throughout Virginia.

VHSL News

On September 17, 2014, the VHSL Executive Committee approved the Alignment Committee's recommended changes to the "All-State" selection process, streamlining the process and revising the number of competitors who will be recognized as All-State performers. Highlights of the changes are as follows:

- ◆ Selection meetings must take place within two weeks after each state championship, not to conflict with the VHSCA established date.
- ◆ Any coach may attend the selection meeting to speak on behalf of his/her competitor, but the voting membership of the selection committee will consist of four pre-designated coaches from each region/zone).
- ◆ Meetings may be held electronically, as determined by each classification.
- ◆ A Player of the Year and a Coach of the Year will be selected in each sport.

More information about the All-State Selection Process is available on the VHSL website <http://www.vhsl.org/about.vhsl-all-state-selection>

Coaches to be honored at Hall of Fame Banquet, Oct. 15, 2014.

- ⇒ Marie Crump—Softball Coach Powhatan HS
- ⇒ Stan Morgan—Track Coach Midlothian HS
- ⇒ Steve Ragsdale—Football Coach, Giles HS
- ⇒ Rich Serbay—Football Coach, Monroe HS

Contact us at **434-977-8475**

www.vhsl.org



1642 State Farm Blvd.
Charlottesville, VA 22911

Virginia High School
League



coming soon >>>

In The Next Issue

Focus on Standard—Evaluating Athletes

VHSL News

Resources on evaluating athletes

Ask the Experts



The 2014 National Coaching Conference was held in Crystal City, VA June 18—20, 2014. **OOPS!** You missed it! At the SHAPE America website you can get audio links to many of the presentations and presentation notes for many more. Follow this link to the conference highlights at the SHAPE America website: <http://www.shapeamerica.org/events/coachingconf/highlights.cfm>.

