

## CREATING THE ENVIRONMENT FOR EXCELLENCE

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## OUTLINE

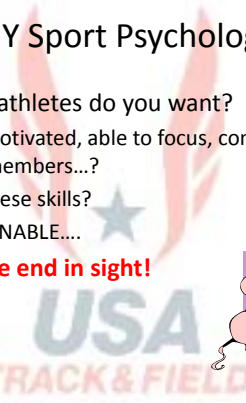
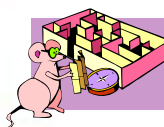
- Characteristics of an excellence environment
- The coach as the architect of the environment
- Specifics: Motivation, Self-Awareness, Productive thinking, Self-confidence




## 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....

Start with the end in sight!

## Goal Setting Backwards

MEDAL AT THE OLYMPICS  
↓  
Consistent Performance at major intl. meets  
↓  
Able to compete well in Europe by self  
↓  
Top performance at Nats/Trials  
↓  
**Quality practices**



## THE TASKS OF LEADERS

ESTABLISH CLEAR VISION

FORMULATE STRATEGY & PLAN

COMMUNICATE




Jones & Morehouse (2007)

## THE COACH AS ARCHITECT OF THE PERFORMANCE ENVIRONMENT

- TO ACHIEVE THE **VISION** THE COACH MUST FIND BALANCE BETWEEN

<p><b>CHALLENGE</b> <i>(High expectations, Clear Consequences Pressure as positive)</i></p>	<p>and</p>	<p><b>SUPPORT</b> <i>(individualized support attention to the whole person/Care Rewards contingent on behavior)</i></p>
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### 7 Secrets of Successful Coaches

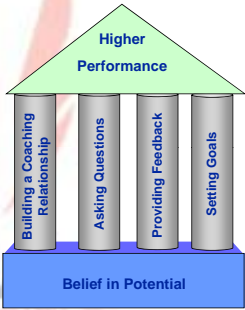
1. Character Based
2. Competent
3. Committed
4. Caring
5. Confidence-Builders
6. Communicators
7. Consistent



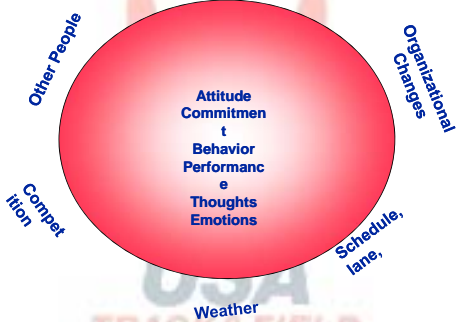
Jeff Janssen & Greg Dale (2002)

### Fundamental Coaching Skills

- Building a coaching relationship
- Asking Questions/Communicating
- Providing feedback
- Setting goals



### Control the Controllables



### Essential aspects of motivation

- Autonomy/Control
- Competence/Capability
- Relatedness/Belonging

### Motivation Tools

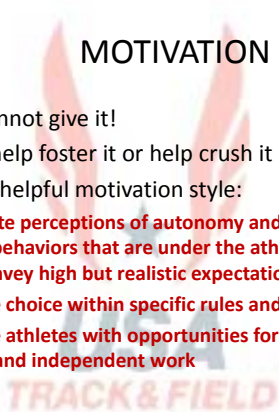
- **Competence**
  - Goal Setting
  - Feedback
- **Autonomy**
  - Decision-making opportunities
  - Choice
- **Relatedness**
  - Personal Involvement
  - Vision
  - Relationships

### Three Very Important Rules

- **Any attempt at external control will reduce internal motivation**
- **Any feedback that undermines perceptions of competence will reduce internal motivation**
- **People have to want to belong for relatedness to have an impact**

### 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



### MOTIVATION

- Make sure to allow for Dream Goals and talk about mapping them
- Ask your athletes to set Goals, including STRETCH GOALS




### STRETCH-GOALS

Those goals that have an equal chance of being achieved as not




### SELF-AWARENESS

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




### PRODUCTIVE THINKING

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


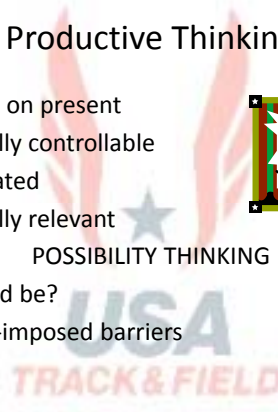



### Productive Thinking


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

POSSIBILITY THINKING

What could be?  
Avoid self-imposed barriers

**CONFIDENCE**



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

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**WHAT IS YOUR PLAN?**

- **What are your stretch goals?**
- **What are some things you can incorporate into your program to better prepare your athletes for their stretch goals?**

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**THANK-YOU FOR YOUR ATTENTION!**

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