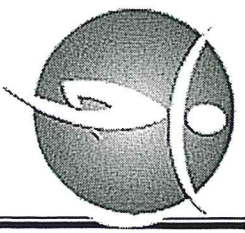




**Behaviors / Learning
Environments & Motivational
Climates**

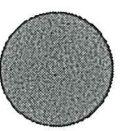
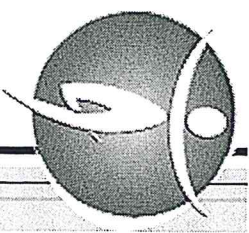


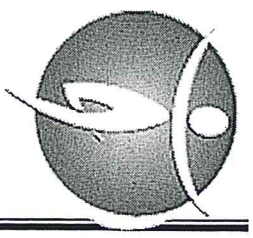
EFFECTIVE COACHING BEHAVIORS AND MOTIVATIONAL CLIMATES

Joey Ramaeker, M.A. & Troy Moles, M.S.

WHAT WE'RE DOING TODAY...

- Small group discussion
 - Your effective coaching behaviors
- Discuss motivational climates
 - Task Oriented
 - Ego Oriented
- Complete Assessment
 - Coaching Behavior Assessment Questionnaire
 - Discuss the results



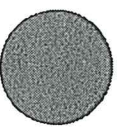
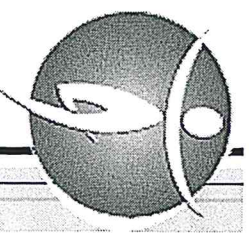


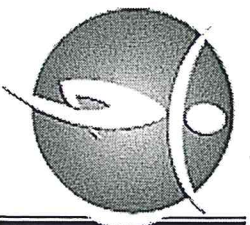
“Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are.”

- John Wooden

SMALL GROUP DISCUSSION

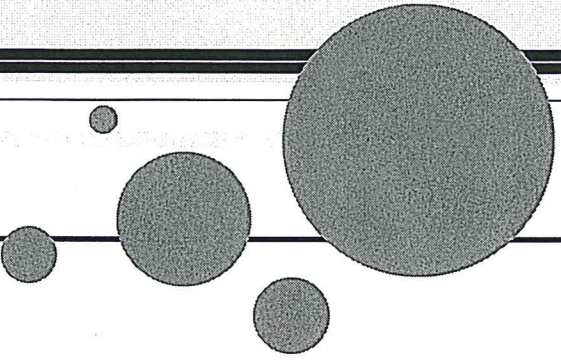
- Gather in groups of 4-5
- Answer and discuss the following questions within your group...
 - What behaviors do you exhibit that facilitate the learning/growth/development of yourself and your team?
 - Behaviors with players (e.g., practices, team meetings, etc.)
 - Behaviors off the court (e.g., professional development, etc.)

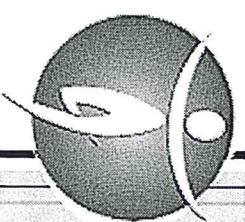




“Failure is good. It’s fertilizer. Everything I’ve learned about coaching, I’ve learned from mistakes.”

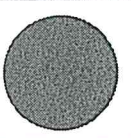
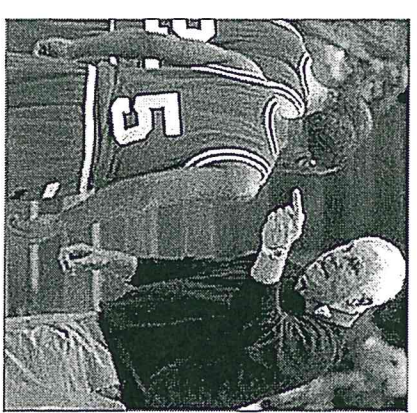
- Rick Pitino

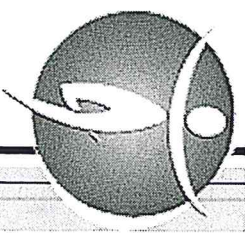




EGO-ORIENTED MOTIVATIONAL CLIMATE

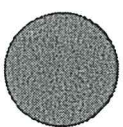
- Competing against others to demonstrate superior competence
- Other-referenced goals (ex. Attempting to get more rebounds than one's teammates)
- Experience of personal improvement and exertion of high effort **don't** result in perceptions of competence
- If athlete's ability is questioned
 - Hold back in training/competition
 - Performance impairment due to wondering if she is good enough
 - Chooses sport tasks that are either too easy or too difficult
 - Drop out after decreased commitment and competence





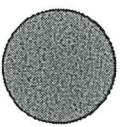
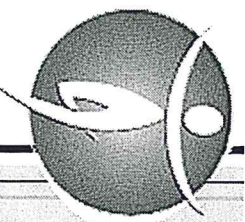
TASK-ORIENTED MOTIVATIONAL CLIMATE

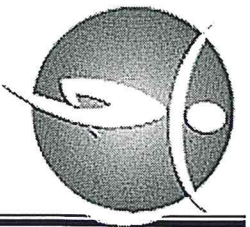
- Competing with oneself to improve
- Self-referenced goals (ex. Attempting to increase her number of rebounds per game)
- Experience of personal improvement and exertion of high effort **do** result in perceptions of competence
- Task goals are set
 - Engaging in training
 - Giving one's best effort
 - Persisting when things aren't going well
 - Performing consistently
 - Working to improve different facets of one's game



IMPLICATIONS

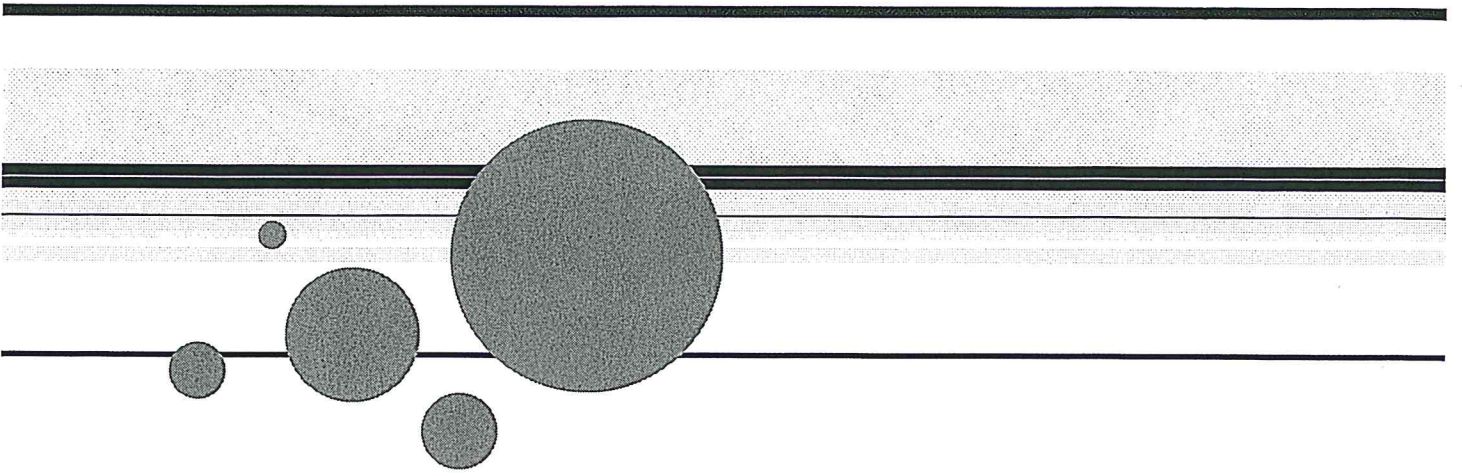
EGO	TASK
<p>Increased</p> <ul style="list-style-type: none"> • Performance anxiety and worry • Dropping out of sport • Self-handicapping • Peer conflict <p>Decreased</p> <ul style="list-style-type: none"> • Moral reasoning and functioning <p>Believe</p> <ul style="list-style-type: none"> • Ability is primary determinant of sport success 	<p>Increased</p> <ul style="list-style-type: none"> • Enjoyment/satisfaction • Perceived competence • Use of adaptive coping strategies • Competitive performance outcomes • Positive peer relationships • Moral functioning and sportsmanship values • Respect for game/rules/officials <p>Decreased</p> <ul style="list-style-type: none"> • Self-handicapping/excuses <p>Believe</p> <ul style="list-style-type: none"> • Effort is primary determinant of sport success



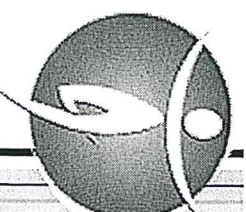


*“Sometimes you learn more from losing than winning.
Losing forces you to reexamine.”*

- Pat Summitt



COACHING BEHAVIOR ASSESSMENT QUESTIONNAIRE (CBAQ)

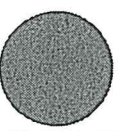
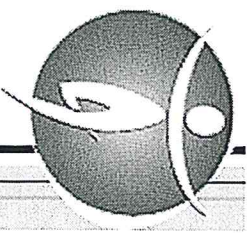


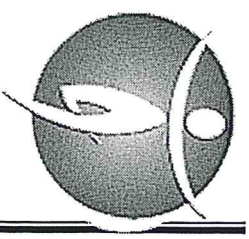
- As you complete the questionnaire consider...
 - your own honesty!*
 - how fellow coaches might rate you?*
 - what might you want to do more?*
 - what might you want to do less?*
 - who could hold you accountable for your goals?*



RESEARCH OF COACHING BEHAVIORS

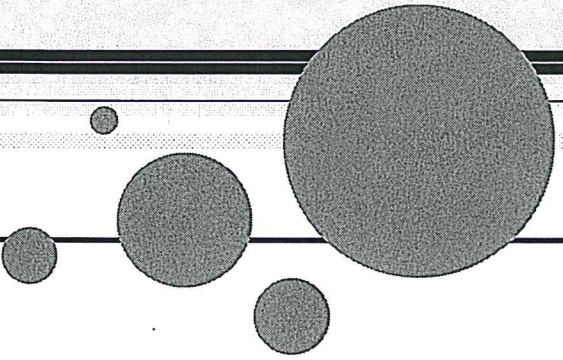
- Coaches should primarily use:
 - Positive reinforcement
 - General technical instruction
 - Mistake contingent encouragement
 - General encouragement
- Athletes will have increased self-esteem, increased positive attitudes, and they rate their team and sport more positively.
- Lower dropout rates or dissatisfied athletes.





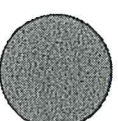
“We must become the change that we want to see.”

- Mahatma Gandhi



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Coaching Behavior Assessment Questionnaire - Short version

Winning is the ultimate goal for coaches and athletes. To be an effective leader on the field or court, coaches need to take a look at their coaching behaviors and identify areas in which they can improve.

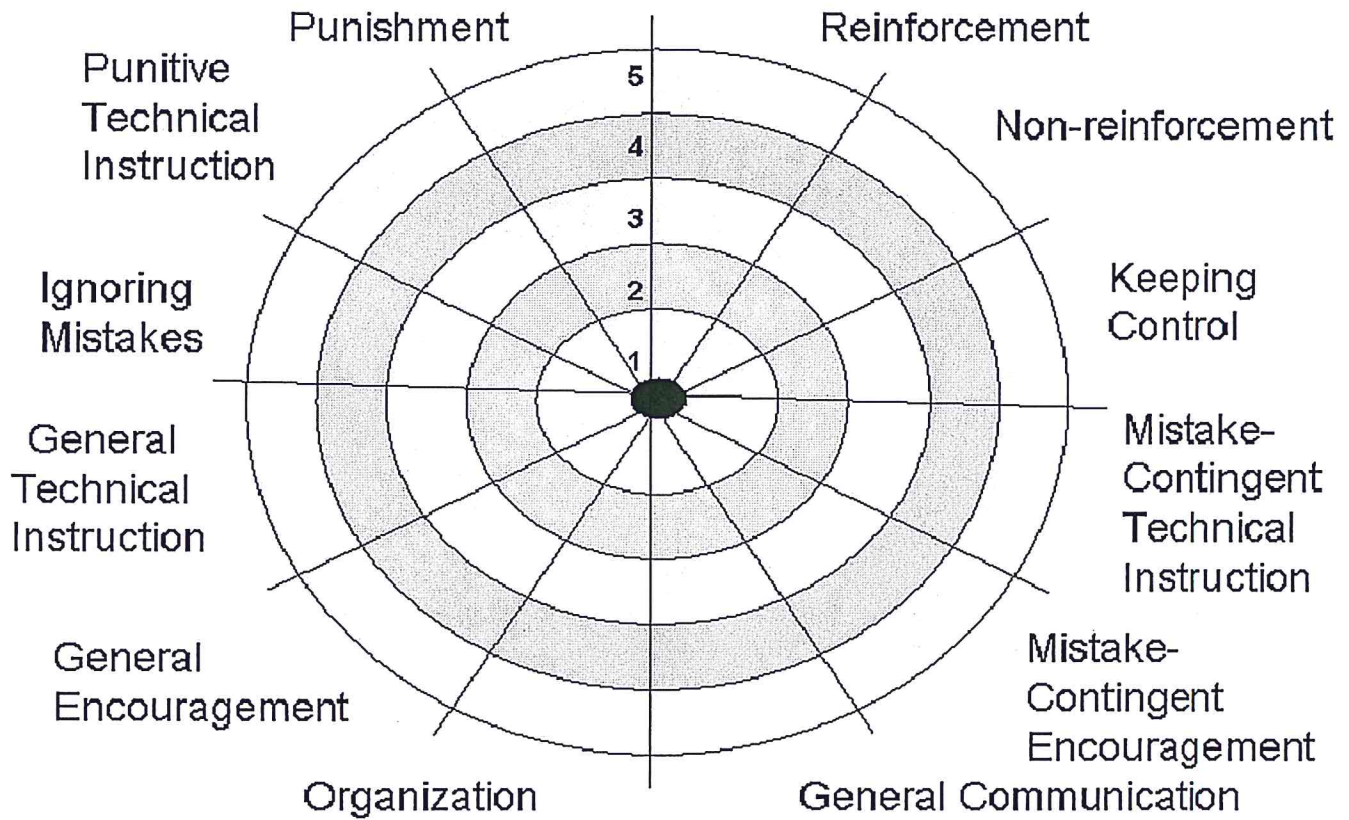
Instructions: The twelve statements listed below give you the opportunity to start this evaluation process. As you read the twelve items think about how you respond to your athletes. Once you have considered each statement, indicate whether you never, rarely, sometimes, often or always respond in that way by checking appropriate space.

As a coach, I...

	Item	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
1.	<i>Make statements such as "way to go" when athletes perform well.</i>					
2.	<i>Do not yell statements of encouragement during practice or competitions.</i>					
3.	<i>Make comments such as "shake it off" or "that's all right" after a mistake is made.</i>					
4.	<i>Instruct athletes on how to correct mistakes or flaws in their technique or performance.</i>					
5.	<i>Voice disappointment regarding athletes' performance following mistakes.</i>					
6.	<i>Yell instructions to athletes following mistakes to motivate them to perform up to their potential.</i>					
7.	<i>Ignore technical errors that athletes make during a competition.</i>					
8.	<i>Have practices organized and running smoothly.</i>					
9.	<i>Instruct athletes on needed strategies for an upcoming competition.</i>					
10.	<i>Yell things such as "keep hustling" when the team is doing well.</i>					
11.	<i>Assign athletes individual responsibilities during practices and competitions.</i>					
12.	<i>Talk with athletes about academic problems.</i>					

Now that you have completed the brief questionnaire, you can evaluate your coaching behavior more thoroughly by completing the profile and reading the following pages.

Coaching Behavior Profile



Scoring

Never = 1, Rarely = 2, Sometimes = 3, Often = 4, Always = 5

Background Information on Coaching Behavior Effectiveness

The secret to winning is constant, consistent management. – *Tom Landry*

These items correspond to twelve categories of coaching behavior from the Coaching Behavior Assessment System (CBAS; Smith, Smoll, & Hunt, 1977) and are taken directly from the Coaching Behavior Assessment Questionnaire (CBAQ; Martin, 2003; Martin & Barnes, 1999; Martin, Barnes, Kravig, & Johnson, 2005). The twelve categories are broken up into two classes: (a) reactive behaviors (items 1 to 8) and (b) spontaneous behaviors (items 9 to 12). A reactive behavior is a response to a specific behavior. There are eight reactive behaviors:

1. *Reinforcement* – A positive, rewarding reaction (verbal or nonverbal) to a good play or high-quality effort such as saying “good job” or “way to go”. Athletes respond to their coaches when they focus on the positive and give clear feedback.
2. *Non-reinforcement* – Failure to respond to a good performance. Failure to give feedback to an athlete can hinder the athlete’s future performance.
3. *Mistake-contingent encouragement* – Encouragement given to an athlete following a mistake. When an athlete makes a mistake during a game/match the coach should give some encouragement like “it’s ok, keep up the good work” or “shake it off”.
4. *Mistake-contingent technical instruction* – Instruction or demonstration to an athlete on how to correct a mistake he/she has made. A coach should show an athlete what they performed wrong in an instructional manner. The coach should show the athlete the correct way by performing the maneuver correctly.
5. *Punishment* – A negative reaction (verbal or nonverbal) following a mistake such as saying “what the ... was that?” Punishment should be kept to a minimum because it can cause problems. First, punishment arouses fear of failure and will usually decrease athletes’ performance. Second, punishment may be the only attention the person is receiving and could reinforce the undesirable behavior by drawing attention to it. Third, punishment can establish a hostile and offensive learning environment.
6. *Punitive technical instruction* – Technical instruction following a mistake given in a punitive or hostile manner. Yelling at an athlete after they make a mistake and showing them how the maneuver should not be done in a hostile way. A coach should avoid this type of behavior.
7. *Ignoring mistakes* – Failure to respond to an athlete’s mistake. Not responding to an athlete’s mistake can be just as harmful as punishment. A coach should be consistent with their feedback. Ignoring mistakes by an athlete or the team will only increase unhappiness and failure.
8. *Keeping control* – Reactions intended to restore or maintain order among team members. Coaches should be able to keep control in a positive manner.

The last four categories are spontaneous behaviors. A spontaneous behavior is initiated by the coach and is not a response to a discernible preceding event.

9. *General technical instruction* - Spontaneous instruction in the techniques and strategies of the sport (not following a mistake). A coach should show different techniques to their athletes before mistakes could occur. Showing a specific maneuvers and have the team or the individual practice it.
10. *General encouragement* – Spontaneous encouragement that does not follow a mistake. A coach could say something like “keep up the good work” or “go out there and do your best”.
11. *Organization* – Administrative behavior that sets the stage for play by assigning duties or responsibilities. A coach can assign certain responsibilities to individuals during practices and game/competitions.
12. *General communication* – Interactions with athletes unrelated to the game. A coach can talk with their athletes about school, athletic and personal goals, and different aspects of life. One important aspect is that a coach be there “emotionally” for their players.

Coaching behavior should be evaluated regularly to make sure that the coach is giving the players the best quality of coaching. Which behaviors stand out when you coach? Research (e.g., Martin, Dale, & Jackson, 2001) on effective coaching indicates that coaches should primarily use a positive approach that incorporates: (1) *positive reinforcement* such as “nice explosive start off the blocks”; (2) *general technical instruction* such as “to be successful against a half court defense we need to step between the defenders and pass to the player cutting to the top of the key”; and (3) *general encouragement* such as “keep focused on the task and success will come”. Athletes have shown increased self-esteem, increased positive attitudes, and they rate their team and sport positively when coaches use positive reinforcement, general technical instruction, and mistake contingent encouragement behaviors. Coaches who use positive behaviors will have lower dropout rates or dissatisfied athletes than coaches who do not use these behaviors.

You can motivate players better with kind words than you can with a whip. – *Bud Wilkinson*

In addition, coaches should not pick one behavior and run with it. A coach needs to provide a combination of several behaviors during a practice or competition. Athletes are different and may respond differently to the same coaching feedback. Knowing your athletes and individualizing your coaching behavior to meet the needs of each athlete should be the number one goal of every coach. Individualizing is not easy, but by determining the appropriate coaching behaviors for each athlete, you will have the greatest impact on the athlete’s performance.

Coaches have considerable influence on their athletes. Using the right behaviors and individualizing their coaching will help athletes develop the necessary skills physically as well as psychologically. If after reading this you have identified behaviors you want to incorporate and behaviors you want to eliminate, now is the time. Don’t wait! By starting the new behaviors and eliminating the bad your coaching performance will increase as will the performance of your athletes.

Additional Information on Evaluating Effective Coaching from Different Perspectives

The eight versions of Coaching Behavior Assessment Questionnaire (CBAQ; Martin et al., 2005) come from the Coaching Behavior Assessment System (CBAS; Smith, Smoll, & Hunt, 1977) and the Leadership Scale for Sport (LSS; Chelladurai & Saleh, 1978, 1980). The eight versions focus on:

- Required Coaching Behavior (athlete, coach and parent versions)
- Actual Coaching Behavior (athlete, coach, and parent versions)
- Preferred Coaching Behavior (athlete and parent versions).

The stem (e.g., “As a coach, I”) is changed for the appropriate version. For example, the stem for the parent version for preferred behavior of a coach is “I prefer my child’s coach to”. The reason for the various versions is to determine the perceptions of what a coach should be doing at this particular level and what a coach is actually doing, in addition to what is preferred. This information can provide coaches, athletes and parents with valuable information and an opportunity to discuss the roles and needs of each.

For the Other Versions Contact

Dr. Scott Martin at 940-369-SPORT or 940-565-3418 or write to Dr. Scott Martin, Department of Kinesiology, Health Promotion and Recreation, P.O. Box 310769, University of North Texas, Denton, TX 76203-0769.

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