

USA Gymnastics Webinar Coaching for Performance and Development



with

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USA Gymnastics
Rhythmic Gymnastics

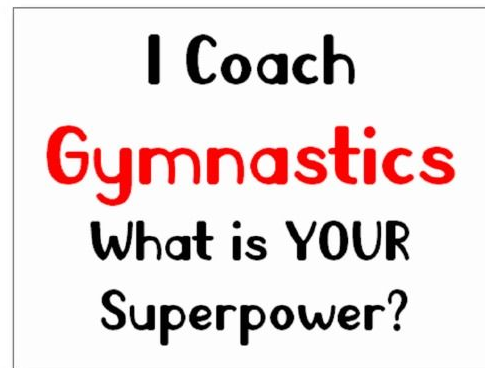


USA GYMNASTICS®

WEBINARS

OUTLINE

- Why Sport Psychology?
- First look inside: Your Program
- Training Psychological Skills: What, When, How



WHY Sport Psychology?

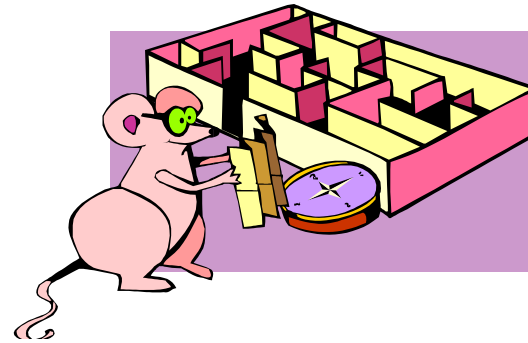
- What kind of athletes do you want?
 - Confident, motivated, able to focus, consistent, good team members...?

Do you train these skills?

THESE SKILLS ARE TRAINABLE

Goal of youth sport:

Keep them in the sport!



TALENT EVOLUTION

PHASE/ PERSON	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)

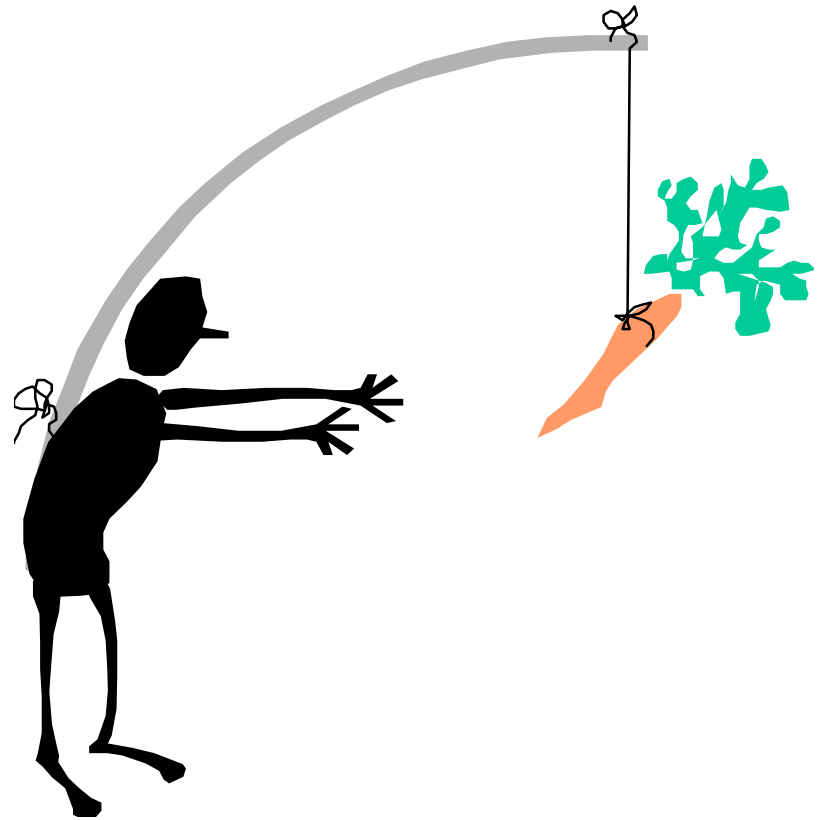
YOUR OWN PROGRAM

- What are you about as a coach? What is important to you? What are your values?
- What do you convey? Do your values and what you convey 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
- Teach **GROWTH Mindset**



MINDSET

of the athlete

FIXED

- **Set skills, born with it**
- **Main concern is looking good/ Results focused**
- **Effort means you are not so good**
- **Defensive when getting feedback**
- **Mistakes to be avoided=Hard to try new things**

GROWTH

- **Skills can be developed**
- **Main concern is learning, getting better, improving**
- **Effort central to learning**
- **Likes and uses feedback**
- **Treats mistakes as an opportunity to learn**

Basic Psychological Needs

- Competence



- Autonomy



- Relatedness (Belonging)



Creating an Effective Motivational Climate

Enhancing
Meaning

Enhancing
Autonomy

Enhancing
Relatedness

Enhancing
Competence

Adapted from Deci & Ryan (2000) and Thomas, K.W. (2009)

The role of coaches in enhancing motivation is about...

Enhancing Meaning

- Understand what gymnasts care about
- Encourage them to develop an exciting vision for their future
- Help gymnasts connect practice with the vision

Enhancing Autonomy

- Empower gymnasts to make some decisions
- Ask for their input when possible
- Encourage gymnasts to set personal goals f

Enhancing Relatedness

- Provide opportunities for social interaction
- Encourage and enable collaboration
- Help them develop a contract for how they will treat each other (including Social Media)

Enhancing Competence

- Provide motivational and developmental feedback
- Encourage a focus on task mastery
- Compare each gymnast to herself
- Keep track of Effort and Improvement

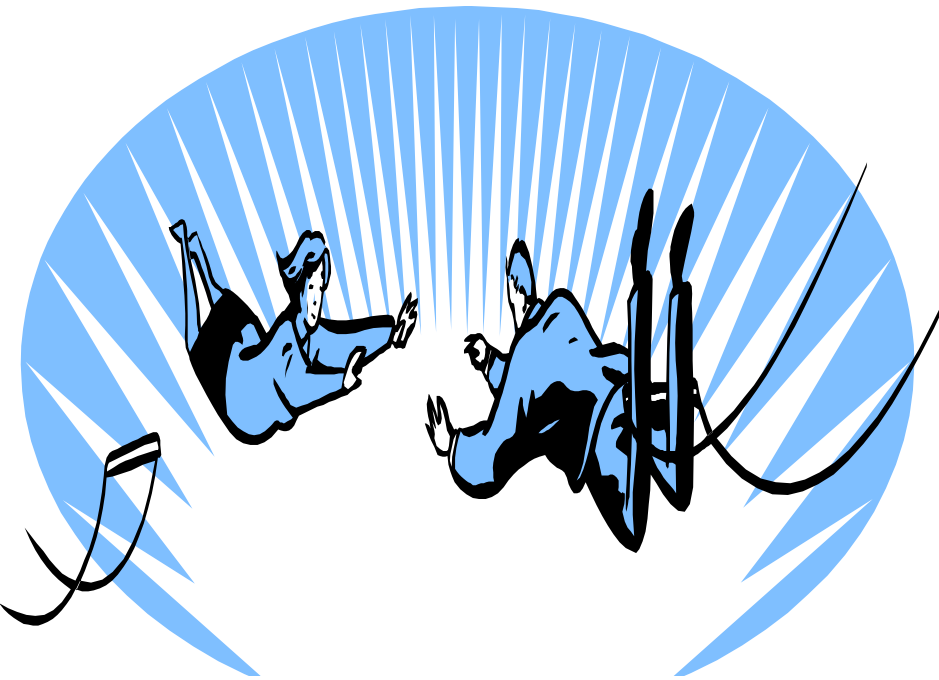
What makes practices fun?

- When the 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.



CONFIDENCE

Athlete Needs



- In the coaches
- In themselves
- In each other (group)
- ***Show confidence***
- ***Give opportunities for success***
- ***Positive feedback 4/1***
- ***Useful feedback:
What to do***

Types of Feedback

Motivational feedback (Encouragement):

- develops **confidence** – timing: immediately after an event

(Say what it wrong but point to the solution and show confidence In their ability to improve)

Developmental feedback (Advice):

- develops **competence** – timing: looking forward to the next time

Giving Feedback

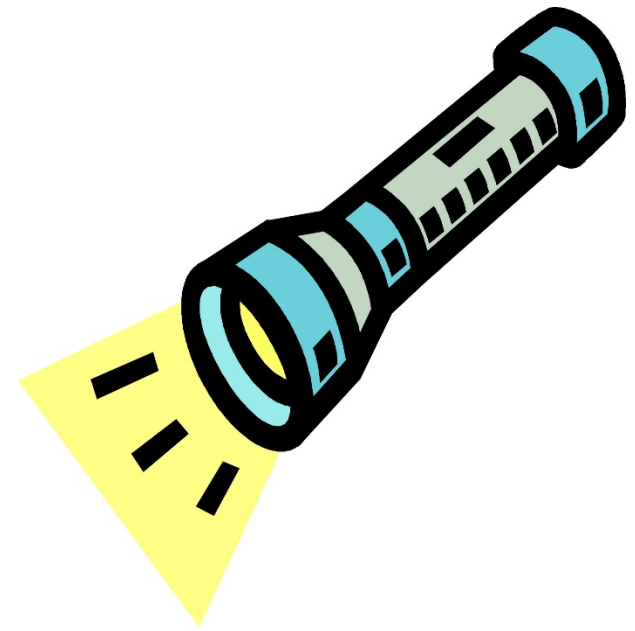
Clean

- Specific: What was good or bad
- Focus on behaviours, not on the person: (You are late, NOT You are lazy)
- Be descriptive
- Benefit of receiver (Do not say something just because you are mad or frustrated)

Dirty

- General
- Focus on motive (You don't care!)
- Prescriptive (You have to do...)
- Benefit of giver

Focus



Teach gymnasts to focus on

1- What they can control

2- What they have

3- The opportunities to grow and improve

AVOID focusing on:

Things out of their control (score)

What is wrong/The outcome (Winning)

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

- Set clear expectations for behavior, effort- (attendance, work, improvement, and sportmanship)
- Do not compare players to each other. Place the focus on the individual and their previous performances.
- Treat athletes 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
- Reward effort. Define success as improvement!
- Do not reward solely for outcome: Winning or losing
- Show respect for the gymnasts, other teams, parents, judges. You are an educator!

Do's and Don'ts III

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

**THANK-YOU FOR
YOUR ATTENTION!**



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