

The Psychology of Coaching

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Why do Children Play Sports?

- BOYS
 - To have fun
 - To do something I am good at
 - To improve skills
- GIRLS
 - To have fun
 - To stay in shape
 - To get exercise



Why Do You Coach?

- To spend time with child
- You played growing up
- To make money



In Our Minds?

- What are your long term coaching goals?
- What do you consider failure to be?
- Stand up!



Framing Learning

- Self Mastery vs Outcome Orientation
 - What is success?
 - Are mistakes OK?
- What are we really saying with our words and actions?



Create a Positive Environment

- Set performance goals that are short-term and attainable
- Selective Use of the Democratic Process (team goals, favorite activities)
- "Speak With" vs "Talk At" (listen)
- Encourage creativity and risk-taking (we learn from mistakes)
- Allow players to laugh
- Have fun yourself, it is contagious!



Create a Positive Environment

- Focus on emotions of players, not your own!
 - Who accepts criticism well, who does not?
 - Group vs. individual feedback
 - Gender differences
- Ask questions of your players at practices and games (guided discovery):
 - How do you feel?
 - What did you do well?
 - What could you have done better?
 - What can we do to insure that?



Team Ownership

- Who runs the team?
- What do players see your role as?
- Does this affect the game?



Different Coaching Stressors

- Too much emphasis on winning
 - No playing time
 - Substitute after a mistake
 - Not talking to team after a loss
 - Relating performance to self-worth
 - Making "friendship" conditional on performance
- Playing Favorites



Situational Coaching

- Underdog vs Favorite?
- Big Game?
- Goal Up vs Goal Down?
- Player Up or Player Down?



Does Training Matter?

- Lines of Play
- Combinations of Players
- Location of Training
- Mindset of Training



It All Matters

- Training
- Game
- Off field Activities



Further Questions?

- *Football is a simple game made complicated by people who should know better.*
- Bill Shankley, Liverpool Manager, 1968
- Michael Singleton, M.S.
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