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# Motivational Clinic for Coaches in Division I, II, III College Sports

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Motivational Clinic for Coaches in Division I, II, III College Sports

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## Part One

### **Introduction**

How do some teams become more successful than others? Is it one star player's ability? Is it the financial resources of each team? Maybe it is the head coach? Actually, a combination of all these factors can help to determine a team's chances to be the best. This paper focuses on understanding the motivational strategies collegiate coaches use, or have used in the past, to help encourage their athletes to perform at a higher level and ultimately produce a successful team.

Motivating athletes can be challenging, but coaches and administration must be able to accomplish this task in order for their team(s) to succeed and win games. Motivation can be defined as, "the internal processes that activate, guide, and maintain behavior" (Baron, 2002, p. 354). Athletes are motivated for different reasons, 1) they value and have a passion for their sport, 2) they have a commitment to succeed in whatever they do, 3) they aspire to become a professional athlete and know their performance is being monitored and, 4) they may receive a tangible reward for good performance (Baron, 2002). Coaches must be able to understand their athletes motivational triggers to get them motivated and keep them performing at a high level.

How a coach motivates the athletes will have an impact on an athlete's performance, and his or her leadership style also affects how hard the athletes will work for the coach. The coach's personality is particularly important because they must be able to motivate the athlete even when the team is not playing well. If athletes are internally motivated but the coach doesn't sustain this level in the athlete, it could result in a single person, or the entire team not playing at their potential. Alternatively, some athletes are not internally motivated and because of this, it is critical that the coach finds ways to reach out to the athletes and get them performing at their highest level.

The process of motivating athletes can be a challenging task for coaches at the college level because the team is constantly changing as new freshman and transfer student-athletes enter the team and senior student-athletes graduate every year. In addition, as the generation of student-athletes gets younger and younger in relation to the coach, it is essential for coaches to keep their methods of motivation current as well as be able to understand how players have changed over the years and be able to relate and to communicate with them. Furthermore, coaching strategies that may have worked with a team the previous year may no longer be effective and coaches may hit roadblocks when exploring new ways to motivate their athletes. This paper investigates motivational theories, how athletes are motivated, different motivational coaching techniques, and how these can be used to implement a motivational coaching clinic for collegiate coaches.

### **Purpose**

The purpose of this paper is to create a motivational clinic for Division I coaches in the National Collegiate Athletic Association (NCAA).

### **Statement of Objectives**

By attending the motivational clinic for NCAA Division I coaches, attendees will learn effective motivational strategies from former successful collegiate athletes, successful college and professional sport coaches, and experts in sports psychology. By understanding and implementing the theories and strategies learned, coaches will be able to increase student-athlete performance at their institutions.

### **Justifications**

It is important for coaches at all levels to understand athlete motivation. At the NCAA Division I level, the expectations for coaches to produce a “winning team” is highly important

and often their jobs depend on it. While coaches may be effective motivators, they may not fully understand motivation theory and how it relates to a team's success. A coach would benefit from attending a motivational clinic because it would provide strategies and tools for the coach to use to motivate their student-athletes. Furthermore, the clinic will educate the coaches in the theories of motivation and current research trends in the field. It is essential that coaches understand motivation theory as it is applied in a coaching setting. At the clinic, the coaches will have the opportunity to interact with other coaches and could form collaborations to share ideas about athlete motivational techniques. Coaches can also learn about the newest trends in the field, which is especially important in the rapidly changing technological world.

## Part Two

### **Literature Review**

#### **Introduction**

What is motivation and why do coaches need to learn about it? Motivation is thought to encompass certain personality factors, social variables, and cognitions that come into play when a person participates in a task at which he or she is evaluated, enters into competition against others, or through some other standard of excellence (Hansen, Gilbert & Hamel, 2003). This paper will also look at several different motivational theories that can be used by coaches to help motivate athletes on and off the court.

Intrinsic motivation entails participation in an activity for fun, pleasure, excitement, and satisfaction associated with it, while extrinsic motivation involves participation for the attainment of such rewards as money, trophies, and social approval or to avoid punishment. Self-determination theory (SDT) is one of the most widely applied theoretical approaches to these types of motivation (Deci & Ryan, 1985). SDT also involves the concept of amotivation, which consists of having no sense of purpose and lacking intent to engage in a particular activity or behavior (Deci & Ryan, 1985). The following section will examine various motivation theories that have been proven successful within the sports field.

#### **Motivation Theories**

##### **Goal Orientation Theory**

Rather than focusing on the content of what people are trying to achieve, goal orientations explain how and why people are trying to achieve various objectives and purposes of their achievement behavior (Anderman & Maehr, 1994). Goal orientation theory also examines how people are motivated by what they want to achieve in academia or other settings (Elliot &

Dweck, 2005). In college athletics, student-athletes are motivated by winning games, tournaments, or making it to the National Collegiate Athletic Association (NCAA) tournament. Most coaches know that motivating their student-athletes will achieve a productive atmosphere and result in winning games, but they may not know how to get their student-athletes to reach this level.

Goal orientation theory (also called “achievement goal theory”) tries to understand why some people are motivated to overcome obstacles, and others give up easily or don’t even try (Dweck, 1999). Understanding this theory will help coaches and athletes understand that not everyone is motivated to complete tasks, play harder, or give that extra bit at the end of the game. Motivation is a major part of sports and goal orientation theory will help understand how different individuals are stimulated. As most coaches know, not all athletes have the same motivation on a daily basis to excel in their sport. Coaches like work ethic and tend to favor those who have it over those who do not. When an athlete works that little bit harder in practice, they are more likely to be the next one called in to the match or game. The challenge is to understand why some athletes do not have the same motivation. Is it because they know they will not play in the next game? Is it because they lack the skills compared to their teammates? Is it because they have low confidence in their abilities? All of these are good questions and this theory seeks to find out why athletes differ in their achievement goal theory.

Not surprising, goal orientation theory has become a major perspective for studying achievement motivation, and may continue to be a significant framework for the study of human motivation in general (Pintrich & Schunk, 2002). Goal orientation is something that all human beings look for in their lives. Most people set goals for themselves, whether it is in sports, or job, or education. All humans look for some type of goal in their life and athletes are no different.

Whether it is looking to winning a gold medal, or a championship, athletes look to set goals for themselves or their team. Motivation theory will continue to have a place in athletics where researchers will investigate why not all athletes have the same determination or motivation to pass certain obstacles in their athletics career.

### **Self-Determination Theory**

Self-Determination Theory (SDT) argues that in order to understand human motivation, innate psychological needs for competence, autonomy, and relatedness must be considered (Deci & Ryan, 2000a). Motivation is a part of a person's desire to reach their optimal well-being and satisfy their personal needs and growth which will help them lead to the realization of personal growth and happiness (Deci & Ryan, 2000a). SDT also looks at various environmental and social factors that play and enhance, or lower a person's need satisfaction. According to SDT, "an issue in the effects of goal pursuit and attainment concerns the degree to which people are able to satisfy their basic psychological needs as they pursue and attain their valued outcomes" (Deci & Ryan, 2000a, p. 227). The needs concept was once widely used in fundamental psychology to organize the study of motivation. The needs concept specified motivation and provided an essential basis for the direction of action (Deci & Ryan, 2000a).

### **Intrinsic Motivation**

Intrinsic motivation is defined as, "the doing of an activity for its inherent satisfactions rather than for some separable consequence" (Deci, & Ryan, 2000b, p. 56). When athletes are intrinsically motivated, they tend to be this way for their own good and not for any external reasons. People tend to continue with these types of events, or games because they do it for "the love of the game", rather than because they are pushed in to it by a coach or subordinate. Some

others find tasks are able to intrinsically motivate them and others find that it may be psychological that makes others continue with certain tasks (Deci & Ryan, 2000b).

Coaches may look for athletes who are intrinsically motivate themselves because this will help to motivate others around this athlete. If an athlete is playing extra hard for a non-reward activity, you may believe that one would work extra hard when there is some type of an external reward system in place, which will be talked about in the next section.

LeRoux (2007) surveyed 270 coaches to see how they motivate their athletes. Some coaches stated the various ways they motivate their players depended on the sport, the gender, or even the level of coach doing the job. Some athletes feel that coaches are unaware of their skills and are underutilized (LeRoux, 2007). Also, most athletes do not believe coaches use proper training techniques, so they lack motivation to play for them (LeRoux, 2007). It was also shown by athletes that motivation is the most important for a coach and their psychology and coaches should have knowledge on this topic (LeRoux, 2007).

Some athletes play for the love of the game and it shows while they are on the court. One woman in particular who plays for University of Nevada, Las Vegas (UNLV) women's basketball team has shown this on a daily basis. Jamie Smith continues to try and elevate her game and break records for UNLV in rebounding and points. During the 2011-2012 season, Jamie has surpassed the previous UNLV rebounding record held by Linda Frohlich with 1131 rebounds. Jamie plays for the love of the game and never for any external rewards. Jamie hopes to one day play overseas or in the Women's National Basketball Association (WNBA).

Professional basketball player, Kobe Bryant of the Los Angeles Lakers, is another example of an intrinsically motivated athlete. Kobe, although he plays for his team, is always looking to make himself a better basketball player. During basketball practices, he is usually the

first to enter practice, and is the last to leave. He continually tries to elevate his game to the next level and at the same time pushes his team to be better athletes. Kobe also looks to mentor younger players on the team and help them to become stronger mentally and physically.

Marathon runners also use intrinsic motivation to help drive themselves to their next race. As someone who has watched Julie Bertoia for the last five years, this marathon runner has put herself into the ultimate form of intrinsic motivation. Julie runs daily for the love of running, not for any external rewards she may receive after a race. She races in various marathons across the country for herself, the love of running, and the opportunity to meet others with the same type of motivation. Julie continues to improve her running skills and race all around the country. When asked what is her running goal she responded, "My goal is to one day run a marathon in all 50 states" (Personal Communication, January 7, 2012). The next section will look at ways to motivate the extrinsically motivated student athlete.

### **Extrinsic Motivation**

Athletes who are extrinsically motivated do something because it leads to a desirable outcome (Ryan & Deci, 2000). In contrast to intrinsically motivated athletes, these types of athletes need some kind of reward to motivate them to play to their potential. For example, athletes may push themselves harder if they know they can win some kind of trophy for winning the game.

It can be difficult for college coaches to motivate athletes who are extrinsically motivated because there are many NCAA regulations about giving student-athletes certain rewards or prizes. Instead, coaches can praise student-athletes for playing well and perhaps this positive reinforcement will help the student-athlete maintain a high level of motivation to continue to play well.

Some of the examples of extrinsic motivation that have been observed in a UNLV women's basketball setting include the coaches rewarding the student-athletes with ice cream after they win a big game, allowing the team to have lemonade or any other non-water drinks for dinner, or even choosing a less-healthy restaurant for dinner after the current game has been won. This has helped to motivate and encourage the team to play harder than normal without breaking any NCAA regulations. Coaches at the collegiate level must always watch the rewards they offer student athletes or they could be in violation of the NCAA rules.

Other players also look to get an extra item at the shopping store if they play well during their games. Coaches supply all members of the UNLV women's basketball team with fruit and drinks, and a healthy snack. When coaches are feeling extra generous and want to give the girls a treat, instead of the staff purchasing the normal fruit and drinks, they will allow the team an allotted amount of money to spend on items of their own choice. Although this doesn't seem like much of a reward, this brings so much happiness to the student-athletes and they appreciate the opportunity to eat something different than the usual drinks and fruit. This also gives the girls the feeling that coach cares about them.

Some other external rewards for coaches to give the team are having dessert after a win on the road. When playing a big game on the road, if the team wins, the UNLV women's basketball team coach has been known to reward the girls with some type of dessert with dinner, or actually have an ice cream cone after dinner. The girls really enjoy this gift and it makes them want to play harder for the next game because there is a possibility they could get dessert again. Coaches must understand how to motivate their athletes but must be careful with the rewards they select for those athletes who are extrinsically motivated.

### **Self-Efficacy Theory**

Self-efficacy is explained as, people's judgments of their capabilities to attain and execute the required action to achieve their desired types of performances (Bandura, 1986). People acquire self-efficacy information from knowledge of others through social comparisons when observing similar people performing a task, and at point they are become likely to believe that they are capable of accomplishing the same thing (Schunk, 1995). When athletes see others on their team making a basket, or catching a football for a touchdown, or hitting a home run, they often compare themselves to that person and believe that if their teammate can do it, then they should be able to as well. This belief is especially beneficial when using teammates to help motivate others on the team. It may not be obvious to some, but this can be used by scout players, or walk-on players who play extra hard just to make a team play that much harder. An example of this theory can be found in the movie, *Rudy*. Although Daniel "Rudy" Ruettiger was relatively small he worked hard and made the Notre Dame Irish football team. After all of his hard work, the team appeared to be mad because Rudy was making them look bad. Eventually the efficacy of the other teammates began to increase and they played better as a team due to Rudy's willingness to motivate others by playing hard.

We often receive persuasive information from others that we are capable of performing a task. For example, during marathons, the spectators often shout out to the participants, "Great job!" or "You can do it!" This positive feedback can enhance self-efficacy but the increase may be temporary if subsequent efforts turn out poorly. Most people desire certain outcomes relative to others therefore, their behavior is altered because they believe their actions will produce positive outcomes that are self-satisfying (Schunk, 1995). Coaches must learn the benefits of positive reinforcement and motivation. Without these, it may be difficult motivating your team

and keeping the athletes positive about playing and potentially winning games. All athletes like to hear positive reinforcement when they are doing things the right way. However, when they make mistakes positive reinforcement may be harder to show but it is needed to keep athletes focused on the game. Motivation can ultimately be the deciding factor on whether or not an athlete will strive for that extra yard, or make that much needed basket, or run hard at the next track meet. Coaches must understand that pushing their athletes to the limits of their potential with positive reinforcement can ultimately help them win that game.

### **Expectancy Theory**

According to Baron (2002), expectancy theory of motivation suggests that behavior is guided by expectations of attaining desired outcomes. These outcomes or incentives can be almost anything that individuals value, such as money, status, approval of others, etc. The motivational force for behavior is a function of the expectancy, instrumentality, and valance (Locke & Latham, 2002). Expectancy is derived from the effort-performance relationship based on past experience, self-confidence, and the perceived difficulty of the performance goal. Instrumentality is based on the perceived performance-reward relationship and is the belief that if an individual meets performance expectations, he will received a greater reward. Finally, valance refers to the value an individual places on the reward and is directly related to his needs, goals, and values. Since the motivational force is a product of expectancy, instrumentality, and valance, if an individual sets any one of those three factors to zero, then he will not be motivated to perform that specific behavior.

### **Goal-Setting Theory**

Motivation can be strongly influenced by goals. Goal-setting theory is based on the assumption that motivation is enhanced by individuals setting specific and challenging goals to

which they are committed and for which they will receive feedback on their progress (Baron, 2002). Goal-setting theory works best if individuals have specific goals, the goals are challenging, and the goals are attainable. Coaches must be able to set out at the beginning of the year what they wish to accomplish for that particular year. This will help to motivate and focus the athletes on the goal ahead of them. The athletes must know what is expected of them at the least, so they can focus their attention on this and work hard to achieve these goals. When the goals are unclear, athletes may not be as likely to strive to reach anything particular for that year. Clear and concise direction gives the athletes and coaching staff specific goals and what they need to do to accomplish the challenges ahead of them.

According to Wood & Locke (1990), goals affect performance in four ways. First, they direct attention to goal-relevant activities and away from irrelevant activities. In a study conducted by Wood and Locke (1990), it was shown that individuals performed better when given specific goals rather than told to “do their best”. Second, goals are energizing, especially when high goals are set, they lead to greater effort than low goals. LaPorte and Nath (1976) noticed that when individuals were given control over a task they spent more time achieving those hard goals. Thirdly, it was observed that in situations when tight deadlines were prevalent, individuals worked more quickly to accomplish goals by the time limit than those with no deadline (Latham & Locke, 1975). Finally, setting goals indirectly leads to arousal, discovery, or implementation of task-relevant knowledge or strategies (Wood & Locke, 1990).

Goal-setting theory can be used by coaches to help motivate athletes. When trained in the proper strategies to achieve high-performance goals, athletes are more likely to use these to achieve goals than individuals who are not given goals (Earley & Perry, 1987). When a motivational strategy used by the coach is not appropriate for an athlete, then the coach must be

able to adjust, or accomplishing a difficult goal will be harder than achieving an easy goal (Earley & Perry, 1987). Coaches who are seen as motivators, life coaches, educators, and role models need to be able to modify their strategies depending on their athletes. It is just as important for coaches to know how to motivate their athletes in various situations as it is for them to set goals for their athletes and alter them depending on the circumstance. Without both of these factors, athletes stand a chance to fail at what the coach is hoping for them to accomplish.

### **Leadership Theories**

#### **Path-Goal Theory, Directive Leadership, and Achievement-Oriented Leadership**

How and what leaders can do to motivate athletes to finish their desired goals is known as path-goal theory (Northouse, 2007). Path-goal theory assumes three things: that athletes will be motivated to work if they believe that they are capable, they believe their work will produce a tangible outcome, and if they believe the outcome will end in a desirable payoff (Northouse, 2007). This leadership model proposes that when there are no obstacles in the way and the path is visible, finishing the goal becomes easier (Northouse, 2007). Leaders in this type of setting must find ways to merge their leadership style with the athlete's motivational needs. For instance, National Basketball Association (NBA) coaches must always seek to find ways to lead their teams towards the ultimate goal of winning an NBA Championship. They must work to be innovative and creative enough to get through an entire NBA season. It can be challenging to motivate a large group of diverse athletes especially when they all have differing motivation beliefs and attitudes.

Another form of leadership is directive-leadership, which puts most of the control on the coach. Using this leadership-style, a coach gives their athletes direct guidelines to follow, what is

expected of them, how to do it, and how long they have to complete the task (Northouse, 2007). Coaches who use this style of leadership motivation will need to start from day one and follow it through the end of the season. Once again, coaches should state to the team what the short and long-term goals are so the athletes can have the opportunity to prepare mentally for the following game, as well as the whole season. Motivation will then be placed on a daily format; players and athletes are aware of the goals ahead and take on the challenge daily. Coaches are now expected to remind the team frequently about the motivation needed for current and upcoming games. Without frequent reminders, athletes and coaches may forget about the real goal ahead and this ultimately will diminish the motivation of the athletes. Coaches will also need to remove any obstacles to help keep the team motivated towards their goals.

Achievement-Oriented Leadership is when a leader/coach challenges their athletes or subordinates to perform work at their highest level (Northouse, 2007). Coaches must do this on a daily basis if they hope to have a team of motivated individuals. This motivational theory is based on the reward system, where if athletes practices hard then they stand a better chance of getting in the game. An athlete who brings negative motivation to the team and coaching staff risks sitting on the bench for that game, or potentially longer. Therefore, the athlete's best interest is to play at the highest level at all times to reduce the risk of not playing.

## **Coaching**

### **Coaching Styles**

A coach's primary role is to help athletes realize their potential. In order to reach their potential, athletes must keep a high level of motivation over several years of playing and competing. However, motivation is complex, and it challenges coaches at all levels and all sports (Hansen, Gilbert, & Hamel, 2003). Coaches must have both personal and interpersonal skills to

teach and motivate their athletes. An effective coach must be able to get their athletes motivated on a daily basis. As stated by Hansen and colleagues (2003, p.48), “Player effort and a coach's personality were the most often cited aspects of motivation.” Coaches in a study conducted by Hansen and colleagues (2003) all agree that a player giving maximum effort is the essence of motivation. Therefore coaches tend to point out those who exert themselves in practice and make an example from them to all teammates.

Some of these skills include knowing how to communicate with the athletes, understanding learning processes and training principles, preparing training programs to meet the needs of each athlete, assisting athletes develop new skills, using evaluation tests to monitor training progress and predict performance, understanding how to develop the athlete's energy system, evaluate the athlete's competition performance, and evaluate the athlete/training and athlete/coach performance.

Coaches differ in personalities, experience, communication skills, motivational structure, and leadership behavior. There are several different styles of coaching: autocratic (telling or selling), democratic (sharing or allowing), (Baric & Bucik, 2009). An autocratic coach is more task and outcome oriented and highly focused on results and winning rather than focused on the athlete (Baric & Bucik, 2009). The autocratic telling style of coaching is dominated by the coach where he or she decides what is to be done and how it will be done with no input from the athletes. The autocratic selling style of coaching is present when a coach decides what is to be done and how to do it, explains the required task and objectives, and also encourages questions from the athletes to confirm understanding. An autocratic style of coaching influences athletes through authoritative leadership, severe approach, and position of power and they demand respect and obedience from athletes. Autocratic coaches generally do not explain their actions

and they solve problems and make decisions on their own. Also, autocratic coaches are influence athletes through authoritative leadership, severe approach, and position of power, and demand respect and obedience from athletes (Baric & Bucik, 2009). Furthermore, autocratic coaches often punish bad performance and failure.

Democratic sharing coaches define what to do and how to do it but invite ideas and suggestions from athletes and often make decisions based on athletes' suggestions. A democratic allowing coach outlines the training requirements and conditions for athletes, but athletes brainstorm and explore possible solutions, make decisions, and define what to do and how to do it. According to Baric & Bucik (2009), democratic style coaches are more athlete-oriented than task-oriented, more supportive, more instructive, and more ready to reinforce, encourage, and give positive feedback than other coaches. Democratic coaches have a less controlling leadership style, they allow athletes to participate in the decision-making process and encourage them to solve problems by themselves. Researchers have found that democratic coaches increase athletes' sense of competence, independence, satisfaction, and self-esteem (Reimer & Toon, 2001). In a study conducted by Bhatnager and Karageorghis (2008), it was found that if track and field athletes had higher performance outcomes and more positive experiences when coaches were autonomy-supportive and emphasized positive feelings resulting from participation.

### **Effective Coaching**

Chelladurai (2007) has defined coaching effectiveness as a multidimensional concept. Effectiveness can be measured in terms of performance outcomes and member satisfaction based on actual behavior exhibited by the coach, the type of behavior preferred by the athlete, and the type of leader behavior appropriate to the situation or the sport (Horn, 2008). Positive outcomes of coach performance can be obtained if these three aspects are in agreement. Characteristics of

the athletes, such as age, gender, and skill level and situational factors such as organizational expectations, social norms, and cultural values will determine what type of leadership behavior the athlete prefers. The actual coach's behavior will be a function of his or her personal characteristics, situational factors, and preferences of individual athletes. Situational factors are determined by the type of sport, the organizational goals, and the team characteristics (Horn, 2008). Recent research by Chelladurai (2007) has suggested that there is a feedback loop in which the coach's behavior is influenced by the athletes' level of satisfaction and performance.

Smoll and Smith (1989) have defined a cognitive-mediational model of leadership. In this model, the effects of the coach's behavior on athletes are influenced by situational factors and the meaning that the athletes attribute to those behaviors (Horn, 2008). The relationship between situational, cognitive, behavioral, and individual differences is emphasized in this model. A situational approach to leadership behavior is included in this model, where coaching behavior will change as situational variables change. For example, an individual coaching a recreation softball team will have a different approach than an individual coaching a professional football team. A coach's behavior is influenced by his or her personal characteristics and situational factors. An athlete's interpretation of the coach's behavior is related to his or her personal characteristics and situational factors.

Mageau and Vallerand (2003) have identified the motivational model of coach-athlete relationship. In this model, three factors determine how the coach displays autonomy-supportive behaviors with athletes: a coach's personal orientation, coaching context, and a coach's perception of the athlete's behavior and motivation (Horn, 2008). According to this model, effective coaching behaviors are those that support athletes' perceptions of independence, provide structure for athletes, such as setting guidelines and standards, and showing involvement

in athletes' well-being through encouragement and emotional support (Mageau & Vallerand).

Variables that can affect the coach-athlete relationship include: the coach's personality (controlling or autonomy-supportive), coaching context (level of competition, external pressure on coach to win), and athletes' behavior and motivation (coach's perception of individual athlete's talent and level of motivation).

According to Mageau and Vallerand (2003) coach-athlete relationship model, seven coach behaviors were proposed. The first was to provide choices to athletes with some boundaries. For example, a coach would give an athlete two, or three options in order to solve a task. Second, a coach would provide justification for tasks in which he or she would explain the advantages and disadvantages of a training option so athletes would understand why the coach is taking that action. Third, a coach would acknowledge the feelings and perspectives of others and listen to alternatives. Fourth, a coach would provide athletes with opportunities to take initiatives and work independently. For instance, a basketball coach would allow athletes to practice free-throw shots and the athletes would try to figure out what to do to increase the probability of making all their shots. Fifth, coaches would provide competence feedback that does not control or direct behavior. Coaches need to provide constructive or informational feedback to athletes that allow athletes to freely discuss problems and potential solutions. Sixth, coaches need to avoid coaching behaviors that control athletes, including coercion and bullying. Finally, coaches need to reduce the perception of ego-involvement in competitive sporting environments.

Coaches should avoid the use of negative verbal statements without specific feedback because they could damage an athlete's self-confidence and produce a negative outcome. Additionally, "fear motivation" that personally attacks athletes can be detrimental to an athlete's performance and can also destroy an athlete's self-confidence. Coaches should be aware of the

strategies they are utilizing and change their strategies if they are not producing desired results or if athletes are reacting negatively to the strategies.

### **Coaching Strategies**

Iachini, Amorose, & Anderson-Butcher, (2010) has identified four coaching strategies based on embracing relationships with athletes. The first theme is managing social interactions, which include the coach-athlete and athlete-athlete relationships. One coach in the study stated, “The personal contact, the personal relationship with the players helps drive what you need to do and shape the team to be successful” (Iachini et al., 2010). In addition, coaches described demonstrating care through building relationships through personal relationships. Some coaches try to build relationships with the athletes and let the athlete know that they care about the athlete as a person as well. Coaches also need to be able to monitor and confront problems and conflicts. For example, if two athletes on a team are not getting along, as soon as possible a coach should confront both of them and try to resolve the issue.

Another strategy used to motivate athletes is a coach creating a sense of unity within the team (Iachini et al., 2010). One way a coach can implement this strategy is to organize non-sport specific team-building activities such as going out to dinner together as a team. Another way is for coaches to emphasize that it is about how the team performs not the individual.

Peer mentoring and letting relationships occur naturally are two more strategies that coaches can use to motivate their athletes from a relationship perspective (Iachini et al., 2010). Peer mentoring includes getting older players who have been on the team longer to mentor a freshman or rookie athlete on the team. Peer mentoring can help new athletes adjust to the team quicker and feel like they have a sense of belonging. On the other hand, some coaches noted that they just let relationships form naturally and do not force their athletes to attend team meetings

or have dinners together (Iachini et al., 2010). Perhaps letting relationships occur naturally is a way to allow athletes to feel independent and in control and can enhance their performance, although it should be noted that this strategy can only be used with highly disciplined and motivated athletes.

Some coaches use humor to motivate their athletes (Grisaffe, Blom, & Burke, 2003). Humor has been used to establish relationships and to create open and relaxed atmospheres. In a study conducted by Grisaffe et al. (2003), it was found that college female soccer athletes preferred to have both their head coach and their assistant coach with a sense of humor. These athletes found practice, games, and participation in soccer more enjoyable than those athletes with a head or assistant coach without a sense of humor (Grisaffe et al., 2003). A sense of humor in a coach can increase an athlete's morale and individual satisfaction (Grisaffe et al., 2003).

In a perfect world, coaches would understand and be able to fill their athletes' gaps and the athletes would respond and reach their full potential. Studies conducted by Leslie-Toogood & Martin (2003) indicated that many coaches are not aware of the mental skills of their athletes. Furthermore, some coaches utilize "fear motivation" as a coaching strategy (Hansen, Gilbert, & Hamel, 2003). For example, a coach may say to an athlete that he or she has to do what the coach says or the athlete will be replaced. Fear motivation attacks the athlete's personality and can have negative consequences on athletes' performance and motivation.

### **Motivational Strategies for Coaches**

A coach's motivational pattern can influence an athletes' motivation indirectly, their motivation has a high impact on their leadership behavior which can cause differences in the prevalence of particular types of motivation in athletes (Vallerand & Perreault, 1999). Various

strategies are currently being used by coaches to help motivate their athletes, the following will take a look at some of them.

Several strategies can be used by coaches to motivate their athletes. Hansen et al. (2003) outlines six different types of motivational strategies used by successful Division I men's college coaches. These are currently used for coaching basketball; however, they may be applied to all other sports to promote motivation within all athletes. The first motivational strategy is to challenge student-athletes by verbally calling them out in front of teammates and questioning their intensity or toughness at that particular time. One coach describes challenging an athlete's pride or ego in order to stimulate a response (Hansen et al., 2003). Coaches use verbal communication to encourage their athletes, or to yell when they make a bad play, and this may be their means of verbal communication and the team may be adapted to this method.

The second motivational strategy used by coaches is through rewards, or by incentives. Rewards can be tangible or a verbal acknowledgement. A coach must understand what the athlete values in order for the reward to motivate the athlete to perform. In a study conducted by Le Roux (2007), it was found that South African soccer and rugby coaches used the reward strategy to motivate their athletes than athletics, netball, or hockey coaches.

Error feedback is the third effective motivational strategy for coaches (Hansen et al., 2003). Using positive and negative verbal statements about performance allows coaches to alert athletes about mistakes in their performance. This type of reinforcement is used to tell the athletes what they are doing incorrectly and what they need to do to improve their current performance (Hansen et al., 2003). As stated above, coaches should be careful about the way they distribute negative verbal statements because it could be damaging to an athlete's confidence level and hinder their performance. In a personal communication with Blake Griffin

of the NBA Basketball team Los Angeles Clippers, he stated that, “When a coach comes into the locker room and is negative, it physically drains me!” (Blake Griffin, personal communication, February 20, 2012).

The fourth strategy used by successful coaches to motivate their athletes is nonverbal communication. Facial expressions can usually tell the athlete whether or not they are playing well just by the look on the coach’s face. One NCAA basketball coach claims that his team knows when they need to turn up defense, or play harder just from his body language (Hansen et al., 2003).

The fifth strategy is through assistant coaches, this can be one important valuable asset in motivating athletes. Since assistant coaches are responsible for some certain aspect of the team (offense, defense, etc.) they work directly with a certain group of athletes and develop a strong relationship (Mageau & Vallerand, 2003). Kim Ortega, UNLV Women’s Basketball Assistant Coach states, “She is able to develop a strong relationship with the guards because she works with them on a daily basis, I feel like the players trust me more because of this bond” (Personal communication, February 20, 2012).

The final motivational strategy used by coaches to motivate athletes is through other players on the team. In addition, coaches can explain to the players on the bench that if he or she played as hard as another player, he or she would be in the game playing. When players on the bench practice hard against the starters, this tends to make the starters more likely to play hard because of fear of losing playing time.

### Part Three

#### **Motivational Strategies**

With so many distractions available to college athletes, it can be a challenge for coaches to motivate their athletes. With this in mind, it is important to give college coaches the opportunity to learn various techniques to keep their athletes motivated. New and innovative motivational strategies may be difficult for coaches to learn on their own, so it is essential that they attend a motivational clinic designed to teach them these techniques.

#### **Purpose of a Motivational Clinic**

This motivational clinic will focus on teaching NCAA Division I, II, III men's and women's college basketball head and assistant coaches the benefits and skills needed to motivate their players. One of the major challenges for college coaches is to teach student-athletes the importance of motivation and playing at their peak performance. The clinic will cover motivational strategies by professionals in the field of education, as well as focus groups with NBA coaches and players. Coaches will have an opportunity to learn from successful coaches and sport psychologists the importance of constantly pushing their student-athletes, motivational skills and theories, and importance of keeping their athletes interested in the game. The NBA coaches will share some motivational strategies they use in the NBA to motivate their players. NBA players will share their experiences and educate attendees about what current NBA players expect in a college coach.

The clinic will incorporate guest and motivational speakers who are considered professionals or experts in the sports psychology. Speakers will be a major section of the clinic and will work with participants to learn motivational skills. Current and past coaches in the NBA will bring their experience and knowledge to be a part of the distinguished panel that will lead

various motivational coaching topics. NBA players will also speak with attendees to explain what motivated them as a college player and offer insights for coaches on how to keep their players involved and motivated.

Professors in the field of Sports Psychology from the University of Nevada, Las Vegas will teach participants basic and advanced motivational theories and strategies used in education and sport. This will give coaches an inside look at motivational theories and how research can aid coaches to motivate their athletes. They will also offer focus groups sessions focusing on motivational techniques and strategies for those who wish to learn more about academia in sport. Speakers will also offer role play sessions to give the attendees an opportunity to learn through experience. Coaches will have the opportunity to work through simulated real-world situations dealing with motivational issues, insubordinate, and demotivated athletes. This clinic will be one of the few in the country that gives participants hands-on experience working through situations coaches frequently encounter with their athletes and team.

Panels are composed of sport psychologists, sport educators, current and former collegiate and professional coaches, and professional athletes. This clinic is focused on exposing coaches to contemporary and emerging motivational strategies that could be used to motivate athletes.

Experienced NCAA coaches believe that each athlete is different and may need some different motivation techniques in order to play at their full potential. Therefore, coaches use individualized situational approaches to motivate athletes that include setting specific goals for that athlete or possibly developing other routines. In a study conducted by Iachini et al. (2010), one coach stated, “there is no cookie-cutter method to motivating people...there are different ways to motivate kids and I guess as a coach I always try to keep that in mind.”

**DAY ONE – Morning Session****Effective Motivational Coaching**

In the first session of the 2012 Motivational Coaching Clinic the coaches will look to educate and facilitate discussions about becoming an effective motivational coach. How and what topics you should use to get the most out of your own team. Potentially, three NBA coaches will speak to open up the event: Mike Brown, Head Coach of the Los Angeles Lakers; Mike D'Antoni, former head coach of the New York Knicks; Don Nelson Sr., former head coach of the Dallas Mavericks. Coach will incorporate the goal-setting theory, and different coaching styles in his presentation. Coach will present the goal-orientation theory, as well as touch upon intrinsic and extrinsic motivation. Coach will focus on intrinsic and extrinsic motivation in players, as well as coaches.

**Goal-Setting Theory**

Goal-setting theory is based on the assumption that motivation is enhanced by individuals setting specific and challenging goals to which they are committed and for which they will receive feedback on their progress (Baron, 2002). This theory is one that is used by Coach to motivate his players from the beginning of the year and beyond. Coach will educate the attendees about the importance of setting goals, making them clear and concise, and attainable. As coach with an NBA team, coach always looks to make his players better and challenge them to set goals for the team, and their own self. He understands that using goals to help pursue challenges can be more motivational than not setting goals.

Coach will also focus on empowering his athletes and making them believe they can play at a higher level on a daily basis. He will share some of his coaching styles he currently uses to bond with his team. Coach also understands that motivation is complex, and it challenges

coaches at all levels and all sports (Hansen, Gilbert, & Hamel, 2003). This is why he looks to communicate with his team daily, and get feedback from them. This session will help coaches in attendance learn how to effectively use different coaching styles depending on the team's situation. How to treat those athletes who continually exert themselves at practice, compared to those who do not. Attendees will also learn about effective coaching styles this coach has used throughout his career. He will then conclude by educating the audience about autocratic and democratic coaching styles.

### **Goal Orientation Theory**

Goal-orientation theory looks to understand why some people are motivated to overcome an obstacle, and why others give up easily even without trying (Dweck, 1999). This theory will become part of Coach's presentation and he will try to attempt to educate the attendees about this effective strategy. Coach will explain how he used this strategy to help his team become more motivated, and also to understand why some individuals lack motivation. He will also look to give the attendees a better understanding and explanation for some motivationally challenged athletes, and tries to find a medium of how to stimulate the unmotivated athlete. Coach will also share some of the reasons why he chose athletes to play who may not always be the most talented, but they did show leadership and motivation to the coaching staff during practice, and during games.

Intrinsic and Extrinsic motivation are essential to learn about when you are a coach in order to fully understand your players and coaching staff. Coach will look to share some of his stories about how he was able to motivate the unmotivated athlete. Sometimes you will need to use intrinsic or extrinsic motivation, knowing which one to use is important.

**Intrinsic and Extrinsic Motivation**

Intrinsic motivation is defined as, “the doing of an activity for its inherent satisfactions rather than for some separable consequence” (Deci, & Ryan, 2000b, p. 56). Coach has been an expert at motivating players for several years. He understands athletes who are intrinsically motivated and looks to work with them on their goals. He also understands that people must work as a team to achieve the goal at hand, winning an NBA Championship. Coach will explain what strategies you must use to keep the intrinsic motivated player motivated even when others around them lack motivation.

Athletes who are extrinsically motivated do something because it leads to a desirable outcome (Ryan & Deci, 2000). As important as being intrinsically motivated, being extrinsically motivated is just as important. Coach will explain how some players need some type of rewards in order to play and stay motivated. These players tend to look for some appreciation at the end of the game for their accomplishments. As coaches, it is important to understand this and try to encourage your players to play through rewards. You must also understand the rules and not break them when you reward your players for playing hard. There is a thin line between breaking and shaking the rules, Coach will clarify this ruling.

Coach will look into the different types of motivation that players have, and how coaches need to work around these obstacles. Intrinsic motivation is those athletes who play for the love of the game, or they have goals that they make themselves (Deci, & Ryan, 2000b). These athletes tend to enjoy the sport they play, and challenge themselves rather than those around them. Extrinsic motivation is when you play for the external rewards you may receive after a desirable outcome (Ryan & Deci, 2000). These athletes look for some type of reward in order to stay motivated to play their sport.

**DAY ONE – Afternoon Session****Athlete's Motivation**

As important as being a coach and learning about theories, it is also just as important as knowing your players. How to motivate your players based on their motivational skills and personal beliefs is a challenge for all coaches (Hansen, Gilbert, & Hamel, 2003). In this section players will speak in the clinic and look to educate the audience on some strategies they use for personal success, as well as what they look for in a coach when choosing a college. NBA players will speak to the attendees in the afternoon session.

**Self-Efficacy Theory**

Self-efficacy is explained as, people's judgments of their capabilities to attain and execute the required action to achieve their expected performance (Bandura, 1986). This is a prime example of an NBA player now, and why he is here to speak about this strategy. He believes he is capable of doing almost anything and he shows it in his game. He will speak to the crowd about how he has significantly set goals based on his capabilities. What he does to continually push himself to the next level, through daily workouts and exercise. He will educate the attendees about pushing your own players to the limit and allowing players to set their goals high. Coaches may not believe that some players have the ability to achieve a higher performance level, he explains how this happened to him and he was able to show his coaches. Coaches in attendance will also understand how players feel when they are not being fulfilled by sitting on the bench. How to keep those players motivated may be as important as motivating your starters. He will also share information about what coaches should communicate to top high school players in order to recruit them to your school. What college coaches should look for, as well as the type of facility and education players look for when taking recruiting trips. He will

also explain why he decided to attend the University of Oklahoma over all other schools he visited.

### **Expectancy Theory**

As a freshman at the University of Kentucky, this player knew exactly what was expected of him as a basketball player. Coach Calipari makes it clear to all his players about what his expectations are on a daily basis. The expectancy theory of motivation suggests that behavior is guided by expectations of attaining desired outcomes (Baron, 2002). Coach Calipari expects the highest and fullest motivation out of his players and will not stop short of attaining this goal. An NBA player was one of the lucky athletes who was able to get a scholarship to attend Kentucky. He will share what Coach Calipari expected on a daily basis from his players, on and off the court. The goal will be to educate coaches in the audience about the importance of the expectancy theory and motivation. He will share how motivation was linked to the expectancy theory for Coach Calipari. Why do his previous coach's players generally make it to the NBA? Why does his team usually reach the NCAA tournament? He will share some of the motivational techniques used by his former coach and how they have helped him excel in the NBA.

### **Motivational Strategies**

Not all players exert superior motivation or any motivation at all. In this section we will listen to an NBA player speak about the importance of motivational strategies as a player and coach. Over the past years of playing basketball, they have learned that coaches look for ways to motivate and challenge players to make them play better. Some coaches challenge an athlete's pride or ego in order to stimulate a response (Hansen et al., 2003). This tends to be effective tools for making the athlete prove themselves to the coach and their teammates. Some coaches also use yelling as a way of challenging their athletes to play better or maybe to encourage them.

An NBA player will educate the audience of some effective motivational strategies he has seen used by his coaches. He will explain some methods and strategies to effectively motivate players and some that coaches should stay away from to avoid conflicts with their team. He will stress the importance of motivating your players on a daily basis.

## **DAY TWO – Morning Session**

### **Professor's Perspectives**

There are various forms of leadership theories within the realm of Sports Education & Psychology. In this section we will look to three Professors at the University of Nevada, Las Vegas to educate the attendees about the importance of using motivational strategies and techniques in coaching. Professor One will speak about the various forms of leadership theories and how they are currently being used in sports. Professor Two will speak about effective coaching strategies for coaches of all sports. Professor Three will speak about the importance of setting goals as a coach.

### **Leadership Theories**

#### **Path-Goal Theory**

Path-goal theory assumes three things: that athletes will be motivated to work if they believe that they are capable, they believe their work will produce a tangible outcome, and if they believe the outcome will end in a desirable payoff (Northouse, 2007). Professor One will educate the attendees about the importance of using educationally studied material for coaching. They will also show some statistics for coaches who are previously using educational tools to help understand theories and motivational strategies in sport. Also explain how using this theory can help coaches currently working in the field of sport. What types of tools coaches should use

to help keep their athletes motivated throughout the season. There will also be handouts for all attendees to pick-up during and after the experts have spoken to the attendees.

### **Effective Coaching Strategies**

As defined by the experts in the Education Psychology field, coaching effectiveness is a multidimensional concept (Chelladurai, 2007). Therefore, there isn't always one way to effectively motivate and coach your players. Sometimes you need to combine several strategies together to achieve the desired outcome. In this section, Professor Two will emphasize some coaching strategies that have been studied in Academia and been proven effective. The goal of this session is to give attendees several different strategies and methods to use when trying to motivate your own team. Coaches will also learn about how the coach's behavior can help attribute to the feelings and motivation of their athletes (Horn, 2008). Strategy and motivational techniques will be the focus of this session.

### **Goal-Setting Theories for Coaches**

When athletes play a sport, they generally play for some outcome, whether it is through intrinsic or extrinsic motivation will depend on the athlete. However, when trained in the proper strategies to achieve high-performance goals, athletes are more likely to achieve goals than individuals who do not set goals (Earley & Perry, 1987). This section of the clinic will show how goals are important to a team's or individual's success in sport, or in the classroom. Professor Three will educate the audience in goal setting, how to set a goal, what type of goals are attainable, and how important it is for goals to be reachable. When a motivational strategy used by the coach is not appropriate for an athlete, then the coach must be able to adjust, or accomplishing a difficult goal will be harder than achieving an easy goal (Earley & Perry, 1987).

Coaches must also understand they need to be flexible when looking for a goal. Goals are also adjustable for your team, and if they seem out of reach, you must change them.

## **DAY TWO – Afternoon Session**

### **Motivating Yourself and Others**

In this section we will look to individuals in the sports business as well as current NBA players who have shown that they excel in sport and motivation. Albert Hall is the owner of the NBA Summer League in Las Vegas and supervises a staff of fifty individuals. He also runs his own sports marketing business in Newport Beach, CA. NBA Player will also speak to the crowd about his ability to keep his team motivated throughout the season even when they may be on a losing streak. And to conclude to the motivational clinic we will speak with a player of the NBA and get his input on staying motivated, during the season as well as the off-season.

### **Motivational Strategies**

A coach's motivational pattern can influence an athletes' motivation indirectly, their motivation has a high impact on their leadership behavior which can cause differences in the prevalence of particular types of motivation in athletes (Vallerand & Perreault, 1999). Albert Hall has worked in the sporting business with coaches, GM's and owner's in the NBA for over fifteen years. In this time he has worked for the Seattle Supersonics before starting the NBA Summer League in 2004. In this session Albert will speak about the importance of surrounding yourself with staff members that are motivated, or can be motivated. Albert tends to use motivational strategies to keep his staff working hard for the task at hand. He will also use incentives and rewards to those who excel in their positions. Attendees should have knowledge of who on their staff appears to be working hard, and who actually does work hard. By using incentives and a reward system, you may be able to motivate your staff into continually working

harder. Albert will also educate the attendees on using other people on your staff to motivate those who may not be as motivated. This is a proven effective strategy and Albert will educate use the coaches in attendance on the current techniques being used in sports.

### **Intrinsic and Extrinsic Motivation**

Dwight Howard, aka “Superman” has been one of the top NBA basketball players for several years. His ability to motivate and continually push his teammates hasn’t went unnoticed and that’s what he will look to explain in this session. Dwight has used intrinsic motivation for himself for years and plays hard generally because he loves the game of basketball. Dwight will explain some of the methods he uses as a professional basketball player to maintain his focus and abilities. Dwight will also look at some of the extrinsic motivation players on his team and how they require extra reinforcement to play hard daily.

Dwight will also explain the importance of setting goals for yourself and your team. When you continually challenge yourself or team to play better, the goals tend to become more attainable than not setting goals. He will explain what his team does prior to the season, as well as during the season.

### **Self-Determination Theory**

Self-determination theory argues that in order to understand human motivation, you must know what the goals of the person are, as well as their desire to reach their optimal well-being (Deci & Ryan, 2000a). Coaches all across United States and the world understand that not all athletes are motivated equally; this may be their greatest challenge. In order to effectively use this strategy, you must seek it out of yourself and pursue it to the fullest. This is something that Kobe Bryant has excelled at for his whole career. In this clinic, Kobe will look to help coaches in the audience understand how he has made himself into the focused, determined

basketball player he is today. He continually sets goals at a high reach, and will not stop until he reaches his optimal goal. Attendees will be able to use this strategy to focus on their own team's goals, players, or challenges they have set for their own team. Are their goals attainable? Are they reasonable? Will they add value to our program? These are some of the many questions coaches should be able to answer after listening to Kobe Bryant.

Below is a detailed list of who will be presenting on which day, time, and the topic of their presentation. Each speaker will be on stage for approximately one hour. This chart gives a summary of what speakers will talk about during their selected times. Guest speakers will be limited to one hour each and this will be sufficient for questions and the presentation. This handout will be given to all attendees at the clinic.

<b>DATE: TIME:</b>	<b>SPEAKER: TOPIC:</b>	<b>OUTCOME</b>
<b>DAY ONE</b> July 13, 2012 Morning Session: 8:00-9:00am	<u>NBA Coach</u> How to be a successful coach in College and beyond  GOAL-SETTING THEORY	Attendees will be able to understand what it takes to become effective, not only with players, but also your assistant coaches
<b>DAY ONE</b> July 13, 2012 Morning Session: 9:00 – 10:00am	<u>Former NBA Coach</u> Benefits of motivated players and how to deal with those who are not  GOAL-ORIENTATION THEORY	How to motivate players who appear sluggish, or lack motivation. Coach will share secrets on motivating players
<b>DAY ONE</b> July 13, 2012 Morning Session: 10:00 – 11:00am	<u>NBA Retired Coach</u> Intrinsically and Extrinsically motivating players  INTRINSIC & EXTRINSIC MOTIVATION	Not all players are motivated internally. Coach will explain how players they are motivated by internal or external rewards.
<b>DAY ONE</b> July 13, 2012 Afternoon Session: 1:00 – 2:00pm	<u>NBA Player</u> Helpful tips for college coaches to use when recruiting athletes  SELF-EFFICACY THEORY	What motivates players to attend a certain school?
<b>DAY ONE</b> July 13, 2012 Afternoon Session: 2:00 – 3:00pm	<u>NBA Player</u> What his college coach used for motivation at Kentucky  EXPECTANCY THEORY	Player will share some of his coach's motivational techniques
<b>DAY ONE</b> July 13, 2012 Afternoon Session: 3:00 – 4:00pm	<u>NBA Player</u> Personal strategies used to stay motivated by an NBA player  MOTIVATIONAL STRATEGIES	Player will educate the audience about personal motivational techniques used to stay in shape, even when out of season.

<b>DATE: TIME:</b>	<b>PRESENTER: TOPIC:</b>	<b>OUTCOME</b>
<b>DAY TWO</b> July 14, 2012 Morning Session: 8:00-9:00am	<u>Sports Psychology Expert</u> Benefits of using motivational strategies in coaching  PATH-GOAL STRATEGIES	Research based talks to educate the audience of motivational strategies. Attendees will be given handouts to help understand some motivational theories.
<b>DAY TWO</b> July 14, 2012 Morning Session: 9:00 – 10:00am	<u>Sports Psychology Expert</u> Current motivation techniques used in sports & recreation  EFFECTIVE COACHING THEORIES	Current and past research will be presented to show what strategies have been used in the past and which ones may be successful for your program.
<b>DAY TWO</b> July 14, 2012 Morning Session: 10:00 – 11:00am	<u>Sports Psychology Expert</u> How to efficiently build team bonding and motivation  GOAL SETTING THEORIES FOR COACHES	Teach coaches how to work with your team to build leadership from players, team bonding, and motivation as a team.
<b>DAY TWO</b> July 14, 2012 Afternoon Session: 1:00 – 2:00pm	<u>NBA Small Business Owner</u> Motivating the unmotivated employee  MOTIVATIONAL STRATEGIES FOR YOUR STAFF	How you should handle the unmotivated employee...some options to motivate the employee will be shared
<b>DAY TWO</b> July 14, 2012 Afternoon Session: 2:00 – 3:00pm	<u>NBA Player</u> How players can motivate each other during the season  INTRINSIC AND EXTRINSIC MOTIVATION	Player will share personal stories about how he motivates his teammates during the season
<b>DAY TWO</b> July 14, 2012 Afternoon Session: 3:00 – 4:00pm	<u>NBA Player</u> Self Motivation: How to stay motivated individually  SELF-DETERMINATION THEORY	Coaches will understand the benefits of motivation through the eyes of possibly Kobe Bryant. Player will share his techniques to stay motivated.

## **Constraints for College Coaches to Attend Clinic**

### **Budget Constraints for Coaches**

Payment for coaches and players who are guests of the clinic will be arranged with each person privately. The clinic will attempt to keep all costs low, which allows the opportunity for more coaches to attend the event. The cost for a coach to attend the two-day clinic will be \$2000 and include lunch daily. The large fee to attend the event may become a constraint for smaller NCAA schools to send their coaches to the event. Coaches will also have to spend more money to stay in a hotel while at the event, which may push them over budget. Attendees will also need to pay for food and transportation daily, which again means more incurred costs.

Attending a motivational clinic may not be a feasible option for coaches given the current economy. Schools may have to forego recruiting trips in order to be able to afford the cost of attending this motivational clinic. Also, with a busy recruiting session in the summers, attending this clinic may not be an option. Marketing for the event must provide enough information to prove to potential attendees that it is worth it to attend the event and miss a couple days of recruiting in the summer. Coaches must also be able to fit the clinic into their busy schedules.

### **Event Organization**

With the ever increasing prices and decrease in salaries, one of the challenges in securing a location for the motivational clinic will be securing a venue. Although Las Vegas is host to several trade shows and events throughout the year, July appears to be the most booked month for Las Vegas events. The location may also become a challenge when looking to bring in guests to an available space. Also making the location in a spot that is easily accessible for all attendees will also become a challenge. Some guests may be handicapped and this is something that will be taken into hand when choosing a venue in Las Vegas, Nevada.

**Recruiting Guest Speakers**

With the increased number of NBA basketball games in a condensed time, the challenge will now be on to bring in guest speakers. Current and former NBA coaches and players may not be available to speak at the motivational clinic in July due to travel commitments and vacations with their families. With the NBA Summer League in town, players and coaches alike generally flood to this area to watch the upcoming talent. This may mean that they may not be available to speak at a clinic, even if it is in the same city. It may also be a challenge to secure guest speakers due to the payment of the coaches or players, they may require more payment than the clinic is able to afford. Once again showing how important recruiting coaches from all over the United States is to attend the clinic. The summer is always a challenging time to hold a clinic due to the increasing amount of high school basketball tournaments that are run throughout the summer months. It may also be helpful to try and recruit attendees during this time.

**Marketing & Budget Constraints for Staff**

Marketing for the event will be focused on mailings and e-mails sent out to all Division I, II, and III schools across the United States. The goal is to bring in as many coaches as possible to this motivational clinic. Mailings will also be sent to local basketball centers in and around Las Vegas. In order to pay for all the marketing needed for the event, it will be important to have event sponsors to help with various costs. Gaining sponsorship will be a challenge to raise enough money to pay for all marketing items, such as mailings, posters, billboards, and press material to send out to all educational institutions. Without sponsorship, it may be impossible to raise enough money to have a clinic.

Another constraint will be finding a building that can be used for this clinic, as well as paying for the rental of the property. Without the sponsorship of Adidas, and others, this event

will not be held in a proper atmosphere. Also, bringing the event to an area that is accessible for coaches will be another challenge when choosing a clinic destination.

### **Motivational Clinic Workshop**

#### **Clinic Format**

The format will be a two-day (16-hour) clinic that includes four invited speakers, current professional basketball players and retired players. Coaches and players will educate the attendees on current and previously used motivational strategies. Players will look to expand the attendee's knowledge of players and help them understand what players look for in a coach, a college, and basketball program. The clinic will focus on educating the guests in attendance and giving them various ways to help educate their own teams. Attendees will also receive educational information from the experts in the field of Sport's Psychology who will also speak at the clinic.

Four former and present guest coach speakers who have excelled in coaching will also speak about motivating athletes. Coaches will speak about ways to challenge athletes and motivate them on a daily basis. The clinic will bring hands-on experiences to college and high school coaches through relevant stories and examples from their peers.

#### **Potential List of Guest Speakers**

Working with the NBA Summer League for the past seven years, I have been able to gain valuable contacts that will help with the clinic. Some examples of coaches who may be speakers at the clinic are Mike Brown (Los Angeles Lakers Head Coach), Mike D'Antoni (former New York Knicks Head Coach), and Don Nelson Sr. (Retired NBA Coach), and some of the players scheduled to attend are: Blake Griffin, John Wall, Chris Paul, Dwight Howard, and Kobe Bryant.

### **Summary**

The motivational clinic will look to educate coaches in high school and college about the importance of motivation. The clinic will focus on teaching attendees about currently used techniques from NBA Coaches as well as experts in the Sport Psychology field. Attendees will benefit from the experts who attend the clinic with educational handouts that can be used to help coaches in attendance motivate their staff, or team.

### **Conclusions**

With the absence of a motivational clinic for coaches, it is important to bring a clinic like this to help guide coaches. Coaches may know how to run plays and educate their players about basketball; however, they may not understand the importance of motivating, and educating their teams about different ways to be motivated. This clinic will also help coaches understand that not all athletes are motivated in the same way, some are intrinsic and some are extrinsic.

Understanding which type of players you have on your team will help you make adjustments accordingly to avoid any confusion when coaching. Coaches will also learn about effective coaching strategies currently being researched in academia and how they have worked for sports teams. Learning how to communicate effectively with your players or coaching staff will also be a focus of the clinic. When you're able to understand your players needs and wants, they tend to gravitate more towards the coach and more likely to play harder.

### **Future Challenges...**

For those coaches who attended the clinic, it will be important and interesting to follow up with a survey and understand what changes they have made, if any, and how effective they have been. If the survey sample is large enough, learning what worked and didn't work will be an effective tool for studying what programs to use for the upcoming years.

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