



Gerry Fitzpatrick and Aoife Lane Improving motivation and team cohesion



Youth Sport Issues



Injury

Poor coaching

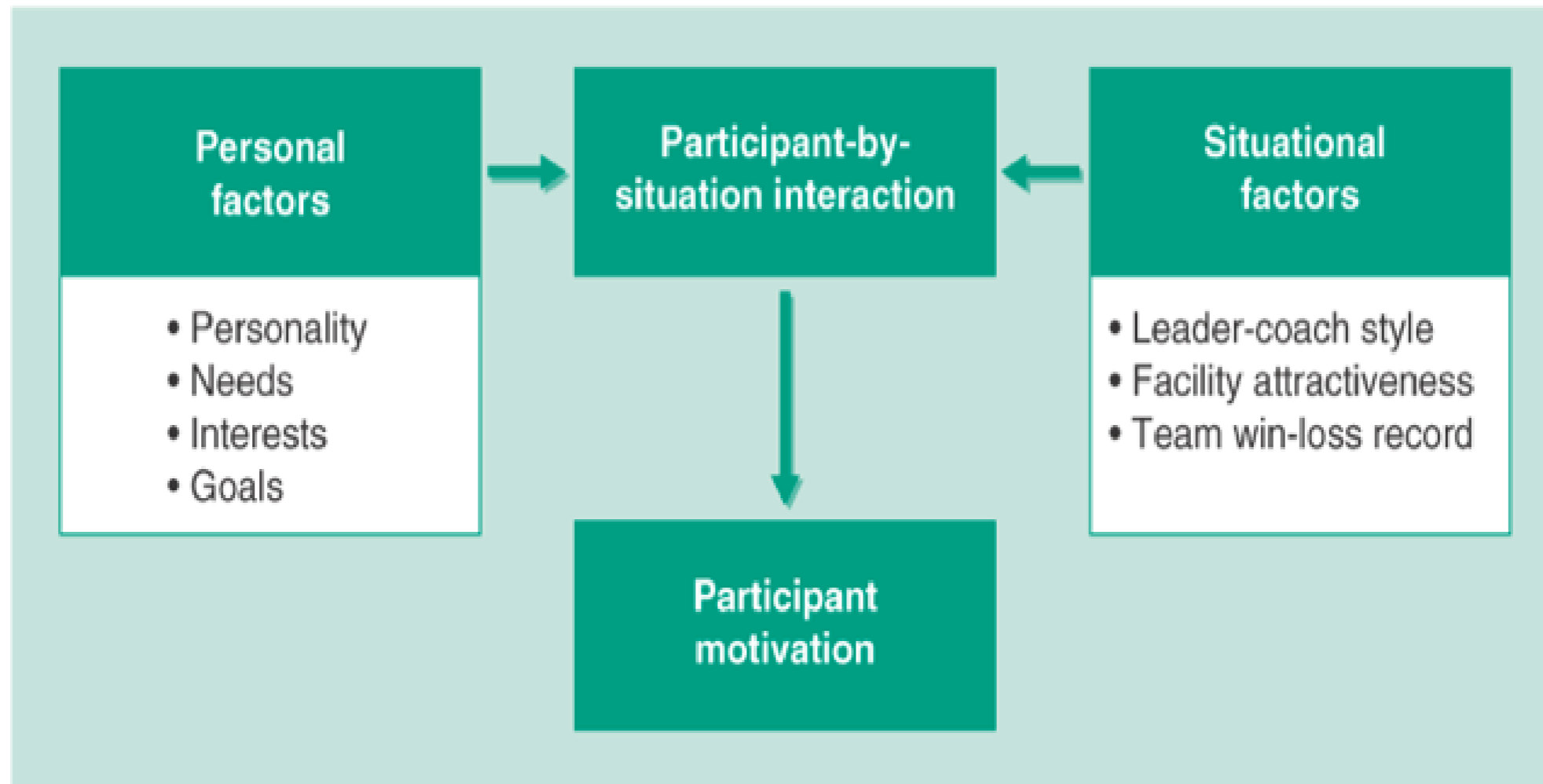
Not enough games



Drop out

Lack of motivation

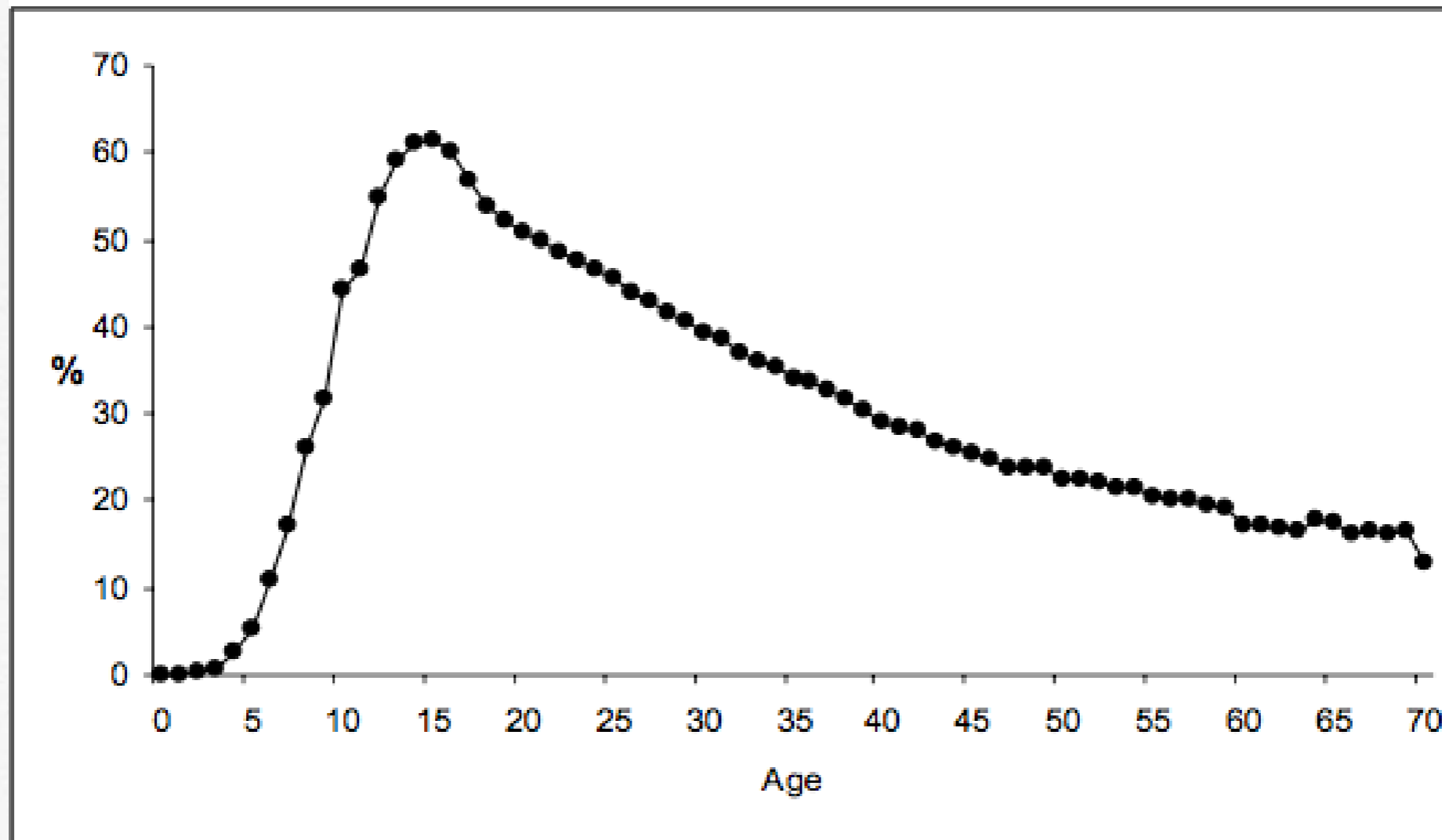
Motivation



Irish Sporting Lives

Lunn and Layte, 2008

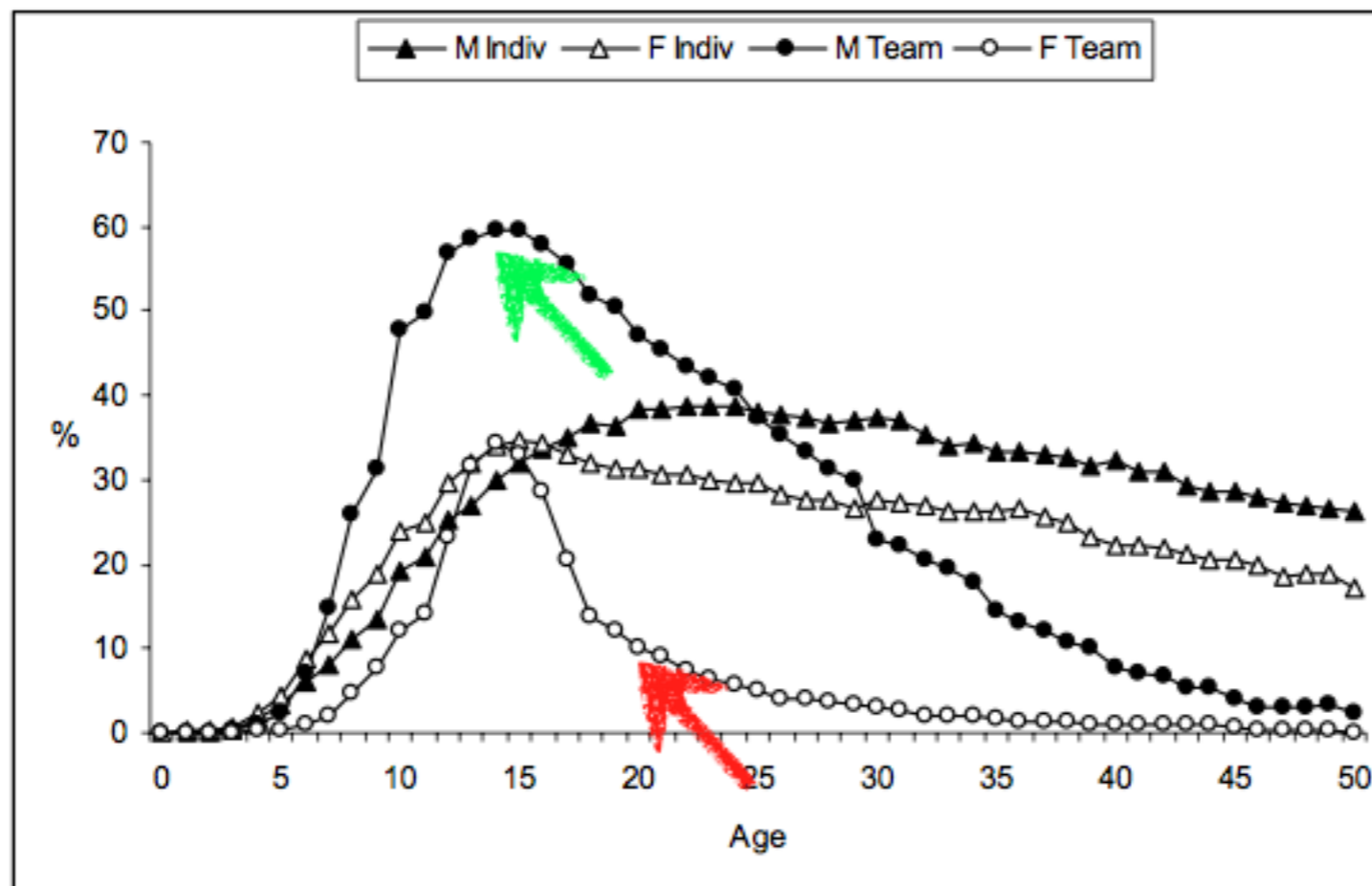
Figure 2.1: The 'Sport Hill' – the Proportion of the Sample Who Reached a Given Age Who Were Playing Regular Sport at that Age



Irish Sporting Lives

Lunn and Layte, 2008

Figure 4.1: Sport Hills for Team and Individual Sports by Gender



- Higher participation, greater dropout for team sports
- Popularity of/participation in gaelic games remains high

Survey of College Students

- 86% played when they were young
- 38% still play
- 50% drop out...
- Average drop out age = 15

Why dropout?

- ❑ 'commitments with other sport' (56%)
- ❑ 'no time' (56%)
- ❑ 'got lazy', 'discipline not good'
- ❑ not good at it (30%)
- ❑ **GAA not a priority (56%)**
- ❑ **'very little interest/motivation' (70%)**
- ❑ **60% felt it was due to poor coaching/management**

Coach/Officials View

Where the training is good, most clubs seem to hold on to their players, but there are enough distractions without the training being poor and girls get very wishy washy about coming to training if they don't feel it is good or are half afraid to miss it.

Overcoming Issues....

Injury

Motivation
Group Cohesion



Coaching Psychology

- Aim is to improve;
 - Motivation through establishing player priorities, roles and goals
 - Team Cohesion through becoming skilled at managing each stage of the teams development

Stages of Group/Team Formation

- Stage 1: Forming
- Stage 2: Storming
- Stage 3: Norming
- Stage 4: Performing

Forming – coming together

- Primary concern is being included
- There is confusion about:
 - What to do and how to interact
 - Why the task before them is important
- **Coach's role:**
 - Give directions and encourage participation
 - **Clarify roles, priorities, mindset**
- Don't befriend players, as they need to bond with the team at this point

Stage 1.
Forming:

Team Acquaints
and Establishes
ground Rules

Storming – resolving issues

- Players struggle with role acceptance
- Conflict: Clarify issues, overcome indecisiveness, deal with power struggles, Cope with impatience
- **Coach's Role**
 - Embrace the storm
 - You do your best coaching here
 - Players want to be coached so coach them
 - Provide emotional support

**Stage 2.
Storming:**

Players resist control by team leaders and show hostility

Norming – moving on

- Regular roles and camaraderie is continuing to develop
- Conflicts: players facilitate conflict resolution.
- Spoken and unspoken rules about interactions
- Clear tasks and purposes
- Relief storming is over!!!!
- **Coach's Roles**
- Continue with emotional support
- Begin to empower players
- Be a source for conflict resolution

Stage 3. Norming:

Players work together to develop relationships and feelings of camaraderie

Performing – getting it done

- Players achieve maximum productivity
- They move towards solving common goals
- Achieves a high level of cohesiveness and unity
- **Coach's Role**
- Delegate responsibility to players
- Encourage players to lead
- Encourage group to be self-facilitating
- Don't over coach

Stage 4.
Performing:

Team members
work towards
getting their job
done

Consider....

- ❑ Three years to build a team.....
- ❑ How many seasons would it take a coach to become skilled at any one stage?
- ❑ How many seasons would it take a coach to become skilled at all stages together?
- ❑ Coaching experience is an accumulation of these skills and others developed every season. Be careful not to let number of years coaching be mistaken for experience.



Range of Activities....

- Establish player and staff priorities
- Clarify roles and accept them
- Develop communication
- Team building through each stage of development and training
- Determine the mindset you want
- Team maintenance through a “no slippage” approach
- PLUS:
 - Behavioural analysis
 - Setting and monitoring goals
 - Dealing with issues immediately
 - Reinforcing performance, mindset and effort correctly

Application to Youth GAA Forming

- How will player priorities effect your decision making about their roles and goals? This is a vital step in the forming stage.

Some teens seem to resent the fact that trainers just expect camogie to come before everything else

Task: Player Priorities

Revert to your 15 year old self....

Write a list of priorities/things that were important to you in your life at that time (at least 6 things)

List these in order of priority
1=most important....

County Minor Players

- Anne

1. Family

2. School

3. Camogie

4. Friends and socialising

5. Holidays

- Karen

1. Work

2. Boyfriend

3. Friends

4. Travel

5. Cinema

6. Camogie

County Minor Players

- Anne

1. Family

2. School

3. Camogie

4. Friends and socialising

5. Holidays

- Karen

- Work

- Boyfriend

- Friends

4. Travel

5. Cinema

6. Camogie

Where is
your cut off?

Club Minor Players

- Joan

1. Camogie

2. Cross country

3. School

4. Family

5. Music and TV

- Louise

1. School

2. Family

3. Friends

4. Football

5. Camogie

6. Music

Club Minor Players

- Joan

1. Camogie

2. Cross country

3. School

4. Family

5. Music and TV

- Louise

1. School

2. Family and faith

3. Friends

4. Football

5. Camogie

6. Music

How do you
manage these
different
players?

Mindset/Attitude

- Attitude = feelings, beliefs, and behaviours; all 3 must be consistent
- “Say what you feel, believe what you say, then do it”
- Clarify their role on the team both in terms of playing position, what's expected of them and how they contribute to the team effort. (Especially important for subs). With the right mindset they will accept and implement their role
- Very important when you play great talent – “doing enough is not always enough”

Mindset....

- Growth Mindset

- welcomes change

- seeks challenge

- knows roles and accepts them

- goal orientated

- increases effort after setback

- Fixed Mindset

- resists change

- avoids challenges

- do not know roles and do not accept them

- keeps things vague especially goals

- reduces effort after setback

Mindset/Attitude

- Attitude has the power to lift a team or to tear it down
- Great Talent + Rotten Attitudes = Bad Team
- Great Talent + Bad Attitudes = Average Team
- Great Talent + Average Attitudes = Good Team
- Great Talent + Good Attitudes = Great Team

- “The only thing more contagious than a good attitude is a bad attitude”

Goals

Short term, specific, realistic, difficult but attainable, measurable.

Set goals with the players and have them sign their goal card as a commitment

If they don't get measured, they don't get done. Monitor them

Reality....

- u-10/u-12: know your players, start forming the group
- u-14/u-16: start with their priorities, develop their roles and help them set goals; critical age for this
- But....can do this with any team
- **WHOLE CLUB/COUNTY PHILOSOPHY**

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