

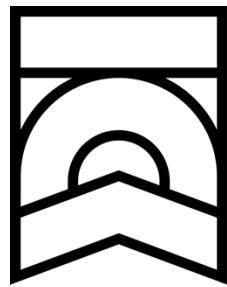


COACH
KIDS

MOOC 2 Child-Centred Coaching & Physical Literacy

Chapter 1: Motivating Children in Sport





**i
COACH
KIDS**

MOOC 2: Child-Centred Coaching & Physical Literacy

Study Guide

**An Intellectual Output of iCoachKids:
Innovative Education & Training for a Specialist Children &
Youth Coaching Workforce**

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iCoachKids MOOC 2 Study Guide

Introduction

“A coach’s primary mission is to help sport participants develop not only as athletes, but also as people. To fulfil that aim, a coach needs functional and task-related competences that are underpinned by knowledge and reflection.”

From the European Sports Coach Framework (p. 39)

Congratulations Coach, by engaging in the iCoachKids MOOC 2, you have demonstrated that you have an open mind to learning more about coaching children and to further developing your own coaching skills.

Improving your coaching takes time and effort. Coach development should proceed in a progressive and sustainable way. Such an approach takes into consideration your stage of development as a coach, how you learn and which participants the coach is working with.

How Coaches Learn

In this MOOC, we recognise that learning is a lifelong process and that multiple experiences can facilitate the development of your coaching ability. During your progress through MOOC 2 we have included a variety of learning experiences to meet the needs of coaches and how they learn.

A coach is not a blank slate. Whether through personal experiences as participant or spectator, you arrive to coaching with your own conception of what it is and how it should happen. The following task will allow you to consider what you are bringing to your coaching.

STUDY GUIDE TASK: What Are You Bringing to Your Coaching?

(There are no right or wrong replies. This exercise is about you taking stock of your previous experiences.)

Coaches Learn Best When...	Your Learning and How you Like to Learn
List Your Sports Experience	What Does This Bring to Your Coaching?
Your Education	What Does This Bring to Your Coaching?
Life Experience/Learning	What Does This Bring to Your Coaching?
Other Things You Think/Feel Reflect You	What Does This Bring to Your Coaching?

Your Learning

In the early stages of coach development, you may benefit strongly from learning opportunities provided through formal education – in MOOC 2 this is reflected in what you read and the personal tasks that you undertake in applying this knowledge into your coaching. This can be

seen as laying a knowledge foundation. These activities challenge or confirm initial personal theories and support the creation of a child-centred framework that helps coaches organise and make sense of their coaching practice.

As you continue to develop as a coach, non-formal learning opportunities become more relevant. Your interaction with the children, other coaches, parents, mentors and open source material provides a chance to check and challenge your emerging philosophy and way of doing things as well as gaining new knowledge. In MOOC 2 this is reflected in activities and tasks you do with others and in your environment.

It is important to note that much of coaches' learning takes place on the job. As a coach, your self-awareness and your ability to reflect on your experiences are essential to this.

STUDY GUIDE TASK: How Coaches Learn Best and How You Like to Learn

The column on the left is what research says about how coaches learn best. The column on the right is for you to: reflect on these statements; identify whether they may apply to YOU; and if they mean anything for YOUR LEARNING. This will develop you SELF-AWARENESS of how you like to learn:

Coaches Learn Best When...	Your Learning and How you Like to Learn
<ul style="list-style-type: none"> • Their prior experiences and abilities are recognised and they are encouraged to reflect and build on them 	
<ul style="list-style-type: none"> • They are motivated to take responsibility for learning and are given opportunities to drive it and direct it to their own needs 	
<ul style="list-style-type: none"> • The application of what is being learned to the practical context in which they coach is clear and facilitated 	
<ul style="list-style-type: none"> • The topics and learning materials are clearly relevant 	

<ul style="list-style-type: none"> • The climate is positive and supportive to minimise anxiety, encourage experimentation and challenge them appropriately 	
<ul style="list-style-type: none"> • Interaction and sharing with other coaches is promoted 	
<ul style="list-style-type: none"> • A variety of learning activities is offered 	
<ul style="list-style-type: none"> • They experience some success and gain feedback that builds their self-confidence 	

If you have completed these two STUDY GUIDE TASKS, you will have started to engage in the learning process promoted in the iCoachKids MOOCs. You will have identified what you are bringing to coaching children; and how you learn.

Well done and read on to learn more about how the MOOC 2 Study Guide is laid out to assist you in your learning, how the content can be applied into you coaching and to your growth as a CHILD-CENTRED COACH of children.

MOOC 2 Study Guide Structure

In MOOC 2, your development as a coach is promoted using a blended learning package composed of various activities to foster learning (for example, reality-based activities, problem-based learning, practical-coaching opportunities and reflection in/on action). This will promote knowledge gains and behavioural change and encourage you to seek additional self-directed learning opportunities.

The following HEADINGS and icons will signify different activities you will undertake in the MOOC 2 Study Guide:



VIEW – This is the video track linked to the Chapter and Section of the Study Guide you are considering



READ – This is the content knowledge that is outlined in the video track. It gives you the opportunity to examine the content at your own pace and/or to review in writing what is verbally outlined in the video



STUDY GUIDE TASK – This is an activity that will get you to consider how the content you have viewed/read may apply during your coaching with the children that you coach, and reflect on how you may change your coaching behaviours



PERSONAL COACHING TASK: This is an activity that will get you to apply the content into your coaching, with the children you coach, and to reflect on how it went for the children and for you. You may need to do these tasks a number of times and reflect on them to be able to fully apply the content into your coaching, in line with your coaching philosophy and to the benefit of the children



COACHING WITH OTHERS – This is an activity that will get you to engage other coaches you work with to discuss, apply, try, observe, get feedback from and reflect on how they see/feel your coaching is developing, and how the content can be applied by you and the other coaches. It may also encourage you to engage other relevant people, like parents, referees, club officials and even the children you coach!



COACHING IN YOUR ENVIRONMENT – This is an activity that will get you to consider how child-centred is the approach of your

club/school/community group. You will then consider/discuss what changes may be made to become a more child-centred coach.



QUIZ – At the end of each chapter there will be a quiz for you to complete. This will give you a chance to re-enforce your learning by getting you to re-visit some of the main ideas covered in the chapter and how they can apply to your coaching. Approach the questions in an ‘open-book’ format; which allows you to re-read the sections of the study guide before you write your answer.



CHAPTER CLOSING TASKS – Each chapter will end with some tasks that will get you to consider/apply the ideas and coaching tools covered in the chapter into your coaching. The tasks may include:



PERSONAL COACHING TASKS



COACHING WITH OTHERS



COACHING IN YOUR ENVIRONMENT



FURTHER VIEWING/READING – By its nature, only a certain amount of content is included in the MOOC. If you want to learn more about a topic, this will direct you to additional materials to view or read

Your Development Journey as a Children's Coach










Working with children can be a very worthwhile and positive experience for people. With the growing knowledge and the approach put forward in the iCoachKids MOOCs, this experience can be positive for each and every child, as well as for each and every coach.

It's over to you now to take the responsibility to grow your coaching knowledge and ability. Enjoy the journey coach!

iCoachKids: MOOC 2 Study Guide - Learner Activity Tracker: Chapter No 1

Name: _____ Date: _____

As you complete each of the activities in each of the sections, please put a tick ✓ in the circle. This will allow you to track what you have completed and where you can restart when you return to the Study Guide after a break.

Study Guide Activity / Chapter Section	VIEW / READ  / 	PRE-CHAPTER / STUDY GUIDE TASK 	PERSONAL COACHING TASK 	COACHING WITH OTHERS 	COACHING IN YOUR ENVIRONMENT 	QUIZ 	CHAPTER CLOSING TASKS 	FURTHER VIEW / READ 
Introduction	<input type="checkbox"/>							
Section 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Section 1.2	<input type="checkbox"/>		<input type="checkbox"/>					
Section 1.3	<input type="checkbox"/>				<input type="checkbox"/>			
Summary / Conclusion	<input type="checkbox"/>					<input type="checkbox"/>		<input type="checkbox"/>

If you have completed each of the activities in each section and the Learner Activity Grid is complete. **WELL DONE!** You can move to the next chapter.

Chapter 1

Introduction



VIEW AND/OR READ

You can view this section on the online MOOC:
https://www.youtube.com/watch?v=2DQu46s_Y5U or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Introduction

Welcome to MOOC 2 Child-Centred Coaching and Physical Literacy. This is Chapter 1, Motivation in Sport.

In our dealings with coaches all over the world, and in our own coaching, we are constantly faced by remarks like this:

“I just don’t know what to do with them. They won’t pay attention and they keep messing about”

Or

“They just don’t care and can’t be bothered to put the effort in”

But our favourite one is

“Look at them, they have no motivation at all”

Look, the problem with **Motivation** is that we have to stop looking at it only in a quantitative way: either you have it or you do not scenario. Research shows that, more than quantity, what is important is the quality of motivation.

The quality of motivation is more important than the quantity

This chapter will give you some great ideas to keep kids happy and enthused, and some very useful tips to maximise the quality and quantity of enjoyment, commitment, effort and determination, or in other words, the quality and quantity of their motivation.

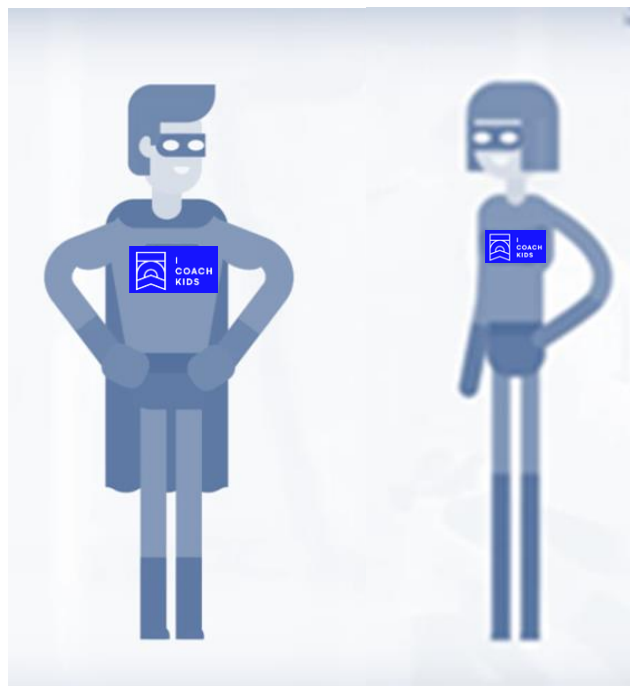
Enjoyment, Commitment, Effort, Determination

Specifically, after completing this chapter, you will be able to:

1. Understand some key motivational theories and what they mean to your coaching.
2. Build positive relationships with the kids you coach
3. Understand the role of parents in sport and how to build a partnership with them for the benefit of their child.

Ok, nobody said that coaching kids was easy. Creating a top draw motivational climate is a tall order. However, we always emphasise that only you, the coach, can have an impact on what goes on in your sessions and the types of environments we create. This chapter will help you do just that! Go on, become a motivational superhero!

Take Charge: Only you can influence your sessions



Thanks again for reading and see you in the next section!

Chapter 1, Section 1, Part 1

Motivating Kids in Sport



VIEW AND/OR READ

You can view this section on the online MOOC: <https://www.youtube.com/watch?v=kThfTYteJMc> or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Introduction

Welcome back! How is your coaching going?

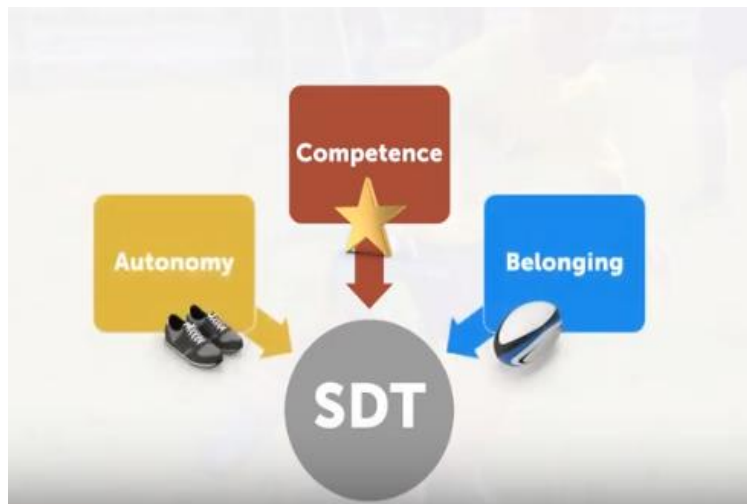
In this section, we are going to explore some strategies to help increase the motivation of young children within sport. Coaches are a source of many things such as technical skills, physical literacy, but also motivation.

Self Determination Theory

The first theory is called the **Self Determination Theory** or **SDT** for short. This was developed in the 1980's by two academics from the United States called Edward Deci and Richard Ryan. **SDT** is based around the assumption that humans have three basic needs and these needs must be met in order to function to full capacity and grow to their full potential. This theory has been used within 100's of sport performance and sport coaching studies.

Self Determination Theory = SDT
Human beings have three basic needs that must be met so they can develop to their full potential

These needs are Competence, Autonomy and Belonging. Let us look at them one by one.



1. **Competence** is about having a sense of control over the outcomes we seek and about experiencing mastery of a skill or task.
2. **Autonomy** is associated with feelings of empowerment and ownership of one's action.
3. **Belonging** is about experiencing feelings of connectedness with others and the task at hand.

So, let us have a look at how each of these elements can be put into coaching sessions!

1. Competence

Coaches can create feelings of **Competence** by providing opportunities for success with a given task, activity or game. This might mean ensuring the challenge point is just right for each participant. This might mean changing things like the size of the ball or racket or the distance between participants depending on what they are doing. What we ask them to do must allow a sense of competency to emerge. In other words, they have to be able to do it or learn to do it with a bit of effort!

Set the challenge point at the right level for each child.
Make sure each child has a chance to succeed!

2. Autonomy

Next, a sense of **Autonomy** can be supported by allowing children choice over their own actions. This can be done in a variety of ways.

For example, in a sending and receiving activity the coach could offer a variety of objects and equipment for participants to actively choose from, depending on their level of ability and confidence. It could also be associated with giving the kids a choice of what activities they want to do and engaging them in the design of the session.

- Choice
- Ownership
- Empowerment

3. Belonging

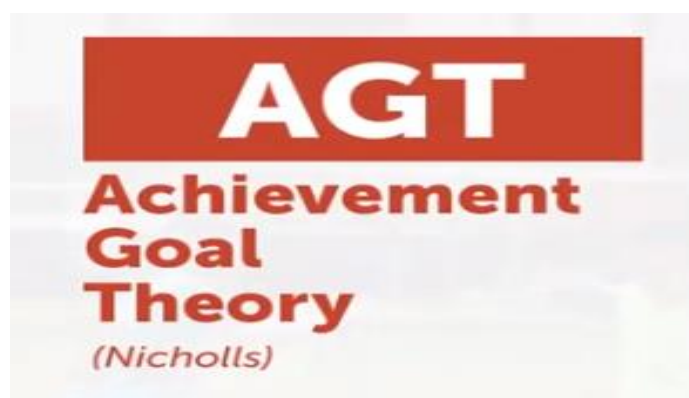
Belonging can be supported by offering a sense of being connected with others and to something bigger than oneself. This could be done by integrating group work into your sessions and ensuring positive relationships with your participants. For instance, you can ensure you say 'hi' to every participant on arrival, or you can make sure children know each other's names. Or what about organising a team bonding outing to the movies or bowling night? These examples help children feel part of the sessions you deliver.

- Connected
- Positive Relationships
- Group Work
- Social Activities

So, that's **Self Determination Theory** and hopefully we've provided you with a few examples of how you can integrate this Theory into your coaching.

Achievement Goal Theory (AGT)

Now onto another theory called **Achievement Goal Theory** or **AGT** for short. This theory was developed by John G. Nicholls in the 1980s.



AGT is related to the different approaches people take in situations where there is a goal to be accomplished.

The two main approaches proposed by **AGT** are the so-called **Mastery** and **Performance Orientations**.

1. Mastery Orientation

People who focus on effort and personal improvement without comparing themselves to others are said to have a **Mastery Orientation**.



2. Performance Orientation

On the contrary, people who focus on comparing themselves to others and that are only satisfied when they outperform others are said to have a performance orientation.



Mastery Orientation - Children

Research shows that children who have a **Mastery Orientation** will persist more, have better coping strategies if they do not immediately succeed and will generally have a more positive attitude to learning.

- Persistence
- Coping
- Positive attitude to learning

Performance Orientation - Children

On the other hand, performance orientated children will generally select easier tasks, be concerned with the thoughts of others in the group and give up easily if they fail at a task.

Concerned about others
Select easier tasks
Give up easy

The thing is, every child will have a motivational preference: that is a leaning towards a **Mastery or Performance Orientation**, or even to both at the same time. Importantly though, research shows that the climate coaches create can push children to adopt one orientation or the other.

Coaching Application

Given what we know about the benefits of a **Mastery Orientation**, as a coach, we should seek to support the development of this orientation in our participants. So, what should we do to support the development of a Task Orientation? Here go some ideas:

1. Praise **effort** over performance to help support task orientation.
2. **Set targets** around mastery and not outcome, for example 'can you get a clean strike of the ball when passing it' rather than 'can you make 8/10 passes.'
3. Focus on **development** over outcome. For example, in young participants we should focus on the quality of the movement in a tennis serve more than whether or not it resulted in an ace.
4. **Avoid** making clear comparisons between participants' level of competence.

There you have it, now we have a few more tools and ideas to help support high quality **Motivation in Sport**. Please go and use them and see what happens!

Thanks for reading. Do the Study Guide Task and the Personal Coaching Task on the next page. See you soon for the next section!



Study Guide Task: Self Determination Theory / Achievement Goal Theory

Do a Self-Assessment of if/how you use **Self Determination Theory** in your coaching. Repeat the exercise for **Achievement Goal Theory**.

Self Determination Theory

Achievement Goal Theory



Personal Coaching Task: Self Determination Theory / Achievement Goal Theory

Think through where and how you can include **SDT** in our coaching practice. Repeat the exercise for **AGT**.

Self Determination Theory

Achievement Goal Theory

Chapter 1, Section 1, Part 2

Relationships Matter



VIEW AND/OR READ

You can view this section on the online MOOC: https://www.youtube.com/watch?v=Q_pHicLaU_8 or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

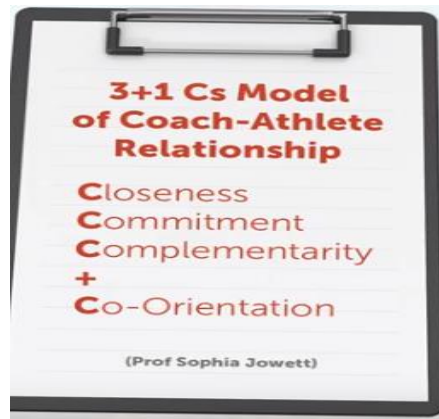
Introduction

In this section, we are going to explore some strategies to help coaches build **Effective Relationships** with their participants. Coaches and participants often form relationships, alliances or partnerships through instruction, guidance and support. Relationships matter because effective relationships will help achieve the best outcomes for the participant, and dare I say it, for the coach too! We often hear on mainstream media coverage of sport that players play for the coach or we might think back to our own sporting experiences and remember a coach who really had our best interests at heart. These great coaches are able to create positive working relationships with their participants.

Positive Relationships = Better Outcomes

3+1 Cs Model of Coach-Athlete Relationship

A team of researchers from Loughborough University led by Professor Sophia Jowett have studied the coach-athlete relationship and developed a model we would like to share with you. They call it the **3+1 Cs Model of the Coach-Athlete Relationship**, and we believe it can be used by coaches at all levels of coaching to help provide positive experiences.



1. Closeness

The first C relates to **Closeness**. Closeness is about the meaning a coach and participant give to their relationship. This might include feelings like trust, liking and respect.

- Trust
- Liking
- Respect

How to foster Closeness:

Some ways to foster this may include simply saying hello before the start of a session, a high five maybe and asking the participants how their day has been. You may wish to use humour to create light-hearted fun in sessions. Although be careful that the laughs are not at the expense of a single participant or it can have a negative effect on them.

Coaches are also role models to participants and so should always be polite and respectful. Such actions layered over technical and tactical instruction can be a powerful tool to support positive relationships.

- Greet participants by name
- Make conversation
- Use humour
- Be a positive role model

2. Commitment

The next C is **Commitment**. This is about coaches displaying a strong commitment to working with the participant.

Participants, like most people, want to feel supported and encouraged. Working with young participants can be fraught with inconsistencies of effort and performance. At the end of the day, children are not robots! Therefore, we must take a longer-term view of their development. We must seek to nurture and guide the participant and they must feel that we are there for their benefit not ours.

- Support
- Encourage
- Nurture

How to promote Commitment:

- Provide support and encouragement
- Long-term attitude

3. Complementarity

The third C is **Complementarity**. This represents the complementarity of coaches and participant's behaviours.

In other words, a participant will respond to the way you behave as a coach. For example, if we have a friendly and responsive attitude, it is more likely that our participants will reflect this and behave in a similar manner. The more aligned coach and participant behaviours are, the better.

How to create Complementarity:

- Friendly
- Responsive

+1. Co-orientation

The final C is **Co-orientation** and reflects the degree to which coach and participant have established a common ground.

If we are all on the same page and have similar objectives, we are all more likely to work together in a more effective manner. To do this we might also wish to involve parents to ensure everybody is clear what you are trying to do as a coach. For example, a participant may play sport for fun, but the coach may be more orientated to performance outcomes. This may compromise the coach-participant relationship. Here, a coach may need to explore how they integrate the participant's motivation to play. A coach may even hold participant-parent-coach

meetings once to twice a year to support the co-orientation of all involved.

How to foster Co-orientation:

- Common ground
- Agree goals and plans
- Work together

Summary

Okay, so to summarise this work we are going to give you some **DOs** and **DON'Ts** to foster positive relationships.

Please DO:

1. Actively seek ways to build effective relationships with your participants though using the 3+1 Cs Model of Coach-Athlete Relationship.
2. Say 'hi' and talk to your participants to really get to know them and their parents.
3. Be committed to having a long-term view of each participant, let them know they have your support.
4. Create a common ground for all to work from.

Please DON'T:

- Expect participants to behave differently to you. Be a role model to them!
- Be a dominant or controlling coach – Include the participants (and parent) in decision making to help find common ground.

There you have it, now you have a few more tools and ideas to help support the development of high-quality relationships in sport. Please go and use them and see what happens!

Thanks for reading. Now please do the Personal Coaching Task. See you soon for the next section!

Personal Coaching Task: Applying the 3+1 Cs Model of Coach-Athlete Relationship

Select one of the Cs in the **3+1 Cs Model of Coach-Athlete Relationship** and outline how you promote it in your coaching. With this increased awareness, add this to the areas of reflection when you evaluate your coaching sessions.

If you found that useful and you think it would be beneficial to your coaching, repeat this exercise for another (or all) of the Cs in 3+1 Cs Model of Coach-Athlete Relationship.

Chapter 1, Section 1, Part 3

The Role of Parents in Sport



VIEW AND/OR READ

You can view this section on the online MOOC: <https://www.youtube.com/watch?v=Z3CjURsLqIA> or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Introduction

In this section, we are going to spend time exploring the very important role parents play in their children's sporting lives.

Throughout a child's or athlete's sporting journey, s/he will engage with a variety of individuals, such as different coaches, teammates or sport scientists. However, while other individuals might change as they progress, there is one person who remains a constant part of their life, which is their parents or guardians.

And let me tell you, parents are **NOT THE ENEMY!** Parents are the biggest resource at the disposal of both the child and the coach.

Parents are usually responsible for introducing children to sport, encouraging their initial participation, supporting them through the ups and downs as well as, of course, funding participation, transporting them to training and competitions, and ensuring they have the necessary equipment and clothes. As children progress in sport the emotional support and understanding of parents continues to be important, not least because parents know their children better than anyone else.

By fulfilling such roles, parents help to enhance children's enjoyment of sport, encourage their long-term involvement, and ensure children have a chance to gain the range of psychological, social, and physical benefits associated with sport participation. **The importance of parents within the lives of young athletes cannot be underestimated.** If, as a coach, you want to ensure the children/athletes you coach have the best possible experience in sport and have the greatest chance of reaching their potential, recognising the impact parents have in sport and working closely with them to create a united support network is key.

Parents are the biggest resource at the disposal of both the child and the coach

Working with parents is particularly important because it is **not always easy for them to know how best to support their children** in sport or how to manage the range of different challenges it entails.

As a coach, you can play an extremely important role in **helping parents to develop strategies to cope with these different challenges**, and consequently, be involved in their children's sporting lives in the best possible ways.

However, parents will have different expectations, experiences, and knowledge of sport. They will have different reasons for encouraging their children to be involved, and they will be managing their own unique set of family, work, and logistical circumstances. So, a "one size fits all approach" to engaging parents is unlikely to be successful. Rather, you need to take the time to get to know your athletes' parents and consequently provide them with the support and guidance that will be of most benefit

By actively seeking to create a "parent positive" environment, that is, an environment in which parents are welcomed and valued, you will improve not only parents and children's experiences in sport but also yours as a coach.

Parent Positive Environment

So how might you create a parent positive environment? We are going to explore three key strategies:

1. Proactively focus on communication
2. Acknowledge and value parents' contribution, and
3. Commit time to learning about and informing your parents

1. Proactively focus on communication

When you are talking with parents you need to be actively seeking to develop positive relationships with them, listening to what they have to say, and considering how you can work together to address problems or enhance experiences.

This will not only positively impact on children's experiences but also on your own experience in the long run.

There are a few ways you can enhance your communication. For instance, build time into sessions to speak to parents or have dedicated times in the year when parents can "drop-in" for a chat.

1. Develop the relationship
2. Listen
3. Problem solve together
4. Meetings/Drop-Ins

2. Acknowledge and value parents' contribution

There would be little need for coaches in youth sport without parents bringing their kids into clubs. Thank parents for all the things they do to help their children participate and encourage your athletes to do the same.

Some ways to do this include organising social events where you can get to know them and thank them, making time to thank parents at the start of meetings or identifying if they have any specific skills that may be useful for the team and seeing if they would like to contribute further.

It is also important to take time to listen to parents when they raise concerns and recognise them as the expert on their child.

- Thank them
- Social events
- Help them get involved
- Listen to their concerns

3. Commit time to learning about and informing your parents

As indicated, parenting children involved in sport can be challenging. Financial pressures, time and logistical issues, and a lack of knowledge of the sport, amongst others may all impact upon what parents can do to help their child. This will also influence their expectations for their child and their reactions to performances or development.

Taking time to learn about the parents and the challenges they may face, as well as sharing some suggestions to help manage these like; lift sharing, developing a parent's network or engaging in set activities at competitions, can be really valuable.

Identifying if changes should be made by you as a coach or the club, for instance providing more information about pathways, giving parents more notice of competitions, or more clearly illustrating rules and regulations, is also important.

However, not only is it important for you to know about your parents, it is also important that they know about you! Parents may not know that you are balancing coaching alongside another job or that you have numerous teams and players that you are responsible for, or that you have a young family to take care of.

They may not know your coaching philosophy or your approach to competitions. If parents are unaware of the demands you are facing or your own expectations for their child or the team, they cannot adapt their involvement or support to best help you. Sharing information with parents, explaining why you might be coaching in certain ways or why you are not free to take a phone call at all hours of the day can help to moderate parents' expectations and consequently reduce the potential for conflict or disagreements.

- Take time to learn about them
- Propose strategies
- Ask them what they need from you
- Help them get to know you

Conclusion

Ok, there you have it: Communicate, Acknowledge and Inform!

Communicate, Acknowledge and Inform

Doing all of this is not easy, but spending time working on creating such an environment and developing a strong relationship with your parents early in the season will not only reduce potential issues later, but most importantly, ensure that everyone involved is able to enjoy the experience.

Go on coach, create a Parent Positive Environment!

Now, complete the relevant tasks. Then read the full chapter summary.

All the best!



Coaching with Others/Coaching in Your Environment Task

Hold a parents' workshop to 'set up your coaching' to address any queries / concerns the parents may have; and to invite them to plan support roles for their children and coaches. Here is a sample agenda:

Sample Parent Meeting Agenda

1. **Welcome and Introductions:** a. Coaches b. Manager c. Parents
2. **Coaching Philosophy:** a. Positive reinforcement b. ELM – effort, learning, mistakes c. Practice philosophy d. Game philosophy
3. **Season Goals:** a. Individual b. Team
4. **Code of Conduct – pregame, game and postgame:** a. Coaches b. Players c. Parents/Fans
5. **Logistics:** a. Practice schedule/expectations b. Game schedule/expectations c. Contact list d. Parent duties e. Fundraising?
6. **Questions**

https://cdn2.sportngin.com/attachments/document/0044/9064/Sample_Parent_Meeting_Agenda.pdf

Also, give consideration to:

- The arrangement for the meeting (date, time, venue, duration)
- Plan who will speak
- Prepare any documents you may wish to hand out (or distribute through IT)
- Outline how it is best for parents to communicate with the coaches
- Consider having parents 'sign on' to the clubs Code of Conduct
- Keep a record of the meeting
- Follow-up any issues that arise

This can be a very positive experience for all!

Chapter 1, Summary & Conclusions



VIEW AND/OR READ

You can view this section on the online MOOC: <https://www.youtube.com/watch?v=1AjvbCLhNcg> or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Introduction

Well done coach! You have completed Chapter 1, **Motivation in Sport**.

Motivation: Quality More Important Than Quantity

In this chapter, we have explored what **Motivation** is and how we can improve, not only its quantity, but more importantly, its quality. We said that, ideally, we want to develop children's levels of intrinsic motivation. We want to foster sheer enjoyment and fulfilment, and stop trying to motivate them only with extrinsic rewards like prizes, playing time, winning or fame.

Specifically, we reviewed **Self-Determination Theory** and **Achievement Goal Theory**. These two theories are fantastic thinking tools to help us create positive motivational climates.

Self-Determination Theory (SDT)

Self-Determination Theory tells us that human beings have three basic needs: **1) Competence; 2) Belonging; and 3) Autonomy**. Activities that fulfil these three needs lead to higher levels of self-determination. In other words, we tend to gravitate towards activities that give us high levels of competence, belonging and autonomy. As a coach, setting up an environment where these three basic needs are regularly met is the first step towards enhancing motivation.



Self Determination Theory = SDT (Edward Deci & Richard Ryan)

Achievement Goal Theory

On the other hand, **Achievement Goal Theory** (John Nicholls) looks at the motivations people have to do well. In a nutshell, there are two main types of motivational orientations: **Mastery** and **Performance**. People that are mastery oriented enjoy trying hard and improving, even when they lose. By contrast, people with a performance orientation, are only satisfied when they win.

Mastery Orientation:

- Effort Matters
- Focus on Personal Improvement

Performance Orientation:

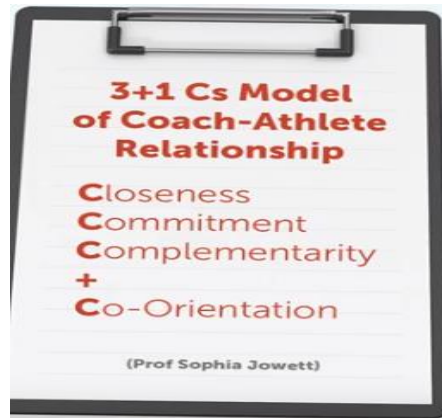
- Comparing to others
- Focus on beating opponents



Research shows that those with low levels of mastery orientation are at risk of dropping out or not enjoying sport the moment they stop winning. In the chapter, we gave you some top tips to foster a mastery orientation.

3+1 Cs Model of Coach-Athlete Relationship

Then, we looked at the participant-coach relationship using Jowett's 3+1 Cs framework. In short, when there are high levels of **Closeness, Commitment, Complementarity and Co-orientation**, the quality and productivity of the coach-participant relationship is much higher.



Parents are not the enemy but a fantastic resource

Finally, we looked at the very important role that parents play in the sporting experience of their children. The main message here was to stop looking at parents as if they were the enemy, and to start considering them as a partner and resource. Constant communication and mutual education are the key to a successful parent-coach-athlete relationship ... and coaches have to be proactive in cultivating it!

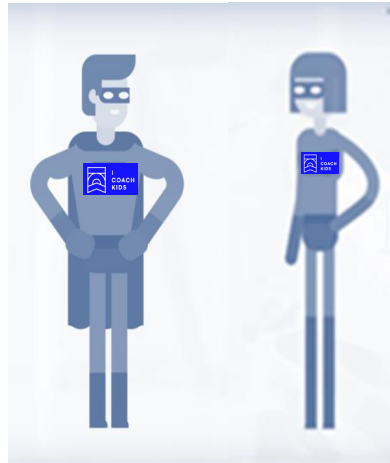
Conclusion

Ok, again, nobody said that coaching kids was easy, but we hope this chapter has given you some great ideas to keep kids happy and enthused, and some very useful tips to maximise the quality and quantity of enjoyment, commitment, effort and determination.

The whole chapter can be summarised in one sentence:

Build Relationships before Building Skills

Go on, become a motivational superhero!



Please complete the quiz before moving on to the next chapter where we will get into the idea of **Inclusion in Sport**. Thanks again for tuning in and see you in the next chapter!

Keep calm and coach on!



STUDY GUIDE TASK: QUIZ

1. Intrinsically motivated children do sport because:

- a) They want to be famous
- b) They love money and trophies
- c) They enjoy playing and learning to play

2. Self-Determination Theory describes three fundamental human needs:

- a) Autonomy, Confidence and Belonging
- b) Autonomy, Competence and Belonging
- c) Autonomy, Competence and Behaviour

3. When all three fundamental human needs are satisfied (more than one right answer):

- a) A person is self-determined
- b) A person is happier
- c) A person can fulfil their potential

4. Achievement Goal Theory describes two main motivational orientations:

- a) Mastery and Performance
- b) Targeted and Personal
- c) Must Do and Can Do

5. A mastery motivational orientation is characterised by (more than one right answer):

- a) Wanting to beat others
- b) A desire to improve and get better
- c) Valuing effort and trying hard

6. Coaches may foster a performance-oriented climate by (more than one right answer):

- a) Making comparisons between participants
- b) Focusing on effort and trying hard
- c) Focusing on results

7. Which Cs are in the 3+1 Cs Model of Coach-Athlete Relationships?

- a) Closeness, Commitment, Complementarity and Co-operation
- b) Closeness, Commitment, Complementarity and Co-orientation
- c) Caring, Commitment, Complementarity and Co-orientation

8. Which of the following will NOT foster a positive relationship?

- a) Having a long-term view of their participation
- b) Creating a common ground to work from
- c) Being a dominating and controlling coach

9. What is a parent positive environment in sport?

- a) An environment in which parents are welcomed and valued
- b) An environment in which parents are told what to do all the time
- c) An environment in which parents are expected to never challenge the coach

10. What are the keys to creating a parent positive environment?

- a) Communicate, Antagonise and Inform
- b) Communicate, Acknowledge and Inform
- c) Communicate, Acknowledge and Intimidate



Q1

Intrinsically motivated children do sport because:

- c) They enjoy playing and learning to play

Q2

Self-Determination Theory describes three fundamental human needs:

- b) Autonomy, Competence and Belonging

Q3

When all three fundamental human needs are satisfied (more than one right answer):

- a) A person is self-determined
- b) person is happier
- c) person can fulfil their potential

Q4

Achievement Goal Theory describes two main motivational orientations:

- a) Mastery and Performance

Q5

A mastery motivational orientation is characterised by (more than one right answer):

- b) A desire to improve and get better
- c) Valuing effort and trying hard

Q6

Coaches may foster a performance-oriented climate by (more than one right answer):

- a) Making comparisons between participants
- c) Focusing on results

Q7

Which Cs are in the 3+1 Cs Model of Coach-Athlete Relationships?

- b) Closeness, Commitment, Complementarity and Co-orientation

Q8

Which of the following will NOT foster a positive relationship?
c) Being a dominating and controlling coach

Q9

What is a parent positive environment in sport?
a) An environment in which parents are welcomed and valued

Q10

What are the keys to creating a parent positive environment?
b) Communicate, Acknowledge and Inform

Chapter 1, Closing Tasks

Motivation in Sport



VIEWING/READING

Sport Ireland Coaching, Coaching Children Workshops – Factsheets:

<https://www.sportireland.ie/coaching/coaching-children-workshop>

RM. Ryan and L. Deci, (2000), Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being
https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf

Calvo et al. (2010), Using Self-Determination Theory to Explain Sport Persistence and Dropout in Adolescent Athletes
http://selfdeterminationtheory.org/SDT/documents/2010_CalvoCervello_SJP.pdf

Achievement Goal Theory
<https://www.sciencedirect.com/topics/psychology/achievement-goal-theory>

S. Jowett, (2005), The coach-athlete partnership
<https://thepsychologist.bps.org.uk/volume-18/edition-7/coach-athlete-partnership>

Parents in sport
<https://activeforlife.com/parents-in-sport/>

Parents in Sport
<https://www.parentsinsport.co.uk/>

The Application of the 3+1Cs relationship model in executive coaching
https://www.researchgate.net/publication/234092826_The_application_of_the_31Cs_relationship_model_in_executive_coaching