







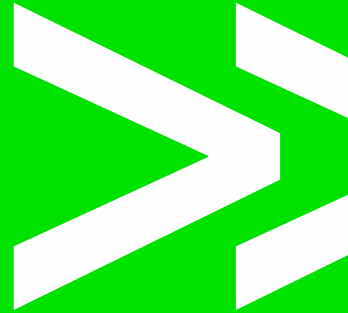


What is the key to success for alpine skiers?



THE LOVE OF SKIING

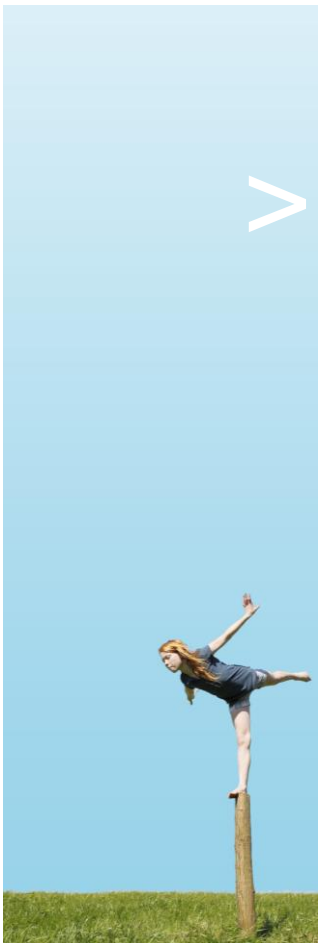
AND COACHING STRATEGIES FOR YOUNG
ATHLETES IN DEVELOPMENT?





YOUR COACHING STYLE

Can your actions as coaches and parents influence the athletes motivation? And how?





INFORMATION

Coaches and parents are in a unique position, they can foster or thwart athletes motivation through their actions.

What you say and do, how you organize and communicate creates the training environment.

WHY IS MOTIVATION SO IMPORTANT?

Young athletes with high quality motivations seems to:

- Work harder
- Have more fun
- Participate longer

(Carpentier & Mageau, 2013, 2002; Deci, Eghrari, Patrick, & Leone, 1994; Deci & Ryan, 2002).

Most athletes start skiing because its fun. Its the intrinsic motivation that has the highest quality.

High motivation quality

JOY

PLEASURE

ENTUSIASM

MEANINGFULL

FEELING GUILT

PROUD FOR OTHERS

STATUS

FEAR

BURN-OUT

LOW MOTIVATION QUALITY

AUTONOMI-SCALE – WHY DO YOU SKI?

Autonomous-motivasjon



I do it because its fun (intrinsic motivation)



I do it because its important or meaningful to me (extrinsic but autonomous-motivation)



I do it to NOT feel guilty (extrinsic m – the athlete controls her/himself)



I do it because someone else asks me to. I want a reward, am scared of punishment or do not want to let others down (extrinsic m – control-motivation)

Controlled-motivation









IMPORTANT FACTORS FOR MOTIVATION: TO FEEL MASTERY, TO FEEL OWNERSHIP AND TO FEEL RELATEDNESS.

According to Self-Determination Theory (Deci & Ryan, 2000; Ryan & Deci, 2002, 2000b), three psychological needs function as the basis for human motivation. This is the need for autonomy, competence and relatedness.

Athletes have a need to feel ownership of their development, to feel that they master their actions and feel relatedness to people in their social environment (Mageau & Vallerand, 2003; Ryan &, 2000).

MASTERY

TO FEEL MASTERY:

1. Developmental focus from coaches and parents

- Let the athletes know what they did well (their skills and actions).
- Make sure the athletes experience mastery. The challenges must match athletes level.
- Let the athletes make mastery goals.
- Acknowledge effort bc it makes the athletes want to try even harder challenges next time.





MASTERY

TO FEEL MASTERY:

2. Athletes judge their ability based on comparison with self

- Ask questions after races and training so athletes compare with themselves. “What did you do well in the race that you have been practicing?” “Did you inspect and remember the course?” “How were you able to control your stress at start?” etc. (instead of how did you do?)
- Explain why it is a good strategy to judge you abilities by comparing to self rather than only others (fear of failure, easier to feel in-competence when only comparing to others – what happens when others start beating you?)





MASTERY

TO FEEL MASTERY:

3. Have a growth mindset

- Practice thinking that skills can be developed. Explain how the brain works when we practice (new nerve paths increases learning and future learning)
- Let the athletes suggest solutions. “How can you get over your outside ski?”
- Practice “the power of yet” – I am not good at start – yet!



OWNERSHIP

TO FEEL OWNERSHIP:

1. Athlete centered environment

- Make sure its time for each athletes "just because its fun" activities.
- Open questions about what motivates each athlete and their goals.
- Give good explanations for practices, methods and rules.
- Be clear on athletes responsibility





OWNERSHIP

TO FEEL OWNERSHIP:

2. Initiative taking during practice

- let the athletes take the initiative. How can you practice endurance? How can you get tougher in speed? What can you do to get more involved in your athletic career?





OWNERSHIP

TO FEEL OWNERSHIP:

3. Choices

- Give choices within the rules of the training.
- Do you want to run or bike to increase your endurance?



RELATEDNESS

TO FEEL RELATEDNESS:

1. The athletes care about each other and have fun together

- Create team feeling. Encourage the athletes to work together. Make videos, team songs, do fun things together, support each other at races and practice, make a team song, do things together, let other know when they do something good.





RELATEDNESS

TO FEEL RELATEDNESS:

2. Parents and coaches act supportive— avoid should, must and have to

- Communicate in a respectful manner. Avoid criticism and raising your voice and should and must.
- Give the athletes a feeling of security, show that you care about the athletes.





RELATEDNESS

TO FEEL RELATEDNESS:

3. Athletes feelings and perspectives are acknowledged

- Show that you trust the athletes, so they can develop and show their abilities without fear of failure.
- Open questions and active listening – acknowledge the athletes feelings and perspective – respond with empathy and show them that you understand what they told you.





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The key to success:

- Knowledge about how to energize athletes motivation (love of skiing and importance)
- Supportive coaching strategies

