

9 - THE SPORT'S COACH: MOTIVATIONAL ASPECTS

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INTRODUCTION

Motivation is an important psychological element present in sports. The study area of sports psychology concentrates the majority of investigations concerning psychological characteristics of athletes, few studies conducted with the coach (BRANDÃO; AGRESTE; REBUSTINI, 2002).

According to Brandão; and Rebutini Agresta (2002) the maintenance of balance and dynamics of a group is one of the most important functions of technical sportswear. Despite this, little has been studied on the motivation of the coach. Thus, this study intended to investigate the literature of the area, issues relating to psychological aspects involved sports coaches, particularly in regard to this motivation in their professional career and his relationship with team /athletes.

The study is characterized as indirect survey of literature procedure, which investigates issues relating to the motivational aspects of sports coaches. The research is characterized by the indirect use of information, knowledge and data already collected. The bibliographical method seeks to explain a problem from the theoretical framework that can be performed independently, becoming a research (MATTOS et al, 2008).

SPORTS PHENOMENON AND MOTIVATION

The phenomenon of sports is permeated with emotion, so much the psychological aspect should be considered when training a team. The role of the coach becomes crucial to a good team performance, which must be motivated and psychologically prepared to meet the various requirements are imposed.

Magil (1998) considers motivation as a cause of behavior and sets it to some inner strength, impulse or intention, which leads a person to do something or act a certain way.

To Samulski (2002) motivation can be defined as the totality of factors that determine the update of forms of behavior directed at a specific goal, the motivation is characterized as an active process, intentional, aimed at a target, which depends on the interaction of personal factors (intrinsic) and environmental (extrinsic). Andrade et al (2006) add that the phenomenon of motivation is very complex. It is built from individual differences, is the result of accumulated experience and binds directly to the history of each. In addition to the intrinsic variables, there are factors extrinsic to the individual who also motivate their actions and choices.

Intrinsic motives are a result of the individual's own will, is the inner desire to achieve some goal or a particular need (MALAVASI; BOTH, 2005).

Extrinsic motivation depends on external factors. Some motifs are derived from sources outside the individual and the task, including various social rewards and there signs of success. For all these factors have their desired motivational effects, it's necessary to consider the subjective evaluation that is involved in the activity. So can be very motivating for a person and won't have the same impact for another one.

Regarding sports, we agree with Samulski (2002) when he states that motivation depends on the interaction between aspects of personality as expectations, needs and interests and environmental factors such as challenges, social influences and facilities.

MOTIVATION AND THE SPORT'S COACH

When a coach is preparing a team, he should concern not only with the physical part of people but also the psychological aspects. Often these ones are crucial to the development of sports, regardless of nature, especially children and those with special needs. You could say that many people practice some type of activity not only because of health benefits, but even psychological well-being that accompanies the assiduous practitioners (MALAVASI, BOTH, 2005).

The motivation is the psychological aspect as fundamental element that must be present on enabling coaches to optimize your work and also the team's performance.

A good coach is that one who can study his team's motivation to perform with maximum effort in the pursuit of goals. This has technical qualities such as enthusiasm, demonstrating intense desire to win the goals, integrity, showing their true intentions, possibilities and limits with respect to the team; sense of purpose and direction, with the field and making clear in its intentions, willingness to withstand the physical and psychological consequence of his role as coach, and courage and determination to take on the best opportunities and make appropriate decisions in the quest to achieve the goals (BRANDÃO; AGRESTE; REBUSTINI, 2002).

Convey trust, loyalty, decision-making power to its athletes is the ultimate sport for all sports, individual or collective. The interaction between learning (wins and losses) can alter moods and emotions to bring the most diverse. The coach is responsible for reactions that show his team and therefore should acquire knowledge from different fields of study Physical Education. Today, teams with less attention and financial support, we believe that the coach is the father, mother, wardrobe, footballers, game marker, psychologist, entrepreneur, sponsor, technical and tactical trainer, physical therapist, physician, and especially friend. So, respect is fundamental to the development of a good job.

In the sporting environment, the technical leader of a team, besides the need to have the qualities presented, must fulfill several roles (BRANDÃO; AGRESTE; REBUSTINI, 2002). In this context, the authors in the research of emotional analysis of Brazilian experts, pointed to wear these coaches, mainly explained by the fact assume various roles in the training scenario. From Brandão; and Rebutini Agresta (2002) created the chart below:

PAPER	FEATURE
Administrator	The coach must learn to manage various areas, the training, the technical group, the support group, the press, the contact with fans and sponsors.
Friend	The coach has to be concerned about the welfare and happiness of their athletes. He must stop the apathy and indifference, and at the same time, recognize that each athlete has different motivations, interests, attitudes and skills. The coach should also be a source of inspiration for its athletes, giving equal opportunities to enable each other to show their capabilities.
Designer	The coach needs to understand the structure, systems and strategies tactics of opposing teams in order to create ways of coping.
Teacher	The coach must have a thorough knowledge of the game and instruct players correctly, taking care that they do not acquire addictions. At the same time, he should be concerned about the efficiency of the group in search of sports scores high.
Psychologist	The coach should ensure and establish clear and objective means of communication, be able to receive and impart information in a precise way to be a good motivator of the group, trying to develop their dreams and aspirations of its athletes at the same time to empower and enable growth of individual players.

With all these papers we see that the coach is the "flagship" of the team and therefore should be physically and psychologically well prepared to take it as their responsibilities and attitudes are striking during training and competition.

In this sense, Samulski (2002) provides some guidelines for technical motivation in the sport, which are presented as guidelines for the practice of coaching, making them aware of the importance of the process of motivation. This enables a more conscious interaction with your athlete, representing a decisive factor for high performance sports. It is important that the coach takes his papers, but be aware that their athletes must assume responsibilities.

PROBLEM	GUIDELINES
Recognize problems	A sensitivity to understand problems of motivation in training and competition. Try in advance to recognize the causes of the problems of motivation and conflict, to avoid them with preventive measures.
Transmit motivation	You should be able to motivate yourself faced with difficult situations and present a positive model for their athletes. You may only require high motivation of their athletes when motivated. A coach who can't motivate will struggle to motivate their athletes.
Positive environment for training	Create a positive climate for training and competition result in the reduction of many problems. His athletes train more motivated and provide a positive direction in the competition.
Trust	Show confidence in your actions and those of his athletes. Having confidence in the positive factors of the team and coaching weaknesses. The confidence of your athletes is developed primarily from the trust you place in them.
Responsibility	Promoting autonomy and self-responsibility for their athletes, so they have an active and responsible participation in the training process and also assign them specific tasks and roles of responsibility.
Set goals	Present realistic goals and requirements in training and competition, considering that these goals match the individual abilities of each athlete and should be achieved through effort. Encourage your athletes to establish, implement and evaluate their own goals.
Teamwork	Do not assign the sporting success it has jurisdiction and failure to the inability of their athletes. Try to clarify and analyze their sporting properly. Encourage your athletes to take responsibility for success and failure. They must have, above all, to be allocated preferentially to the lack of effort, so that the motivation for training can be increased in future.
Cheers x reprimand	Consider that praise and recognition motivate more discriminating and those statements of reprimand. Encourage your athletes, strengthening them positively in certain situations.
Increase motivation	Developing motivation in their athletes for performance and success.

The evidence presented depict the chain of events that coaches face in front of a sports training, periods of intense dedication and preparation. Therefore serves as a basis for future technical charting and technical goals and reach them from the strategies appropriate to consider the motivational aspects of team and individual, in order to convey these positive responses to their athletes and the coaches.

Brandão, and Rebutini Agresta (2002) evaluated the emotional state of Brazilian coaches of high performance and achieved results that most of them have high levels of tension, anger, vigor and fatigue resulting from strenuous exercise that profession.

These emotional states influence the motivation of these technicians, which can interfere with the results achieved in training or competition. So sports coach must be prepared physically and mentally to take on a team and develop their work, conveying the feeling of motivation to the athletes and coaching staff. Thus optimizes their work and encourage athletes to be more motivated to practice and competitions.

CONCLUSION

From what was presented and reaffirming the fundamental role that sport plays with the technical team, we believe in motivation as an essential component to all involved. Particularly for the coach, this becomes a factor in the promotion and optimization of the team in training and competition.

Create a positive environment for training, recognize problems and spread motivation, confidence and responsibility,

set goals and work as a team are factors which depend on the psychological state of the sports coach. That is, if the coach is psychologically prepared to develop its role and motivated to do so, will achieve these factors.

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THE SPORT`S COACH: MOTIVATIONAL ASPECTS

ABSTRACT:

This study is characterized by an indirect survey of bibliographic procedure that we investigate the motivational aspects for sport`s coach. To this end we seek reference of the area of psychology of sport in Samulski (2002) and Brandão; Agresta; Rebustini (2002). Most studies in the field of sport psychology is focused on the characteristics of athletes, so the research on these aspects related to sports coaches.

KEYWORDS: motivation, motivation in sports, sport`s coach

TECHNIQUE DU SPORT : LES ASPECTS MOTIVATIONELS

RÉSUMÉ:

Cette étude est caractérisée par un sondage indirect de la procédure bibliographiques que nous étudions les aspects de motivation pour un entraîneur sportif. À cette fin, nous cherchons de référence du domaine de la psychologie du sport dans Samulski (2002) et Brandão; Agresta; Rebustini (2002). La plupart des études dans le domaine de la psychologie du sport se concentre sur les caractéristiques des athlètes, de sorte que la recherche sur ces aspects liés aux entraîneurs sportifs.

MOTS-CLÉS: la motivation, la motivation dans le sport, coach sportif

EL ENTRENADOR DEPORTIVO: ASPECTOS MOTIVACIONALES

RESUMO:

Este estudio se caracteriza por una encuesta indirecta de procedimiento bibliográfico que se investigan los aspectos motivacionales para el entrenador deportivo. Para ello buscamos la referencia del área de la psicología del deporte en Samulski (2002) y Brandão; Agresta; Rebustini (2002). La mayoría de los estudios en el campo de la psicología del deporte se centra en las características de los atletas, por lo que la investigación sobre estos aspectos relacionados con entrenadores deportivos.

PALABRAS LLAVE: la motivación, la motivación en el deporte, entrenador deportivo

O TÉCNICO DESPORTIVO: ASPECTOS MOTIVACIONAIS

RESUMO: Este estudo se caracteriza por uma pesquisa indireta de procedimento bibliográfico que buscamos investigar os aspectos motivacionais para o técnico desportivo. Para tanto buscamos referência da área de psicologia do esporte em Samulski (2002) e Brandão; Agresta; Rebustini (2002). A maioria dos estudos na área de psicologia do esporte está concentrada nas características dos atletas, por isso o interesse em pesquisar estes aspectos relacionados aos técnicos desportivos.

PALAVRAS-CHAVE: motivação, motivação no esporte, técnico desportivo