Pre-Game Speeches: Impact and Measurement

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Self-Efficacy

- A person's belief in his or her ability to perform a specific task (Bandura, 1977)
- The stronger the efficacy beliefs, the longer a person will persist, and the harder her/she will try
- A consistent predictor of performance (Alexander & Krane, 1996; Feltz, 1982)

Verbal Persuasion

- Source of self-efficacy
- readily available and convenient, tool for coaches
- Considered by coaches and athletes to be an effective tool for enhancing athletes' feelings of efficacy (Vargas-Tonsing, Myers, & Feltz, 2003)
- Pre-game speeches are a form of verbal persuasion

But how can we measure the impact of words?

Study 1: Research Purpose

To examine coaches' pre-game speeches and their impact on athletes' self-efficacy and emotions immediately prior to competition.

Measures

151 soccer players completed:

- Demographic Questionnaire
- Pre-Game Efficacy/Emotion Measure
- Post-Speech Efficacy/Emotion Measure

Emotions Measure

- 10-point scale

At this moment, do you feel—

-charged(P+)

-determined (P+)

-unwilling (N-)

-sluggish (N-)

-tranquil (P-)

-tense (N+)

-dissatisfied (N+)

-easygoing (P-)

-tired (N-)

-energetic (P+)

Results

Factor 1	Factor 2
Functional Emotions	Dysfunctional Emotions
Charged	*unwilling*
Determined	*sluggish*
Energetic	*tense*
	dissatisfied
	Tired

Results

- SE was positively related to Functional emotions at Time 1, $r = .44$, $p < .01$, and Time 2, $r = .53$, $p < .01$.

- SE was negatively related to Dysfunctional emotions at Time 1, $r = -.20$, $p < .05$, and Time 2, $r = -.30$, $p < .01$.

Study 2: Research Purpose

To explore athletes' perceptions of coaches' pre-game speeches.

Dependent Measures

- Athletes were asked
  - if they liked the speech
  - if and how the speech impacted their performance
  - if and how the speech met their emotional needs
  - if and how the speech met their psychological needs
  - To recall any words, phrases or ideas from their coaches speech
  - what else they would have liked their coach to have said
  - what could have made the speech more effective

Data Analysis

- Inductive qualitative analysis (Patton, 1990)
  - raw data grouped into themes
  - themes grouped into general dimensions

Top Reasons for Impacting/ Not Impacting Performance

Reasons for Impact

n = 98

- **Motivating effort (36.7%)**
  - "made me play harder"
  - "made me work harder"
- **Emotional arousal (21.4%)**
  - "pumped me up"
  - "got me excited"
- **Information (19.4%)**
  - "told me to play feet"
  - "made me think about keeping possession"

Reasons for No Impact

n = 48

- **Only 21 of 48 responded**
  - "I pump myself up"
  - "needed more strategizing"

Top Reasons for Pre-Game Speech Meeting/Not Meeting Emotional Needs

Meeting Needs

n = 105

- **Arousal regulation (60%)**
  - "helped me to play relaxed"
  - "he was calming"
  - "pumped me up"
- **Concentration (7.6%)**
  - "made me focus"
- **Invoked emotion (7.6%)**
  - "made me want to win"

Not Meeting Needs

n = 36

- **Poor arousal regulation (56%)**
  - "because I was tense"
  - "wasn't emotional enough"
  - "I didn't get pumped up"
- **Already prepared (11%)**
- **Had no emotional needs (11%)**

What words/phrases did athlete remember?

- *n* = 204
- 66% remembered information
  - “watch #13”
  - “play possession”
  - “need to win this game to be in Division 1”
- 34% remembered emotion/motivation
  - “go hard”
  - “give it your all”
  - “take the goods home”

- Interestingly, of the 204 responses, 25.5% of the recalled pre-game speech comments were never said by the coach in the speech
  - "our time to shine"
  - "that we should have confidence in ourselves"
- Are athletes hearing what they want to?

Study 3: Research Purpose

- To explore athletes' preferences for informational and emotional content according to various sport situations
- To examine relationship between athletes' trait anxiety and preferences for speech content
- To explore potential gender differences

Dependent Measures

208 Collegiate athletes responded to:

- Sport Competition Anxiety Test (SCAT; Martens, Vealey & Burton, 1990)
- Speech Content Preference Measure
  - five point Likert scale (1 = very little to 5 = very much) for both amount of information and amount of emotion.
  - How much information and emotion would you like to hear in your coach's pre-game speech when competing against an opponent who you and your team…" decisively and narrowly won and lost at the last meeting.

  - "How much information and emotion would you like to hear in your coach's pre-game speech…"
    - before a championship game,
    - before beginning play in an important tournament
    - when considered an underdog
    - when competing against a higher ranked opponent
    - and when competing against an unknown opponent.

Results

Athletes' Preferences for Informational and Emotion Content According to Sporting Situation

Situation	Amount of Information						Amount of Emotion					
	All Athletes		Male Athletes		Female Athletes		All Athletes		Male Athletes		Female Athletes	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Unknown opponent	4.41	0.86	4.28	0.95	4.57	0.71	3.94	1.04	3.84	1.04	4.08	1.04
Narrowly lost to opponent	4.13	1.10	3.96	1.22	4.40	0.89	4.37	1.00	4.28	1.09	4.49	0.85
Before a championship	4.10	1.17	3.94	1.11	4.38	0.74	4.69	0.66	4.70	0.68	4.68	0.64
Opponent higher ranked	4.06	1.04	3.88	1.29	4.36	0.86	4.44	0.81	4.38	0.85	4.52	0.73
Narrowly beat opponent	4.06	1.01	3.83	1.16	4.30	1.04	4.27	0.87	4.19	0.91	4.37	0.81
Decisively lost to opponent	4.00	1.27	3.81	1.13	4.26	0.72	4.29	1.05	4.21	1.10	4.49	0.85
Before a tournament	4.00	1.00	3.78	1.38	4.22	0.84	4.17	0.93	4.07	0.98	4.31	0.84
When an underdog	3.94	1.19	3.75	1.30	4.21	0.94	4.42	0.85	4.36	0.91	4.51	0.76
Decisively beat opponent	3.54	1.05	3.58	1.04	3.48	1.06	3.80	0.97	3.72	0.99	3.92	0.94

Results

- Anxiety was related to preferred amount of emotional content when:
  - Narrowly lost, $r = .17$, $p < .05$
  - Decisively lost, $r = .15$, $p < .05$
  - Before championship, $r = .19$, $p < .01$

- A MANOVA revealed that there was no main effect for anxiety, $F(36, 364) = 1.28$, $p = .13$.

Results

- Gender differences existed, $F(18, 181) = 1.88$, $p = <.05$
- Females tended to prefer more info in 6 situations:
  - narrowly lost to opponent, $F(1,203) = 6.62$, $p < .01$
  - decisively lost to opponent, $F(1, 203) = 14.47$, $p < .01$
  - before championship, $F(1, 203) = 12.94$, $p < .01$
  - before tournament, $F(1,203) = 9.94$, $p < .01$
  - when an underdog, $F(1, 203) = 9.50$, $p < .01$
  - higher ranked opponent, $F(1, 203) = 15.94$, $p < .01$

Measurement concerns: How do we solve…

- Time of collection right before competition vs recall
- No performance measures used
  - How to control for outside variables with performance measures
- Length of effect unknown
- Content vs delivery
- Negative or positive bias towards coach

COACHES' ATTITUDES, EFFICACY AND PROPOSED BEHAVIORS TOWARDS ATHLETES WITH HIDDEN DISABILITIES: A REVIEW OF RECENT SURVEY RESEARCH

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PROBLEM DESCRIPTION AND CHALLENGES

- In the U.S. 10% of the K-12 population have high incidence "hidden disabilities"
  - ❖ADHD, specific learning disabilities, mild ID, S & L
- Focus is on interventions within the school setting but not within the sport context although participation rates are high
- Hidden disabilities (HD) are not physically apparent
  - ❖difficulties may be overlooked or athletes labeled as unmotivated, lazy, oppositional or defiant.
- Individuals with HD may also have difficulty with the following:
  - ❖understanding and following directions;
  - ❖physical coordination;
  - ❖remembering plays or strategies; and
  - ❖sustaining attention (Barkley, 1990; Harvey & Reid, 1997)
- These deficits can be remediated and compensated through the use of research-validated strategies and instructional methods.
- Effective preparation for youth sport coaches will increase the likelihood that athletes with hidden disabilities will have positive sport experiences and reap the benefits of increased self-esteem, self-efficacy, peer acceptance, and social skills (Armstrong & Drabman, 2004; Bagwell et al., 2001).
- Recent research on hidden disabilities has begun to establish a foundation for future coaching education curriculum that will address this much needed area.

RESEARCH APPROACH

Research on Coaching Education Administrators Attitudes

- 36 coaching educators representing universities, national governing bodies of sport, and other similar arenas.

- Completed a survey assessing attitudes towards the inclusion of coaching athletes with hidden disabilities in coaching education curriculum

❖Results : 78% of participants did not believe current coaching education (CE) does an adequate job of preparing coaches to work with athletes with hidden disabilities

- 83% agreed that coaches had little specific training in this area.

- Over 70% of participants felt that CE should prepare coaches in this area.

- The majority of participants suggested using undergraduate curriculum and clinics to help educate coaches in this area (Flores, Beyer, and Vargas, 2008).

Research on Coaches Attitude

221 volunteer youth sport coaches completed a questionnaire designed to assess attitudes toward athletes with ADHD

Scale assessed their agreement level with various statements of inclusion for athletes with ADHD.

❖Results: coaches experienced with athletes with ADHD had more positive attitudes than their non-experienced peers

- coaches were most likely to know an individual had ADHD through parental communication (Beyer, Flores, Vargas-Tonsing, 2012).

RESEARCH APPROACH

Coaching Efficacy

219 volunteer youth sport coaches completed a questionnaire designed to measure their efficacy beliefs.

❖ Results

•coaches were: (a) most efficacious in their ability to discipline, and to be fair

•less confident in their ability to recognize signs of ADHD and locate resources about ADHD

•more efficacious in their abilities to coach athletes with ADHD when they reported experience with athletes with ADHD (Vargas-Tonsing, Flores, and Beyer, 2008).

Coach's Perspective and Solutions

•Thirty-one middle school coaches watched videotaped footage of youth sport situations

•Upon the conclusion of each of the four video clips, coaches completed a six item questionnaire addressing coaches' perceptions, planned behavior management, and efficacy levels.

❖ Results

•While coaches could often point to the need for demonstrations and checking for understanding, they often did not consider that the coach may have given faulty directions and would instead recommend repeating the instructions to make sure the athlete understood.

•Often, the coach simply indicated that the athlete was at fault (i.e., not paying attention, goofing around, etc).

•Other times, that the athlete must not know terminology or perhaps had not been taught the skill used in the drill.

- Interestingly, these coaches all reported very high efficacy in

❖ appropriately redirecting the athlete(s),

❖ effectively making accommodations to coach the athlete(s), and

❖ preventing the athlete from interfering with coaching the athletes (Vargas, Beyer and Flores, 2010).

Conclusions

Summary

COACHES AND COACH EDUCATION ADMINISTRATORS

•Believe information on HD is valuable information that should be taught to coaches

•Encourage incorporating curriculum in undergraduate coaching programs

•Suggest coaching clinics incorporate material as well

*Important to note: techniques used for coaching individuals with hidden disabilities are actually reflective of **Best Practice Teaching** and would benefit **ALL ATHLETES**

Application

Making youth sports accessible for ALL athletes through coaching based on Universal Design for Learning UDL (Flores, Beyer, Vargas, 2013)
Based on framework of UDL (Rose & Meyer, 2006)

- Differentiated instruction based on 3 brain networks of learning
- Recognition: "What"
- Strategic: "How"
- Affective: "Why"

Resources

www.hidden-disabilities-in-sport.org
Interactive Website resource
for coaches, parents, and researchers

Primarily focuses on:
1) The inclusion of athletes with hidden disabilitie into sport and recreational activities and
2) How to best train professionals to meet the need of this population.
https://www.facebook.com/HiddenDisabilitiesInSport/