

Course Name: Sports Psychology

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STRATEGIES TO WORK WITH YOUNG ATHLETES

Hello, and welcome to session 2. In this module and in this session, we will be looking at what are the different strategies that we need to adopt and what are the things that we need to implement and work when we work with young sportspersons and young athletes. So, in this session outline, we will be looking at the strategies, we have an exercise and then we will also be doing a quick recap. So, what is that we want to explain and what are the strategies that we think that we should be emphasizing when we work with young athletes. Today, children are getting into sport at a very young age and in some sports, children at the age of even 8 or 9 are getting into competitive sports and we would like as facilitators, to give a great experience for young athletes, so that they can mold their career into sports or also into general life. Research says that from the age of about 12 years or so, the experiences and the life learnings that children have has a great impact on their self esteem and also on their social development.

That is why it is said that in youth sports, experience has to be very very important in developing an individual's personality and also in the psychological development and also in how they manage their sports career and also their life in later days. So, here on screen, we have a few of the important aspects that we need to emphasize when we work with young athletes. Emphasizing on the process and not winning, we look at sportsmanship, we look at the quality of practice, we look at team building, we look at encouragement and feedback, communication and instruction and also adopting a multidisciplinary approach when we were working with athletes. So, let us get started right away to understand what it is to emphasize on the process and not winning.

So, when we look at the process, when young athletes come into the practice, come into the training to hone their skills, we should look at sincerity and dedication in terms of their practice, being responsible for their practice, working on the fundamental skills, working towards perfecting the skill or mastery of the skills with constant practice. Because as it is said, repetition and constant practice is the one that helps us to hone the skills. Basically the process involves all of it and then working on everything, the small techniques, the small minute details that are required in order to perform well. You may be able to score a basket and a young child may be very happy that they scored a basket, but did they do it the right way? Were the basic skills and the techniques done in the right way is something that we need to focus on and that is what we imply by the process. And it is not about winning because winning will happen once you are good into your process, you learn your basics, you learn your fundamentals, and winning will happen.

Sometimes unknowingly we are emphasizing on the winning aspect to young athletes and this sometimes causes confusion to them that even if they are not skilled enough or have not learned the basics well enough, they still have to win. So, winning is something that should not be over emphasized when we work with young athletes. Teaching players to win or telling them how they can win is another important concept that we need to work on. You cannot tell young players that- I want you to win right. We have to teach them what is to be done in order to win.

Let us take a scenario where two young school teams are playing and the two teams are tied and one of the teams is trailing by about 2 points and there is 1 minute to go. You take a charge time out and you have to call the players and tell them what they need in order to make those 2 points equalize and also to go forward. Just telling the players - I want you to win, will not suffice. So, that is important, but even though we are not stressing on winning, competitions is also very important because it is a process of sports. You train, you learn and then you also compete because you want to know where you stand and here when we are looking at why competition is important is because we learn very good skills and we learn how to exhibit sportsmanship.

How to accept defeat, how to accept failure, how to function when you fail, what can you do if you want to get better, how do you overcome failure. So, all these aspects are learned as a part of the process of learning the sport. The second aspect that we work on is sportsmanship. When we are trying to develop sportsmanship skills in young athletes, we look at 3 important aspects. We look at fair play, good sporting behaviour and we look at character.

What is fair play? fair play here we are looking at more from a coaches perspective where every young athlete or individual is given a fair chance to prove their worthiness or to prove their competitiveness or to even exhibit their skills. So, young kids get very disheartened and they feel disappointed if they are not given an opportunity. So, as coaches we have to make sure that all the children at this young age group are given equal chances to play and to experience the feeling of the sport. That is why even in basketball, especially in some of the events, you have the under 13 and in the under 13 basketball tournaments every child has to play a minimum of one quarter. So, this way they do not go home without experiencing the competitive field or without experiencing the match, they have something to offer.

Then we move on to good sporting behaviour. Good sporting behaviour is a very important concept in sports because we are looking at developing individuals who will go on into the world and we are looking at a wholesome or a 360 degree development of an athlete. So, when we talk about good sporting behaviour, we talk about the first one that is fulfil your commitment towards participation, being dedicated, coming to practice on time, giving all your everything that you have when you practice and not taking it easy, you are not showing any kind of laziness. The second aspect is respect for rules and officials. So, the rules of the game are there to be followed and this is something that has to be inculcated in young athletes that they cannot go away from the rules or they cannot contest the rules. And the people who are there to help you follow the rules are the officials and the umpires. So, unnecessary argument, unnecessary talking does not help you, sometimes when a young player kind of challenges an official or a challenges a decision, you tend to think that it is cool and the person is bold, but if it is not corrected it can manifest in every match that happens and then you can get pulled up as per the rules of the book and you can also be benched. So, it is very important to respect the rules and the officials. And then you have respect and concern for the opponents. So, respecting

opponents is very important, like even if you have to shake hands appreciating the good game that is played by the opponents or not showing unsportsmanlike behaviour or jeering at the opponents etcetera.

Respect has to be there because everybody who comes into play is equal. So, whomever you play when you are on the court, every player is equal and that also holds good for your opponent. Then avoiding a poor attitude towards participation showing lack of interest, throwing away the game, just not interested or trying to walk away from the match. So, these are all good sporting behaviours that Vallerand et al has emphasized. So, these are the things that we should follow and these are the things that we should inculcate because many times we hear that he or she is a great athlete, he or she is a great athlete with a good sportsmanship attitude, look at her sporting behaviour she is a true sports person.

When we talk about that we are trying to showcase all these aspects of what we have just discussed. Being committed to participation, respect to rules and officials, respecting the opponents, having a good attitude towards participation, appreciating the other opponent and shaking hands are all very important which contribute to good sporting behaviour. The third aspect we look at is character. Character development. How you develop character is very important in sports. So, first, here on screen we have; overcoming obstacles, there are lot of challenges when you play sport how do you overcome them that shows your character that shows your true spirit and cooperative- cooperating with the teammates, cooperating with officials, cooperating with the sports fraternity is a very big one and there are lot of people involved in it. So, how do you cooperate with your team? How are you manifesting yourself? How do you show yourself as a true sports person and develop self-control?

This is a very important aspect when we talk about developing self-control. It is normal that for all athletes or sports persons to get angry, to get frustrated especially at a younger age, like when you are stopped from doing something it is, but natural to feel angered or to feel irritated. So, how do you control yourself? So, I read an article about one of the former great tennis players. He was known to have very good sportsmanship and he was known for his character and also for his good behaviour, but he was not like that when he was younger. So, at the age of 12 one

day during one of the matches or the practice he threw his racket and he smashed it and this behaviour was immediately curtailed by his mother and she took some stringent actions. She confiscated his racket and did not allow him to play for more than 6 months. So, it can have a telling effect on the athlete or on the player. She taught him how to control himself and later on, this was at the age of 12. So, then he later on learned that this is not acceptable behaviour and he learned to become one of the sports persons known to be showing good sportsmanship and good character and persisting even in defeat. So, that shows your character even till the last point is played. You need to play with the same vigour that you started off when you started the match. So, that shows your sportsmanship, your accepting defeat in a very normal process in a gracious manner.

The next aspect that we also have to bring in is integrity. So, as sports persons as young athletes we need to show that we have integrity, that is we have to maintain our moral values or the moral reasoning, is very important. Suppose you get into a fight or if you are irritated and there is a chance of you getting into an altercation what are you going to do? What is the decision that you are going to make? Are you going to fight or are you going to ignore it? So, how you reason and how you do the right thing talks about your integrity because in sports you face constant challenges because there are a lot of significant others with whom you deal with. So, how you are able to maintain your moral values and be fair and make the right decision is another important aspect that we can teach young athletes. So, how do we enhance character development?. So, this is just a case so we just look at it.

You are a coach of a school football team and you are building a team of players of the age group 10 to 13 years. So, the players are training well and you want to help them to become good sports persons, have good sportsmanship, have good character development and fair play all those things. So, what methods would you adopt to guide them? So, we can look at some of the few things that we could probably do. One is, model appropriate behaviour; show them as a coach and as a facilitator show them your behaviour. So, in that behaviour they inculcate and they are able to understand, explain to them why it is okay to behave in a certain way in some situations and why they should not behave well. How should they behave in certain situations?

teach them that they should not be intimidated, they should be calm, they should be able to accept defeat, accept failure and this way they appreciate even the opponents.

The other thing we could also work on is making a task oriented motivational climate, where we are looking at developing players with strong fundamental skills. We are not worried about the winning part, we are looking more at working towards developing our skills. The other thing is, you can also make players responsible, make them also accountable because this enhances the character a lot. Young players have to be accountable for their performance. They cannot blame somebody else or they cannot take it easy. So, we also have another, one more case which will help us also understand the situation.

Here in this case you have a very young talented player, but he is not committed to his training and takes it very easy, misses the practice and lack of commitment and takes everything very easy. As a coach you genuinely want to help the player because you see that he is talented, you know he can go a long way. So, how will you go about doing this? So, like I said making a player accountable, making a player responsible you can transfer some responsibility to the player; making in charge of warm ups every day in the morning or in the evening, empowering him to take the lead taking attendance in the class if it is an academy, keeping back equipment after practice, maybe take the help of a few the other players, opening the gym or opening the locker room whatever. So, these when small responsibilities are given that helps to also develop the character because of the responsibility that comes in. So, we look at the next aspect that is how do you plan for quality practice sessions. So, practice sessions are very important for young players. It has to add value to them. Most of the time when they go back home the parents ask the kids - what did you learn today? and they should not say that - I did not learn anything, I just went there I sat and I came.

Quality practice is important. So, prepare a weekly training schedule for one whole week, structure the training so that you utilize the time fully and should not be ad hoc. As a coach we go there and then say- oh you know what we are going to do this, no, we are going to do that. So, you really do not know what you want to do. All the coaches who are involved have to have a schedule. It is not just the head coach having the schedule, everybody should share it,

everybody should know what is happening because most of the time you divide the children into groups and then you work on their age group and you work on their skill level.

Doing more demonstrations. So, talking has to be minimized and more of demonstration and when we talk about demonstration, I recall about one of the legendary basketball coaches John Wooden. John Wooden was known for his ability to get the best out of the players. He is one of the best coaches I think for UCLA. So, in the research study that they have done it is said that he used demonstration to such an extent that once he showed a particular skill the children were able to learn it or at least get the hang of the skill. So, what he did was he demonstrated a particular skill, he watched what the children did and then he showed them what they did and then did the correction. So, demonstration is more important rather than just the chit chatting and the talking that happens.

So, the next aspect is to focus on the coach and student ratio. So, since we said that it has to be a value-added practice, it is very important that the coach-student ratio is to be considered. So, if you have 20 or 30 students and one coach it becomes very difficult to focus on individual players, make them learn the skill, check for errors, correct the errors etcetera. So, if you are having an academy or if you are in a club you have to make sure that the coach-student ratio is feasible for you. So, you can pay attention to all the players and also check the errors, correct the errors and to make them improve.

Engaging players at all times and making practice fun. So, whiling away a time should not be something that is seen in practice. If they are there for 1 hour or 1 and half hours with you, leaving aside the water breaks etcetera, the rest of the time has to be engaged very purposely, making sure that every minute is utilized completely. So, I have been one of the co-founders of a basketball training academy and one of the things that we discussed or our objective was we should never allow players to waste time or wild time like standing in a line should be reduced. There should be constant activity that is happening so that the time is utilized completely and making practice fun and not mundane basic skill stuff, you could use some fun like relay races or you could do lot of fun activities in the particular sport that you working on as a coach.

Use of cross training, now this is something that coaches have to consider, using cross training, making kids play another sport away from their main sport, if you are into tennis you could probably play basketball or you could play football because one thing there are a couple of advantages when you use cross training. One of it is, some of the muscles that are not used in the main sport training are utilized. Second thing it breaks down the boredom and the mundaneness and also some of these sports that you play kind of compliments the main sport. So these are the things that coaches could probably incorporate or inculcate in there making it quality practice session and another very important thing is not to use the coaching time for your personal time sometimes, we tend to hang on to phones and we are distracted and we should refrain from that and be as professional as possible. Then we come on to an important concept that is team building, team work.

We have a definition: it is a process to promote an increased sense of unity and cohesiveness and enable the team to function together more smoothly and more effectively. So when we are working with team sports we are looking at unity, cohesiveness and function together because these team sports are all interacting sports, because you depend on one another for the game process and for making the team win or making the team function together. But I also want to build on another concept here. It is important to know about team building and team work even for individual sports athletes. So why is it that? So when we go for practice or when we are training we look at clubs, we look at academies and also we look at educational institutions. They are all home ground or form the platform for young players to come and practice there, you have different sports academies for different sports etc. So when you are creating it as a home ground you need to instill teamwork in the young players, then kids will gel with each other, they know how to respect one another, they can cooperate with each other, they can be accepted, accepting and also relate to others like even if you take athletics for some for an example you have the relay.

The relay involves 4 people, it is not just about the baton exchange. It is about teamwork, it is about understanding, it is about reading the other person's mind, it is about talking with each other, having that correlation with the other person. Cooperating, understanding, accepting the suggestions of others, you giving your suggestions whether you are being accepted. So these

sports are also called co-acting sports because co-acting sports is where you train separately on your own, but you know the individual athlete's performance is added up to create a full score.

So here we look at even if you take badminton doubles or you take tennis doubles anything that is not a team event, team sport people think that teamwork is not important, but teamwork is important. Long time back when I was working with one of young badminton players she told me when I asked her - do you have friends? and do you go out with other people and from the badminton fraternity? she said - no, one of my seniors told me that in a sport like badminton you do not need friends or in an individual sport you do not need friends. So this is something that we need to work on when we work with young athletes; like camaraderie and learning to work together, gelling with each other is something that is very important and because working with another person gives us great life skills and helps us to manage oneself even in later life because as we know a sportsman career is short lived. So when you move out from the sports career and go into the corporate or into whatever profession that you want to, you have to be working in teams with other people. So this foundation that we give for young athletes about working together and learning to coexist with others will help them to go a long way in their future careers.

Then we look at encouragement and feedback. So encouragement and feedback is a very important concept especially in young athletes. It is important for everybody but for young athletes it is very important because young players bank on the encouragement and feedback and this is what pushes them to their future success and whether they will continue a particular sport or not.

According to Skinner, a very famous psychologist, he says students learn without teaching but teachers arrange special reinforcement, hastening the appearance of behaviour that would otherwise be acquired slowly or making sure of the appearance of behaviour that otherwise might never occur. So here we are arranging for that special reinforcement and when we talk about the reinforcement we are also looking at rewards and also we are looking at punishments. So what we know there are two types of rewards that we can have or two types of reinforcement and that is one is a positive and you can also have the negative reinforcement. So if doing

something results in good consequences then you are rewarded a positive reward it and will be repeated.

If you are a player or a ward gives a great pass and a beautiful pass in basketball and you tell him - hey that was a great pass that you gave, he or she is rewarded and there is a chance that the same kind of a pass will be executed in the next match. Then you come to the negative or look at the punishment. If you do something resulting in unpleasant consequences, you are punished and it will not be repeated. So if your player or ward does something like probably pushing somebody or edging somebody etc. then if you punish him by making him sit outside etc. then there is a chance that it will not be repeated.

But when we are using reinforcement or rewards and even punishment we need to consider individual differences and because sometimes children can be very difficult, they want attention so they tend to keep making mistakes and they tend to want to be pulled up and they want to be attention seeking. so we need to be careful about that. And the rewards are also intrinsic and extrinsic. Extrinsic is coming from the coach, from the mentor and from the parent etc. and it can range from many things. Extrinsic rewards can be something materialistic like it could be a medal it could be a letter of appreciation, it could be maybe giving a trophy or giving a memento to a child for exemplary performance or it could also be something like giving a pat, giving an high-five an appreciation or a hug or an embrace.

So depending upon the situation the reward could be decided by the coach. So what to reward? What should we reward? We should reward appropriate behaviour. So if the behaviour of the player is good, if he is managing himself well then the behaviour has to be rewarded not the action, the appropriate behaviour. Then reward the performance and not only the outcome. So there may be times when your team of young players did not win but they played an extraordinary game or they were extraordinary in the defence or they were extraordinary in the offence or they played better than what they did last time is something that you need to reward. So we have to reward the effort. The effort taken has to be rewarded more than the winning or more than the outcome process. The effort that your children put in as players is something that we have to reward.

Emotional and social skills. Children can be sometimes temperamental and so you are working with them to develop good character and sportsmanship. So if they show great skill or they manage their emotions and their social skills on the court, in the field, during the practice etcetera, then you need to reward them. So if they have got into a tangle in the sport that they are playing and they handle it very well and they kind of are respectful to the opponents and they are truly sad that such an aspect happened, then you should reward them because this is the way they manage their emotional skills.

And finally you have the performance feedback. How was the performance of the player in the practice or in the matches? Feedback is a very important aspect. Everybody banks on feedback and feedback lets you know where you went wrong and how you fared. It's not unusual for children to come and ask me- coach, how did I play today? How did I fare today? How did I do? so it's natural for them to come and ask you. So when you give a feedback you have to be very very precise about it. The feedback has to be genuine. The feedback can be of two types; feedback can be motivational where you are egging a player to do well you are saying - you did good or you can do better than that. or it can also be instructional where you are talking about skills like technical skills like- you should have probably gone for a left side layup shot instead of a right side layup shot, you could have passed the ball. so technical skills all come under the instructional feedback. So feedback is an important component and the future behaviour of a player will also depend upon the feedback. So, a good positive feedback has to be given to the players. We also look at punishments. So when we talk about punishments, the punishment is necessary because it's important for the player to know that they made a mistake. So we can probably use certain principles or certain objectives when we give punishment, like we don't punish the player to do any physical activity when they make a mistake, we could probably make them sit out of practice. we should be judicious the way we give the punishment and the punishment should also be given immediately after the act has been committed or immediately after the behaviour, not like he made a mistake in the morning and then you try to punish him in the evening because the child will not be able to relate why they are being punished when they haven't done anything wrong.

So punishment should be used judiciously and we should not punish them by making them do any kind of physical activity etc. You punish them for the behaviour so that they refrain from doing it the next time. Closely related to feedback is communication and instruction. Communication is the key to all training to all coaching and let's remember that when we are working with young athletes, we get players from different ability to understand, different ability to comprehend, so the way we communicate has a great impact upon the way they can learn, so it is important to have good communication skills and also how we instruct them. So during the process of being a coach, there are times when players and athletes make some kind of a glaring mistake or they make some errors in their practice. You want to tell them, you want to criticise them but you also don't want them to know that they are being criticized. you need to use a very diplomatic way to communicate to them.

Smith and Smoll, they have come up with a concept called a Sandwich Approach. So sandwich approach can be used to give a constructive feedback in a very effective manner where you are conveying what you want to tell them in a very subtle way and then the information is being passed on to the athlete and there is no kind of ill feeling etc between the coach as well as the player. So what is this sandwich approach? Sandwich approach talks about three concepts: first is a positive statement, second one is future oriented instructions and the third one is a compliment.

When a player has made a mistake he or she will definitely look that you are going to reprimand them, scold them or tell them something negative etc. So the first thing that we have to do is come up with a positive statement. So the positive statement could look like - hey I know you tried hard, it was not easy, I know that you tried hard. So what happens is when this positivity comes out from a coach for something that the player did wrong, the player is kind of alert and is ready to accept what is going to come subsequently and the subsequent point is future oriented instructions. So why do we use future oriented instruction is because we do not want the player to make the same mistake that they did previously and also we are giving them strategies about what they can do so that the mistake is not repeated.

We take an example of basketball where a player missed a very easy layup shot. So if the future oriented instructions would be -the next time you are doing it, take a little bit of time, you have already beaten your man, you are in a comfortable position, you are good at your layup shots. So take your time and then work on your follow through. These kinds of instructions can help the player understand what they need to do in future. And then the third one is a compliment. A compliment is something that is kind of sealing the effectiveness or sealing the mistake that the person has done. So, you can use a compliment and say that - I know you are doing good and I am sure that you will be able to do it successfully the next time. I like your attitude and I like the way you are going about things. These are the things that we could use when we are using the sandwich approach.

Sandwich approach is an important thing when you want to use constructive criticism. So we also have here 10 commandments of effective communication given by Anshel. So Anshel says that, for all coaches he says “thou shalt”, it is in the yellow call out. He says we have to be honest about what we communicate to the young player, we have to be honest about their skill level, you have to be honest about where they can go and how they are doing, not to be defensive as a coach, we have to tell players what is the reality, that is very important. Be consistent with the communication; you are very soft, you are very kind, then you are suddenly very angry, so you have to be consistent with the instructions and the commune, the way you talk to your young athletes, be empathetic, understand that young children during the ages of 12 to 16, young players go through lot of emotions hormonal changes etc. So be empathetic when you want to communicate and when you want to give instructions not to be sarcastic and even if you want to criticize also you can use the sandwich approach because that kind of nullifies what you want to say and you are not biased in what you are telling the young players.

Being positive; your communication should always be positive. you should never say- you are not good enough. you should never say- you cannot do it. You can always say that - you have the ability to do it, you can do it the next time, it is not so difficult, you just need to focus a little bit. These are the things that we should tell young athletes using non-verbal cues like hand signals and your emotions, your facial expressions, all that should accompany the verbal communication and we have to teach the skills, so teaching the skill is very important when we

are talking about a player. There is no player without a skill, and there is no performance without a player, and without a player having the skill. We have to teach the skill and teaching the skill comes with good communication, good in instructions rather than just speaking.

Finally you have to be interactive, so one way to know your player is to interact with them, interacting like it is not just treating them as a player coming to practice and going. knowing more about them, interacting with them, what is happening? How did they like the practice? Did they learn? What is the difficulty that they are facing? Is there something that they need to talk to? There can be issues, children also have stress like what adults have, so how can you handle? There can be school pressures, pressure from parents, pressure from peers, so talk to them and interact. So following these 10 aspects will definitely help and mould the young children.

Then we look at this very important point: it is called the multidisciplinary approach, so we have a mono-disciplinary approach and we have a multi-disciplinary approach. So, what is this multidisciplinary approach? We also have an interdisciplinary approach. Interdisciplinary approach allows a meaningful change for the athlete, so when you are using a mono-disciplinary approach as a coach, you are only looking at developing a player by yourself, so you coach you work on the nutrition, you work on the psychological skills, you work on the strength and conditioning, so you are trying to manage everything by yourself. So what we need to have is looking at a multi-disciplinary or an interdisciplinary approach. What do we do in a multi or an interdisciplinary approach? So in a multi-disciplinary approach, we adopt a collaborative approach. so as a coach you may during your training or during your coaching find that some young player is experiencing anxiety, experiencing nervousness, low on confidence etc., this is the time that you should use adopt this approach of contacting a sports psychologist, connecting the player with the sports psychologist, so that the child is being helped by somebody. An external person who understands and this external will help the athlete to improve their performance and also work on their training and practice.

Then you have nutrition, you see that one of your key players is getting fatigued, is getting tired very easily because they come from school then they come to practice and then they don't have proper rest. you can reach out to a nutritionist and then help them to undergo a program. This

will contribute to their sports performance. Then you have strength and conditioning coach, so you know the sports science field is available for a coach, so for strength and conditioning little kids over the age of 15 years or even 14 or 15 years up above, you can direct them to a strength and conditioning coach if you want them to be strong on their lower body, strong in the upper body. Depending upon the requirement you can approach a sports science team, it's not that as a coach you need to do all the things yourself, you need to reach out to the expert so that they can help the player to be get better, but in doing this we also have a responsibility of being communicative, supportive, and also collaborate with these sports science professionals. So communicating to them like what is the problem that the player is facing, what is the thing that needs to be assessed, how can we help them, and be supportive. If these sports science professionals need some kind of support like if it's a sports psychologist, if the player is having some issue about anxiety and nervousness and they need to reach out to a coach then you should be available for the discussion. And collaborating, so collaborating with all the different sports science professionals, because what we are looking at here is, the aim is, when we look at different disciplines, we are looking to help the athlete. Together, the coach along with the sports science professionals are looking to help the athlete to get better, help them to overcome certain issues and certain problems because in the long run, if they are left unattended it can have other serious consequences and we want young people to be in the sport and also continue in the sport for a longer period of time because it's always said that sports is for life. These are some of the things that we need to work on.

Finally we have an exercise here and we have four questions. The first one is a multiple choice. 'Respect and concern for opponents is an example of - a) good sporting behaviour, b) quality practice or teamwork. The second one, 'reward can be of two types'. The third one, 'use more demonstration than instruction' is related to which concept? fourth one, 'teach players what is to be done to win,' is it true or false. So we look at the answers. The first one is coming under the category of 'a) good sporting behaviour', the two types of rewards are 'intrinsic and extrinsic', the third aspect is coming under 'quality of practice', and finally teaching the players what to do to win is 'true' because that is what we are looking at. We want them to win eventually so we have to tell them how to do it tactically, what they can do to win.

Finally we come to a recap. In the recap session, we looked at working on the process and not on winning the process that is a participation, in the sport coming for practice, being committed, being on time, discipline, sportsmanship. We talked about character, we talked about fair play, good sporting behaviour, the quality of practice, as a coach what we need to do to keep the players motivated and how we can give something back to the player by making every session valuable. Encouragement and feedback, how do we use rewards. And team building, which is important not only for team sports but all athletes in general have to learn about team and team building and teamwork. Communication; we looked at the sandwich approach where we can convey to the players how they can improve or what they can do, in a very constructive manner and finally looking at the multidisciplinary and the interdisciplinary approach where we reach out to sports professional and adopt a very diverse approach so that we can help the athlete to become a better player or to improve their performance.

We come to the end of this session and thank you so much.