

Follow The Leader

To help athletes move from extrinsic motivation to intrinsic motivation, they need to become “self-modelers.” Also, when it comes building confidence in your athletes, it's helpful when they are able to see their peers who succeed at performing a task. This on-the-field strategy helps with both of these level 2 issues.

Overview

On your team you have athletes with different skill levels. When working on “individual” skills like free throws, blocking, tackling, hitting, pitching etc., have the athletes that know the skill well actually lead the individual practice (drill) time. First of all, the athletes will teach just like you taught them. Second, this generation learns quicker when they “see” one of their own teammates teaching. Finally, the one leading/teaching feels empowered. Their confidence level and their leadership capacity increases on the team. It is a “win-win” for everyone.

As you think through your practice plan, especially while constructing the individual-task portion of the schedule, be deliberate to create opportunities for athletes who are more advanced at a specific skill to teach those athletes who are not as far along.

Watch this video segment from Unit 4.5 to hear more about this strategy.

"To" Strategies		"Through" Strategies
2nd Dimension		
Motivation		✓
Confidence		✓
Emotions		
Team Cohesion		
Goal Setting		
3rd Dimension		
Identity		
Character		✓
Significance		
Self-Worth		
Values		
Purpose		

*Because many 3D strategies have multiple level 2 & 3 implications, these checkmarks do not likely display their full scope of impact. We have tried to limit the number of checkmarks to the most obvious applications to make the planning process easier.

When will this strategy be executed?

☐ Pre-Season ☐ In-Season ☐ Post-Season ☐ Off-Season

Notes: