

**Australian Rugby Union  
Level III Coaching Course  
Assignment 12  
By  
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**THE ROLE OF A COACH IN A LOSING STREAK**

The role of a coach includes a range of responsibilities that will have varying degrees of importance during the life-cycle of the team. The role may require the coach to be a leader and motivator, organiser and manager, friend, counselor and mentor, a teacher, innovator and strategist, a technician, a tactician, a decision maker and role model and a “hero” or the “fall guy”...<sup>1</sup>.

As coaches we have all experienced teams that become frustrated by constantly coming off the pitch saying “we should have won that match” or “what happened and why did we start losing?” Coaches all endure seasons where the team under-achieves or performs well at the beginning of a season and then suddenly starts losing matches or gets to a key part of the season and loses a critical run of matches.

Although there may be many complex reasons for why teams continue to lose, there often isn't a simple solution, and it is under the pressure of a losing streak, in the face of intense scrutiny from players, management, supporters, press and even family, that the many roles of the coach are most tested.

I consider a losing streak to be a cluster of games where a team experiences back-to-back losses of 4-5 games or more<sup>2</sup>. Whilst I have considered in more detail below some of the fundamental areas that may require review, I recognize that the dynamics of losing a one off game are complex and multi-faceted. There often isn't a simply identifiable solution, and it shouldn't be overlooked that sometimes the game is simply lost to a better opponent (i.e., the team may achieve its objectives but not obtain a winning score on the board after 80 minutes).

Losing streaks can have far-reaching implications, including lost revenue, decreased club, player or national support and, as most coaches are only too aware, potential for unemployment. In recent times John Hart, John Mitchell, Andy Robinson and more recently Eddie Jones have suffered that fate as a result of losses (some longer than others).

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<sup>1</sup> Not an exhaustive list

<sup>2</sup> Some losing streaks can span many years

This paper explores what I consider to be the key areas that need to be reviewed. The process that can be applied, the critical initiatives that need to be incorporated, and how you might go about implementing your action plan and objectives.

I have outlined a 6-stage problem solving process, which will assist the coach on isolating the following:

- Why are you losing?
- What specifically are the causes?
- What is the solution & how can you achieve this?
- When will you implement each progressive step of the corrective action?
- Who will undertake which part of the action, and how does this support the team plan?
- By reviewing your implementation you can modify your plan.

I have also reviewed another critical aspect to support the implementation of the problem solving process. This looks at the need to build self and team confidence, and how you might go about improving confidence levels. The sources and methods of building confidence are reviewed, and I consider that the two most critical components of this are to goal set, and create small team victories.

Finally, I review a number of other methods that should be used as part of implementing the action plan, such as implicit and analogy learning, as well as building confidence in error-less environments.

### ***What environment do you want...?***

#### **Create the right environment – Stage 1**

I consider that in the first instance addressing a losing streak requires a 2-staged approach.

In sport nobody enjoys losing. Too much losing or the wrong methods of coping with loss can lead to a negative, vindictive, blame culture environment. This culture, if left uncontrolled, can create a momentum and environment that causes even greater challenges than the opponents themselves.

The first step is to consider the environment that you create in every aspect of your coaching with the team.

Rosabeth Moss Kanter<sup>3</sup> discusses many aspects of leadership. She says *“If the people in charge rely on themselves as heroes who can rescue any situation, while focusing on other people’s inadequacies, they undermine confidence and reinforce losing streaks. In contrast, when leaders believe in other people, confidence grows, and winning becomes more attainable”*.

Kanter’ argues that a high proportion of winning sports teams are led by unpretentious people who boost the confidence of others. Kanter identifies three imperatives for a confidence environment. There is accountability, cultivation of collaboration and encouragement of initiative.

Creating the right team environment is a key factor for open reflection, learning and encouraging or maximizing the potential of individual players to contribute new ideas and innovative thinking, that will more likely support an improved team performance.

In order to achieve this the team, coach and management need to embrace collective and individual accountability, focus on a collective objectives, work in a collaborative manner and support new ideas and initiatives.

It will be the team that has contributed to getting into the streak and so it will be the team<sup>4</sup> that extracts itself. To do this will require that the players collectively consider what the cause, effect and solution’s are to the current streak. However, the coach will need to create an environment that is challenging but non threatening, specific but not personal, innovative but realistic and above all else totally focused on finding solutions.

Attitudes and behaviours are critical to this and the coach has a crucial role in setting the tone and environment within which the team operates. The coach should try to display (or at least demonstrate) the following behaviours:

- integrity
- honesty and trustworthiness
- positivity in everything
- focus and supportiveness
- a clear sense of direction
- a plan and willingness to adapt the plan
- be human<sup>5</sup>
- engage your players<sup>6</sup>

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<sup>3</sup> Author of How Leaders Build Winning Streaks (2004)

<sup>4</sup> The team includes the coaching and management

<sup>5</sup> Run from the heart, trust your instinct and be human with your players

<sup>6</sup> Your players are more likely to support a plan where have had a stake in it’s development

***So what is the problem ?...***

**Problem Solve – Stage 2**

Having created the environment to review what is happening and why, you can move into problem solving. To do this requires the whole team<sup>7</sup> to progressively work through a number of phases to problem solve.

**Collect data ...?**

The first phase of this is to collect **data**. The data can be extracted from a variety of sources and could be any one of the following (depending upon resources): -

- Video footage including coded data (game & player analysis)
- Primary possession data
- Error counts
- Missed scoring opportunities (red zone)
- Team objective reviews
- Player objective reviews
- Player leadership group feedback
- Key performance indicator (KPI) data
- Attack, possession, defence and line break statistics
- Key opponent data
- Player's training diaries

***What should I review ...?***

Once the data has been gathered this needs to be converted into knowledge, and to do this there is a requirement to **analyse** your data. This is phase 2 of your problem solving, and the specific areas and purpose includes or comprises the following: -

- Specific video analysis and cutting of information
- Review coaching notes and informal coded data

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<sup>7</sup> Players, coaches and management

- Dissect data into chunks of relevant information
  - Primary sources of possession (lineout/turnover/kick)
  - Attack (possession)
  - Defence (set piece and phase play)
  - Set piece
  - Pattern play
  - Error count
  - Micro skill analysis
- Specialist technical analysis
- Formation of a leadership group<sup>8</sup>

By analysing the data you will understand, clarify and probe areas to allow you to identify what it means and what are the sources or individual events that may be contributing to the losing streak?

By converting the data into knowledge through analysis it will allow you to specifically identify the problem.

***What does it [the data]  
mean ...?***

**Defining the problem** is phase 3, this will allow you to establish what the issues are that are contributing to the losing streak. They could include the following areas: -

- Technical or tactical
- Physiological or psychological
- Individual performance
- Team performance

In defining the problem, once the initial analysis has been undertaken a specific review should commence which should be done in a collaborative way, with players and management alike encouraged to be involved in this. The focus should be on extracting specific areas from general comments, so be prepared to probe beyond initial or general perceptions or statements. This should be pursued in a non-threatening manner but you should be prepared to employ a degree of tenacity to allow you to identify specific problems.

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<sup>8</sup> Senior group of players (5-6)

***What shall I do...?***

On defining the problem and by using collective working groups<sup>9</sup> this allows you to move into phase 4, which I call, **defining the solution**. This will require a series of solutions that could include and be developed as follows: -

- Short, medium and long term solutions
- A blend of individual, technical and tactical solutions
- A priority list of solutions
- Leadership group consultation
- Player involvement at each key stage of discussion
- Attitude assessments
- Building confidence

***Eat the elephant bit by bit...!***

Having defined the solution you should begin converting these solutions into actions. This is achieved through **goal setting (phase 5)**, and should be undertaken by the coach and management team in consultation with the leadership group<sup>10</sup>.

This is achieved by devising an action plan that will result in the following activities: -

- Revised game plan and preparation
- Specific team objectives
- Cascaded individual objectives
- Unit objectives
- Training session plan's revised to develop competence and confidence to achieve the objectives

The action plan should be prioritised such that there are 30, 60 and 90-day initiatives<sup>11</sup>. This phase will allow the solutions to be achieved through team and unit objectives that are subsequently cascaded into player objectives. It will also provide an opportunity for the coach to redefine position job descriptions and jointly<sup>12</sup> set player objectives.

<sup>9</sup> Players & the coaching team operating in working groups

<sup>10</sup> Reset / define specific new KPI's

<sup>11</sup> By time-banding the actions this will provide you and the players with specific focus

<sup>12</sup> Player and coach

The players should be actively involved in defining and agreeing the objectives such that you have clearly defined actions with objectives (SCRAM<sup>13</sup>) that are collectively designed to achieve your goal.

Each player should also have a clear understanding of his or her job description and specific role or part to play within the plan.

The solutions and objectives that were discussed above may form an extensive, elaborate plan, but often it is only the coach (and perhaps the more experienced senior players) who has a clear vision of how the plan should come together. It is vital, however, that every member of the team has an understanding of, if not the whole plan, then the basic outline. Only when players understand why they are being asked to behave in a certain way can they commit unreservedly to partnership in the team plan. It is thus proposed that once the coach has presented his or her roadmap to the team, priority issues are identified and critical areas selected for immediate work. These might be:

- Primary sources of possession
- Line breaks and continuity of possession
- Defense
- Turnover and contact area

Once the priorities are identified, and by reflecting upon phase 4 and 5 above, it is proposed that small incremental objectives are set for the individual unit and the team.

These should be built into each training session, and build from simple to complex controlling time and space within the sessions. The focus should be on achieving incremental improvement and positive outcomes. Drills could typically be used to isolate specific areas that require focus and then be progressively introduced into game situations with defenders, all the time achieving small victories.

***Plan, Do & Review...!***

In implementing the plan it is important to undertake a **review (phase 6)**. This it is recommended should be undertaken at regular milestones within the 90-day period (e.g., perhaps at 15 day intervals). The purpose should be to undertake or achieve the following:

- Continue to capture data around objectives
- Review Key Performance Indicators (KPI's)
- Measure and feedback all incremental improvement

<sup>13</sup> Specific, Challenging, Relevant, Achievable, Measurable

- Capture and highlight improvement
- Refine KPI's and objectives if required
- Refine or amend the action plan
- Amend and/or adapt objectives (team and player)

During implementation, it is of critical importance to achieve pre-determined outcomes in training and this should be in a positive and focused environment.

As well as reviewing the team performance, it is also important that the coach continually assesses his own performance against a series of KPI's that can be established from the key behavior's and actions discussed below. It is also important that the coach is emotionally distanced at key times, in order to be rational and logical about just what the problems really are. Many coaches become entangled within the public pressure of losing etc and find it impossible to make rational decisions. Just look at some of the English Premier League (soccer) managers shouting hysterically on the side of the pitch etc which (if you were to do this) is worth considering what if any impact this has on your players and the performance.

In summary, problem solving is a process of: -

- Data gathering (Phase 1)
- Analysis (Phase 2)
- Defining the problem (Phase 3)
- Defining the solution (Phase 4)
- Goal setting (Phase 5)
- Reviewing progress (Phase 6)

***How might you build confidence...?***

There are many critical aspects and complex inter-relationships that contribute to a losing streak, and although the phased problem solving approach discussed above will assist in specifically identifying key areas to focus on, perhaps one of the most complex and important issues of concern to a coach, should be to build confidence within the team.

Undoubtedly by following the stages set out above this will assist in building confidence. In part this will be achieved by creating an environment that promotes accountability, supports collaboration and encourages innovation and creativity in formulating a plan.

But to accelerate and support building confidence, the staged process above needs carefully crafted, consistent confidence building initiatives that should be integrated with the key tasks mentioned above, and interwoven into the 90 day plan.

What is confidence? The 'Concise Oxford' dictionary definition is "the belief that one can have faith in or rely on someone or something" or to have "firm trust, belief or expectation". For our game, confidence might be:

- To do something without thinking about it?
- To repeat a skill under pressure?
- To take risk without fear?

Kanter describes confidence as *"the sweet spot between arrogance and despair, consisting of positive expectations for favourable outcomes."*

Confidence has two inter-related aspects, which are: -

- Self confidence
- Team confidence

Self-confidence is directly related to a concept called self-efficacy<sup>14</sup>, which is described as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance." Simply put, self-efficacy is your conviction that you can complete a certain course of action.

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<sup>14</sup> A. Bandura – Self Efficacy (1997)

Team confidence, also called collective efficacy,<sup>15</sup> is a team's shared belief in its ability to plan and execute to a predetermined outcome. Simply put, collective efficacy is the team's conviction that it can complete a certain course of action.

Both team and self-confidence are related concepts<sup>16</sup>, but different. Team confidence can be considered an individual's view of the team's abilities to perform, and also the combined view of the team's abilities to perform. It is also widely accepted that levels of confidence are inter-related to team performance, and losing streaks are normally linked to a fall in individual and team confidence.

***“Confidence is the sweet spot between arrogance and despair, consisting of positive expectations for favourable outcomes”*** Rosabeth Moss Kanter.

Also it is understood that team confidence is founded within an individual's level of self-confidence, and so in reverse by looking at and addressing self-confidence, the team confidence and by implication team performance will be improved.

***How might you assess levels of confidence...?***

This in principle could prove difficult to extract and assess. However, it is suggested that a variety of techniques could be used;

- Through the use of group discussions, team goals and abilities or confidence levels of achieving those goals can be assessed.
- Individual one on one discussions with each team member, exploring their confidence levels to achieve individual objectives and/or fulfill their job description.
- Team questionnaire with a series of structured questions on the levels of confidence to achieve unit or team goals (that are rated).
- Engagement with the Captain and/or the Leadership group.
- Review of individual training dairies.

It may be that the depth of confidence is not an area perceived as requiring an assessment. However it is recommended that this exercise be undertaken to allow the coach to understand the varying individual levels of self-confidence during the losing streak.

<sup>15</sup> A. Bandura – Self Efficacy (1997)

<sup>16</sup> Feltz and Lirgg (1998) Self efficacy beliefs of athletes, teams and coaches

**What are the sources of confidence...?**

It has been previously stated<sup>17</sup> that “what people think, believe and feel affects how they behave”, and so this suggests that confidence is more greatly influenced by internal (emotions and thoughts) than external factors.

This is true at all sorts of performance levels. Gray (2003), for example, showed that during slumps in their batting performance, baseball players were much more aware of what their bodies were doing, presumably because a lack of confidence caused them to be more self-conscious about their performance. Any one who has ever fallen over while walking on ice will know this phenomenon. For the next little while the loss of confidence will cause you to have very little trust in your abilities and you will be highly self-conscious about your movements.

It is understood that the most significant source of confidence is that of previous success, so having successfully completed a task many times before will give confidence to repeat the task again. Therefore a key focus for training needs to be on building a history of team success, by focusing on achieving many small sub-victories. For the team on a losing streak, perhaps bottom of the league and facing relegation, breaking the streak and regaining confidence can seem a mountain to be climbed. Sir Matthew Pinsent won 4 consecutive gold medals in rowing at the Olympic Games (1992, 1996, 2000, 2004). His advice is to “concentrate on the little steps. When you know you’ve got a mountain to climb, try taking little steps” (South China Morning Post, Hong Kong SAR, October 7<sup>th</sup>, 2005).

Other relevant sources of confidence are: -

- A focus on process and not outcomes, through the use of goal setting to get the team to consider how they play the game. Comparison studies can be used between teams or games to provide a source of confidence (by demonstrating incremental process achievement). Therefore the coach should build objectives that are focused on achieving process achievements which can be successfully demonstrated and played back through the players through the use of video analysis i.e a completion of a functional task like the body position for the lifter at a line out.
- Imagery or visualization is a technique that needs to be harnessed. Players that can visualize the successful completion of a skill or task will create another source of confidence<sup>18</sup>.

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<sup>17</sup> A. Bandura 1986

- Modeling is another source of confidence, where players can either see themselves successfully performing a skill (video footage or even by using a mirror), or alternatively by watching others successfully complete a skill<sup>19</sup>.

***“there is a link between thoughts and behaviours” A. Bandura (1997)***

***How might a coach build or regain confidence...?***

The coach will need to embrace a number of different actions and techniques in order to start the process of re-building confidence. Whilst it is accepted that there will be many different styles it is suggested that there are key behaviours that are critical to the confidence building process. The successful coaches:

- get players to believe in themselves.
- carefully construct team talks.
- are positive and provide a model of confidence.
- provide specific corrective feedback.
- use video analysis and encourage players to watch themselves (edited) and other teams.
- use positive imagery and visualization.
- use game situations in training and execute plays that complete and have a high chance of success.
- gradually introduce pressure by reducing time and space.
- focus on process achievements and not result outcomes.
- use team and individual goal setting<sup>20</sup> that provides incremental steps to achieving short, medium and long term objectives (create small victories)
- give the team confidence that the coach knows where he is going, by conveying a clear vision and sense of direction.
- have an appropriate use of silence in coaching<sup>21</sup>, (this means that coaches who maintained silence at key times, empowered that players to collectively make decisions)

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<sup>18</sup> S. E. Short & PJ Sullivan – Building, maintaining and regaining team confidence in sports

<sup>19</sup> Thereby demonstrating the task is physically achievable

<sup>20</sup> SCRAM objectives

<sup>21</sup> M. Smith and C. Cushion (2005) – An investigation of the in-game behaviours of professional, top level youth soccer coaches

***“People who succeed are the people who expect to succeed”*** Business Week

Whilst each of the points above merits further explanation, I have focused in more detail on 3 specific areas below:

- Many things influence getting players to believe in themselves, although it is considered that one of the most important ingredients is the leadership style. The coach needs to believe in his players by empowering them and giving responsibility as well as encouraging accountability. Indeed, Kanter says *“I was struck by how many of the winning sports teams were led by unpretentious people who boosted others”*.

The key characteristics of admired leadership have been shown to be<sup>22</sup>:

- Honesty
- Forward looking
- Competent
- Inspiring

Therefore within your own leadership style you should ensure that these key competencies are evident in how you go about leading the team.

Another aspect that is critical to the player/coach communication dynamic is to know your players. Effective communication is fundamental to motivating and connecting with the team - using different types of communication, as well as knowing your players, can have a substantial effect upon the delivery and impact of the information being imparted. Various methods can be used, and one method is to undertake personality profiling of your players, which will allow you to chunk your communication style to connect with the different personality types.

- The giving of team talks is a very frequent task for the coach and perhaps is historically related to the “psych up” with bouts of table (and chest) thumping and tense/provocative language. This is not always the most appropriate method and team talks that centre on delivering practical, meaningful, focused messages and that remind players (and the team) about their specific goals, can often be significantly more effective. Topics that will need to be considered, include the following:

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<sup>22</sup> Kouzes Posner – The Leadership Challenge

- Where you are (Game context).
  - What do you need to do (specific objectives).
  - How will you achieve the objectives (unit objectives).
  - Positive affirmation of your previous successes (game or training) and drawing upon your preparation.
  - Different communication styles (for the 4 principle personality types<sup>23</sup>) with layered information.
  - Inspiration or motivation (the reason), this will normally be linked to an emotional trigger.
  - Unit talks and objective agreement<sup>24</sup>, 3-4 hours before the game.
  - Team talks, 1-2 hours before the game (20-30 minutes in duration); final words 5 minutes before the game (1 minute in duration).
- Goal setting is a critical component in achieving a focus on process and not outcomes. This should be a 3-part process that will include personal, unit and team goals<sup>25</sup>. The personal goals need to be aligned to individual positions and skill levels, and need to strike a blend of motivation with short, medium and long-term objectives. They need to be challenging but realistic and always capable of being adapted.

Review will allow consideration for additional training and coaching, but above all else they must be specific to allow for a clear focus as well as support measurement and achievement. This bank of data that is extracted from the objective setting and review will form the basis of what modifications you need to undertake in training, and also support your individual player discussions, and may also identify areas of individual player skill development<sup>26</sup>.

Unit and team goals can be game and/or season focused, and would certainly form part of pre-match and half time discussions.

Finally, goals should be jointly established with the coach: -

- Individual (one to one)
- Unit (by the unit)
- Team (by the team)

***“A man who doubts himself is like a man who would enlist in the ranks of his enemies and bear arms against himself. He makes his failure certain by himself being the first person to be convinced of it” Alexandre Dumas***

<sup>23</sup> Dominance, Influence, Steadiness & Compliance

<sup>24</sup> Forwards & three quarters

<sup>25</sup> All distilled & cascaded from your action or game plan

<sup>26</sup> The left hand scrum half pass etc..

***How might the Coach use the team dynamic in confidence building...?***

There are a variety of methods and activities that can be undertaken to utilize the team when creating and building confidence, which include:

- Team building sessions, away days and squad camps.
- Appropriate use of fun training that doesn't involve rugby (cross training<sup>27</sup>).
- Variety and relevance to training.
- Simple, clear and focused progressive sessions.
- The clear discussion and articulation of a plan (team involvement in it's production).
- Clear roles and job descriptions for all players (aligned to the plan), so that you have collective responsibility and all know what you and your team members will do (accountability and empowerment).
- Clear and consistent selection policy.
- Creation of a leadership group.
- Player elected captain, with the use of unit leaders (defense, attack, lineout etc...).

***What other methods or coaching principles may be considered by the coach?***

As mentioned earlier, the work of Gray, for example, suggests that a losing streak can result in greater self-consciousness when performing, and it is not always a good thing to think too much about your skill (especially, under pressure). In a series of related studies Masters and his colleagues<sup>28</sup> have demonstrated that the way in which an individual learns a skill plays a significant part in their ability to repeat the skill under pressure. The larger the bank of explicit knowledge of the skill, the higher the chances that reinvestment will occur (i.e., that the individual will turn his attention to analysis and testing of hypotheses, as well as breaking down skill components). At its most debilitating reinvestment is likely to be involved in significant movement problems in sport, such as the 'yips' in golf<sup>29</sup>.

Although Masters has not investigated the concept of team reinvestment, it may well be that losing streaks increase the chances that the team as a whole (or specific units within the team, such as the backline or the line-out etc) pays too much attention to itself.

<sup>27</sup> The All Blacks used netball games, which were fun but provided ball skills work etc.

<sup>28</sup> The Institute of Human Performance, The University of Hong Kong (see references)

<sup>29</sup> A rugby example could consider a period of Steve Thompson's lineout throwing

Traditionally, coaches impart a high degree of detail about how a skill should be completed. This includes breaking down the skill to specific key factors and identifying the motor components.

Masters has identified some key areas and techniques that can be used to limit the amount of explicit knowledge of a skill, thus reducing the opportunity for reinvestment and increasing the ability to repeat the skill under pressure (which therefore increases self-efficacy by providing a history of successful outcomes under pressure).

Implicit [motor] learning, introduces an approach where individuals who learn to perform a movement (skill) implicitly avoid the process of reinvestment and self detailed analysis. That is, they learn without becoming aware of the mechanics of their movements. This concept encourages a coach to limit the explicit knowledge that he shares with his players, and in contrast encourages players to be outcome focused on the performance and not on the detailed motor skill process.

At the team level, coaches may wish to consider how to instruct set-plays, for example, without necessarily providing detailed analysis or instructions to the players, which can interfere with their ability to perform the set play automatically when they are under pressure.

Masters and his colleagues have proposed (and validated) a number of techniques for implicit motor learning, including analogy learning, learning without visual feedback and learning below the level of consciousness (subliminal learning). One useful technique might be to encourage players to learn in an errorless environment. In an errorless environment, the player (or team) will not be tempted to think too much about what he is doing, because performance is already satisfactory. Ways to do this at the individual level might be to kick to a goal that is wider than normal (or has the crossbar set lower than normal), gradually reducing the positioning to normal as the player becomes more and more competent.

Maxwell, Masters, Kerr and Weedon (2001), for example, showed that people were much less likely to perform poorly if they learned a golf putting task implicitly, by starting off from only 25 cm and very gradually moving further away from the hole as they improved. In this way, they made almost no errors and therefore did not think about what they were doing.

Masters and his colleagues have also shown in two papers that are currently in press (see references) that a rugby passing skill that is learned implicitly in the same way is much less likely to break down when the performer is physically fatigued, but this is a story for another time.

At the team level the coach may wish to instruct set plays implicitly by giving very few instructions and gradually increasing the difficulty of the play by increasing the tempo very slowly (i.e., walk, jog, run, sprint etc) and introducing opposition players one at a time. An important benefit of errorless learning techniques is that the high volume of successful task completions will lead to increased self-efficacy, again providing the player and/or team with a history of successful outcomes.

### In summary....

Losing streaks pose a complex problem that most coaches (and the team) find it difficult to extricate themselves from. Breaking a losing streak calls for a united conviction that the team can complete a certain course of action that will result in consistently improved performances. It is the coach who ultimately must develop and present this course of action. I propose that by undertaking the 6 phases of problem solving recommended in this paper and by incorporating specific approaches to building collective and self- confidence, the coach can do much to break (or prevent) losing streaks.

### Suggested Problem Solving

- Follow the 6 stage process
  - Gather data
  - Analyze your data
  - Define the problem
  - Define the solution
  - Goal set
  - Review
- Re-structure training
- Revise the goals (individual unit and team)
- Joint planning
- Use KPI's to track and record data
- Plan, do and review process

### Suggested Confidence Initiatives

- Goal setting (individual, unit and team)
- Clear direction and purpose (objectives)
- Achieve small “victories”
- Use visualization
- Modeling (video feedback)
- Process not outcome focused
- Use training and game warm up’s to build sense of confidence
- Organized team talks
- Be willing to try other coaching methods (innovate and take risks)
- Empower the team

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