

Overtraining and Burnout or

How to avoid overtraining by periodizing appropriately & keeping players motivated during times of burnout

Agenda

- Definitions
- Ideas to avoid Overtraining and burnout
- Periodization
- Motivation

Overtraining

- Training loads are
 - too intense (at or near maximum) and
 - too prolonged for individuals to adapt
 - and results in a subsequent decrease in performance
- Individual differences - an optimal training regimen for one athlete results in overtraining for another athlete
- The most talented performers aren't necessarily those who can endure the most training
 - Donovan vs. Dempsey – each work differently

Staleness - Results from overtraining

- A state in which the athlete has difficulty maintaining standard training regimes and can no longer achieve previous performance results
- Behavioral signs
 - impaired performance
 - mood disturbance
 - increased perceived effort during training
- Overtraining is a stimulus and staleness is a possible response.

Burnout - An exhaustive psychophysiological response

- Exhibited as a result of generally ineffective efforts to meet excessive training and competition demands
- Involves a psychological, emotional and sometimes physical withdrawal from an activity in response to excessive stress or dissatisfaction.

Periodized Training - Deliberate strategy of exposing athletes to high volume / high intensity training loads and then tapering to lesser loads to enhance performance

So what can you do

- Periodization - Prepare your players mentally for what they will be doing physically as you periodize them
- In each phase tell them what they may experience to avoid burnout
- I will show you each phase
- Keep them motivated – away from burnout

Periodization

- The truth is you have to stress the system out to improve it
 - Physically – easier to measure
 - Mentally – not so easy
- So increase stress but appropriately and giving power to athlete

Periodized Training in Soccer

- Across the Season
 - Preseason – two-a-days, high intensity
 - Beginning = exhausted mentally and physically
 - Middle = more fit and beginning to get comfortable
 - End – ready for play
 - Season
 - Beginning – ready for business
 - Middle – depends on placement and focus of your sessions (motivation)
 - End - depends on placement and focus of your sessions (motivation)
- Suggestions - Preseason
 - Pre- pre
 - Make sure they know what is coming and that they will be tire
 - People like to know
 - Beginning - exhausted mentally and physically
 - Touch will be awful – doubt/anxiety will increase
 - Ensure them it will get better - focus on process vs product
 - Show confidence in them –
 - LOTS of verbal feedback & “atta boys” to move towards confidence
 - Must get them to monitor and maintain high self talk...you give phrases to repeat
 - Maintain focus – a very cognitive existence and focus on detail
 - Worst thing you can do here is to question effort...ask vs tell if good enough
 - Middle = more fit and beginning to get comfortable
 - Find specific details about what went well – get them to see it vs you tell
 - That is not good enough...need some pressure to perform and keep increasing
 - End – ready for play
 - Make confident
 - Point to details of improvements in play
 - Point to mental readiness and physical readiness

- Suggestions - Season
 - Beginning - ready for business
 - Keep it automatic - Nothing new
 - Focus – on detail
 - Confidence – this is going well, this needs improvement vs this sucks
 - Motivation (we will touch on this)
 - Middle
 - At some point there is a lull...normal cycle
 - You must spot and change and give IM to keep all going

Motivation to avoid burnout

- Characteristics of Burnout
 - Exhaustion, both physical and emotional, in the form of lost concern, lost energy, lost interest, and lost trust
 - Depersonalization → Exhaustion causes a more negative response to others
 - Feelings of
 - low personal accomplishment
 - low self-esteem
 - failure
 - depression
 - Decreased performance level
 - Once experienced, the person typically withdraws from the environment.

General causes of all three

- Year-round training from an early age
- Increased volume and intensity of training loads
- Increased pressure on performance
- Self-worth tied to performance.

Coach contributions to player burnout

- Higher rate of burnout when:

- High Pressure
- Unrealistic expectations
- Conflicting ideas
- Lack of confidence
- Lower rate of burnout when:
 - Provided support
 - Displayed empathy
 - Had confidence in athletes
 - Provided instruction.

Signs and symptoms of BURNOUT

- Loss of desire to play
- Loss of interest in other activities
- Physical and mental exhaustion
- Lack of caring about performance
- Depression
- Increased anxiety

Stages of Burnout

1. Depersonalization—You dissociate yourself from others as you become emotionally removed, distant, and unconcerned.
2. Decreased feelings of personal accomplishment. You feel that you're:
 - no longer making a contribution
 - not accomplishing what you set out to do
 - no longer satisfied with your sport or activity
3. Isolation
 - You insulate yourself from teammates or partners
 - Look for excuses not to compete or exercise
4. Emotional and physical exhaustion—You break down emotionally and/or physically
5. The burnout process is complete as you have no desire to compete or exercise nor the energy to do so.

Your role in burnout prevention

- Burnout is a case of too much bad stuff not enough good stuff

- Catch them at 1 or 2
- Decreasing anxiety and bad stress and increasing good stress
 - Create an appropriate environment
 - Increasing self determined forms of motivation (explain and give some choice, more group stuff, good at stuff, increase IM)
 - Goal set

Definitions

- Arousal (excitement)
 - Butterflies
 - Good to have some butterflies and pressure
- Anxiety
 - Freaking out
 - Never good
- Stress
 - positive (eustress)
 - negative (distress)
 - Anxiety is typically associated with distress.

Stress and anxiety

- Your goal/role - Provide the right amount of stress and assistance
 - Done through
 - Communication (covered)
 - The right environment
 - Performance vs product
 - Increasing Intrinsic motivation
 - Focus on the process
 - Anxiety decreases as focus is on performance vs. product

Examples

- Ensure improvements are self referenced
- Motivation should be on mastering tasks and get better vs a product
- Improve intrinsic motivation - Performing an activity for the sake of the activity itself
 - When an individual is IM they
 - Are involved in the activity for the satisfaction or joy
 - Are motivated to be involved
 - They experience more control and less anxiety
 - Factors present in your sessions will promote IM if they satisfy three innate needs
 - Autonomy – choice

- Provides a measure of control
- Decreases anxiety
- EX:
 - In missing a session
 - Going home
 - Training
 - Etc...
- Competence – how much you know/perceive you know
 - Increases perception of personal accomplishment (2)
 - Shows you are making a contribution
 - Improves overall confidence
 - EX:
 - Focus on process
 - In preseason – small improvements
- Relatedness – part of group
 - Makes it personal again (1)
 - Necessarily decreases isolation (3)
 - Overall brings you in again...
 - EX:
 - Captains circle the wagon, Nights out

Goals

- Performance Goals: allow ownership and more control
 - Focuses on reaching some sort of improved performance
 - EX: I want to make 60% of my free throws
 - EX: I want to make it on time to class 90% of the time
- Process goals – allow ownership and more control
 - Focuses on the process of accomplishing a particular task
 - EX: I want to improve my....
- Outcome Goals – if not reached can drive a person to quit

- Focuses on the end performance outcome
- Relies on someone else
- Ex: goal = to win the game

A Goal-Setting System

- Planning Phase:
 - id individual and team needs
 - id potential goals
 - consider possible strategies for goal attainment.
- Meeting Phase:
 - meet with entire team & discuss basic goal-setting info
 - ask athletes to reflect on reasons for participation & possible goals
 - meet later to discuss formulated goals
 - follow up with individual meetings
- Follow-Up/Evaluation Phase:
 - occasional meetings to discuss goals & progress
 - coaches should systematically provide feedback

Communication
Methods to ensure team development

- The goal of today will be to take research, coaches anecdotes, and teacher methodology and provide some ways to enhance communication with your athletes

Listening

- Listening is a key component to communication
- Typically people hear less than 25% of a conversation
- Superficial Listening--listeners tune out quickly once they decipher intent
- Arrogant listening--don't listen at all, except for pauses, so that they can talk
- Active Listening
 - Purposeful listening
 - Listener is concerned about content, intent, and feelings
 - Steps
 - Find the message – everybody is trying to get something across
 - Really desire to get the meaning
 - Focus on examples (some aren't good story tellers...listen)
 - Ask questions to get more answers (How, what, when, where, why)
 - Lead the conversation deeper, but don't get too invasive.
 - Don't steal the flow or switch the topic
 - Listen, don't solve
 - Ask if you can give some feedback

Types of feedback

- Nonverbal - What you say isn't nearly as important as what you do
 - Positive – says a lot
 - Negative - says even more and takes a long time to undo

- Verbal - Takes on all different forms and is most often used on a daily basis

12 Communication Guidelines

1. Corrective feedback should be, detailed, specific and immediate

- Detailed – 1 or 2 things at a time
- Specific – exactly what went wrong
- Immediate
 - Be good at seeing, and boiling down words to be Detailed & Specific
 - Longer you wait older they must be

2. Be direct

- Many hint at what they want and get irritated when things are done EXACTLY as they said they wanted
- You may think players should know what is going on but don't assume people know what you mean when you suggest
- Direct
 - Be direct on what you expect, want or feel
 - Predicated on awareness – an oft overlooked skill

3. Ask vs tell

- Asking (Socratic)
 - Provides receiver chance to make choices & be involved in solution
 - Can
 - Decrease anxiety as they get some choice
 - Promote intrinsic motivation
 - Use question first, name last

4. Own the message

- Use "I" and "my" vs. "others" or "someone"
- When you Disown
 - You disown your message when you say "others feel" or "some people say" when it is how you feel
 - A disowning makes the message weak and as a result the confidence in you or the message may be damaged
- When you Own

- You own it when it is me and I
 - Owning lends itself to confidence in you (Vealey)
- 5. Focus on act not actor
 - Act = makes them take ownership as opposed to criticize person
 - Actor = makes it personal and a battle
 - Result
 - Healthy attributions (S.I.C.)
 - Takes spotlight off = lower anxiety
 - Voice matters
 - call out mistake vs. “Jaden, what the hell are you doing”
 - Start sentences with “Jaden, that...” vs. “Jaden, you...” or “Jaden what the^%...”
- 6. Provide messages evenly
 - Oftentimes we provide messages to the, quiet kids, massive F-ups or studs...we need to disperse evenly
 - Also, some athletes will hide...dont let them
 - Being aware of this will steer us away from a self fulfilling prophecy
- 7. Make it personal and impersonal
 - Personal for positive
 - Use names – it lets them own it and often increases positive personal pressure
 - If “personal for negative” it becomes a me vs you (makes it a battle and may increase anxiety needlessly)
 - Impersonal when it is irritating you
 - Take real emotion out – be an actor
 - It is not about you but about getting it right
 - Punish act vs actor for not good stuff
- 8. Praise and criticize appropriately – be aware
 - Know your players and what they need
 - Too much praise = BS
 - Too much criticism = you’ll get the FO
 - Rules of thumb
 - Praise person

- Criticize act
- Provide constructive criticism

9. Give congruent vs. incongruent info

- Congruent – in sync
- Incongruent – not matching up
- Examples:
 - Verbal and nonverbal feedback need to match up
 - Say good job and then throw hands up
 - Correct stuff you've worked on vs stuff haven't "You still aren't checking to ball...never worked on it"

10. Know your voice & tone

- The tone with which you deliver a message is vital
- Research suggests voice accounts for 38% of a message
- Examples
 - Use a pause vs yell to get attention
 - Something different - Yelling when not a yeller and soft when not a softie conveys something is up
 - When something hasn't worked – think back to the way you said something as it may have impacted the message
 - Consider context

11. Messages should be delivered in context and/or at the receivers level

- Big in soccer given many don't watch the game and a connection you think you are making has skipped a step
- EX: discussing a back 4 when done get how to defend in 2s and 3s
- Be aware – if they mess it up maybe they need an extra step to be covered

12. Must consider athletes learning style

- Some athletes are visual learners, audio learners, kinesthetic learners, etc...
- While time consuming, if you can get a handle on this you are really going to save a boatload of time and aggravation

Conflict Resolution

2 key questions

1. How important is it that you achieve your personal goals and get what you want?
2. How important is your relationship with another person?

1. Withdraw (turtle)

- This person does not like confrontation – goes into shell
- Sacrifice their goals

2. Attack (shark)

- Get their own way no matter what

3. Smooth-er (teddy bear)

- Avoids conflicts in favor of harmony
- Put relationships first

4. Compromiser (fox)

- achieve goals and preserve relationships by being creative/crafty about solving problems
- Use power of persuasion

5. Collaborator (I don't have an animal for this...mourinho?)

- Look for win-win
- Try to have it all and view tension as an opportunity to move forward

Some suggestions

1. When goal or issue is unimportant - Turtle – “ok, sounds good”
2. When goal is important but relationship is not - Shark – someone is endangering your player
3. When goal is of little importance but relationship is - Teddy – listening to parents of players
4. When goal and relationship are of moderate importance - Fox – team goals, team rules, etc...
5. When goal and relationship are of high importance - Mourinho – ex: change a team procedure w/out damaging team cohesion

The life of a team

1. Forming – coming together

- Your role
 - Earn trust
 - Improve Intrinsic motivation
 - Ideas
 - Active listening – forming a bond here
 - Learning style (12) – important to know your players
 - Own message (5) – creating trust here

2. Storming – getting to know each other

- Your role
 - Manage the group and facilitate
 - Ideas
 - Active listening
 - Conflict resolution – depends on who you are and what is going on
 - Ask vs tell (3) – shows trust and lets them choose

3. Norming – team and you sets standards

- Your role
 - Manage the group and facilitate
 - Set standards
 - Ideas
 - Be direct (2) – no ambiguity about what is ok
 - Act vs actor (5) – shows what's ok and not
 - 6-10...lots of setting the tone with what is ok

4. Performing – maximizing performance

- Your role
 - Maintain standards and ensure quality
 - Ensure all are accepting and fulfilling responsibilities
 - Ideas

- Everything...

5. Adjourning

- Your role
 - Manage the group and facilitate
 - Set standards
 - Ideas
 - Active listening
 - Direct (2) – what you did well, etc...
 - Ask vs tell (3) –