Strategies For Increasing Participation And Maximizing Motivation In The Sport

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Participation in the team increases the influence of a leader on his team, enabling cooperation, responsibility and trust in each other. Helping the team increases the respect of the coach, and the team participants can value their coach's advice more by increasing trust and respect level. In addition to these potential benefits, team collaboration and participation also create psychological benefits. It increases team motivation level and spirit to excel, and they are more encouraged to perform better if coaches participate effectively in the team.

The *National Governing Body for Canoeing* is responsible for creating guidelines and coaching frameworks in the United Kingdom for canoeing sport. They also provide coaching and competition opportunities on national and international levels. The coaches in the organization use several participation and motivation techniques to increase the performance of the athletes in the sport. Canoeing, being a totally participation-based sport, needs the combined effort of all team members as well as the coaches to achieve the goal.

What is needed for active team participation? The answer to this question, like every new initiative, is "motivation'.

To find the motivation for participation, various psychology research has provided methods that can be used to motivate athletes in sports. The first and most common motive that every athlete has is the "competing motive" (Clancy et al. 2016). People may want to perform well in the team to compete with other teams and gain popularity in society. The coach's first task should be to find the motivation for participation and then polish it to achieve positive participation and, eventually, positive results.

The second biggest category for motivation can be the athlete's personal motivation. This motivation can be unique in every teammate. The most common motives for participation are fitness, daring, pleasure, social or family respect, patriotism or self-improvement (Clancy et al., 2016). Athletes can share their personal motivations or can have a unique set of motivations, but for active participation, the coaches have to find these motivations as they become the basis for player actions afterward.

What can be done to enhance motivation? As said before, having complete knowledge of athletes' motivation is necessary for coaches. After finding this motivation, the coaches have to just. *"light a spark"* when any athletes are demotivated. This spark can be initiated by various techniques. The most popular and most effective technique is setting team goals. In setting the goals, the coaches have to plan short-term goals in addition to the end long-term goals (Madigan et al. 2017). For example, if a team wants to win the. Slalom World Cup 1 to be held in Slovakia this year, the coaches have to set short-term goals like winning the qualifying round and semifinal to finally reach the World Cup 1 final. It has a psychological reason because when a person achieves short-term goals, he gets motivated to work for the big ones, too.

Another effective technique to enhance motivation can be the "Positive self-talk technique."

This technique is aimed at increasing athlete's self-esteem and performance in the sport. By talking positively coaches can make athletes focus on the task at hand and can improve athlete's mood by mood-related self-talk (Van Raalte et al. 2016). The last stage of this technique is self-affirmation, in which athletes explore their potential and recognize their true potential.

Coaches of canoeing teams must focus on the behaviors of athletes that discourage participation in the team. Every athlete has his unique behavior, and if his behavior is restricting team participation, the. behavior needs to be changed. There exist various techniques of behavior modification. The one that is recommended for canoe athletes is the positive reinforcement technique. This method uses the power of appraisal when any athlete exhibits the desired behavior. The coaches have to understand that no behavior change can occur in the nick of time and have to determine the progress rate evaluation methods to govern the behavior change.

In the *positive reinforcement* process, the coaches have to be careful not to refuse any demands that does not conflict with their athletic performance (Martin et al. 2015). The athletes should have the liberty to live their normal lives, eat whatever they want, and do any other activity that does not directly affect their performance, athletes should not be restricted from. Team participation to achieve a common goal can be drastically increased by using this technique.

The second method that can be used is the. *tactical ignoring method*. Showing no reaction to bad behavior and ignoring the person initiates thoughts of rejection and cutoff in him (Martin et al. 2015). Ignoring the ill behavior and not showing any reward eventually leads to changing the behavior. However, care should be taken in the ignoring process as too much ignorance further demotivates the athlete and may raise thoughts of incompetency and hate and decrease the confidence of the athlete.

The third technique that is only to be used if a behavior starts harming others is the mild to strong. *punishment technique*. An example of this technique can be ordering a player to do pushups or extra exercise if he misbehaves with a fellow player. Removal from the team or disqualification from

participating in a competition is a more severe punishment that should be avoided.

These motivation and behavior improvement techniques are not limited to sports, and they can be used to improve habits in employees, students, patients and children. Using these techniques, coaches can successfully achieve the goal of team participation. Finding the motivation will act as a spark, and positive behavior modification will give it a blow to elevate an athlete's self-confidence, team participation and positive behavior that is required for every team to excel and prove themselves in the world.

Reference

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