

## 1. Introduction To Wrestling

Wrestling is one of the world's oldest and well-known combative sports. Laced throughout history in a variety of cultures and religions wrestling has a rich history. Beginning with primitive man wrestling has a long history. Prior to possessing any kind of weapon's men wrestled against both enemies and beast. Nearly 5,000 years ago Chinese soldiers practiced a form of wrestling called Shuai Jiao. In the Bible Jacob wrestled with the Angel Gabriel and in Greek Mythology Zeus defeated his Father Cronus to become ruler. Egyptian paintings and sculpture depict wrestling's popularity during the New Kingdom period of 2000-1085 B.C (Camaione and Tillman 7-9). The Mahabharata, a widely told epic in India, tells of two heroes Bhima and Jarasandha who wrestled against one another. American history has accounts of wrestling as well; during The Civil War men wrestled a style known as "collar and elbow." One of the country's greatest historical icons, President Abraham Lincoln, took part in wrestling matches. Throughout history several documented accounts of the sport have helped give rise to its modern day success (Camaione & Tillman 7-9).

Since the days of Abraham Lincoln the sport has evolved into a more formal organized event with a systematic method of scoring. However, the same basic principles apply. Two people face off and engage one another; by using various grappling techniques the individuals struggle to get the other on the ground. There are two international styles that all countries compete in, Freestyle and Greco Roman. Freestyle and Greco Roman were thought to have arisen from a "geographic area that borders the Eastern end of the Mediterranean Sea (Hunt 6-

9).” At a very broad level the difference between Freestyle and Greco Roman lie in which parts of the body may be used. Freestyle allows the use of leg attacks whereas in Greco the competitor must rely on only their upper body to score (Hunt 8). During season high school and college wrestlers compete in a style known as collegiate, which is only practiced in America. Once the season ends most wrestlers will compete in either freestyle or Greco. This allows wrestlers who plan to compete internationally a chance to work on their skills (Gable 125).

The high school wrestling season begins in late November and for most states concludes in March with the state championships. Every state has a certain number of divisions, ranging from the smallest school to the biggest schools. The divisions are referred to as 1A, 2A, 3A, and so forth. Every state differs in the amount of divisions they have. Each individual division has a separate state championship that only involves those schools belonging to the division. For example, in the state of Nevada there are four divisions: 1A, 2A, 3A, and 4A. 1A consists of the smallest schools all the way up to the bigger schools in the 4A division. (NIAA: Nevada Interscholastic Activities Association). Every year in February the 1A, 2A, 3A, and 4A division host separate state tournaments. In the United States each state follows the same system but differ in number of divisions (Wrestling USA Magazine). California is the only exception instead they have one large state tournament.

## **2. Winning in Sports: Its Why Athletes Compete And Coaches Coach**

High school sports teams work hard toward producing state champions and state placers at the end of the season. Hours of hard work, sacrifice, dedication, and sweat are put

forth in order to achieve the goals marked out for individuals. Most athletic goals involve winning and it is 's winning that makes sports fun and challenging (Martens 24). In the words of Championship football coach Vince Lombardi, "Winning isn't everything; it's the only thing" (Martens 24). Lombardi's words may sound extreme but those who have ever competed recognize the validity of his statement. The value of winning cannot be replaced; it is essentially the "American Dream" (Warren 23). Athletes train, strain, and sacrifice so when the moment comes to perform they can be number one.

The athlete might give everything to training' but, it is the coach who is responsible for providing their athletes with the necessary skills and motivation. Some coaches are lucky enough to get an athlete who is technically superior to the rest of the competition. However, most have to work to provide an environment suitable for their athletes that will instill a winning attitude (Martens 122). Coaches are often thought of as separate from the athlete, which is not entirely true. Over time coaches and athletes build a bond made up of trust. Silken Laumann, a silver medalist in the 1992 Barcelona Olympics games for the Canadian rowing team, said this about her coach:

He was the most selfless man she has ever known with a rare mix of gentleness and toughness. He not only knows everything about this one thing (rowing) but his joy is to see his athletes realize a dream (Mageau and Vallerand 884).

Coaches who have relationships with their athletes are able to influence them towards greatness. Ultimately the final product of a Coach's hard work should result in winning and "Winning-is the name of the game" (Warren v).

Coaches and Athletes share a passion to win in the sport they have been equipped to compete in. By nature sports lend themselves to competition whether it be with oneself or another. In that competitive nature, ultimately a winner and a loser will emerge. For even in the great battle between God and Satan a winner emerged. Jesus Christ's death on the cross resulted in victory for him and all of mankind (Christ Notes). Furthermore, during ancient times athletes competed "to win". No award was given for second place; in fact it was "considered a disgrace." On the other hand the winner received a "wreath", "gifts", and "usually received an income for life" (Gaier 9). That same mentality has continued through the ages. Currently there exists an abundant amount of resources in the forms of books, models (i.e. theories, diagrams), DVD's, and the like, all providing a method for winning. At the end of the day, "winning" is the reason for competing.

### **3. Winning and Wrestling on the Central Coast**

The Central Coast wrestling programs for high school are comprised of 14 teams ranging from Paso Robles to Lompoc. Those 14 teams are split into two leagues: the Pac 7 is made up of Righetti, Atascadero, Arroyo Grande, Paso Robles, San Luis, Nipomo, and Pioneer Valley. The Los Padres league consists of St Joseph, Santa Ynez, Templeton, Morro Bay, Cabrillo, Lompoc, and Santa Maria. Out of the 14 schools named above only two wrestlers placed in the 2010

California State Championships. In both 2008 and 2009 one wrestler from the 14 schools placed. The last person to win a state title from the central coast was Arturo Basulto from Arroyo Grande high in 2002. Wrestling, like most any sport, revolves around winning, which is ultimately used as a measuring stick for success. If a team win's a state title, produces state champions, or multiple state placers; they can be considered by many to be a successful program. Currently the central coast lacks successful championship wrestling programs and a winning mentality.

I propose putting on a series of wrestling clinics on the central coast that will help raise the level of competitive wrestling and impart a winning mentality. The clinics would be conducted at six high schools in the area and be two hours long. Wrestlers and coaches will be instructed in 3 basic areas of need: 1) Fundamental techniques 2) Healthy diet tips 3) implementation of intrinsic and extrinsic motivators. An introduction to fundamental technique will include basic wrestling positions, stance motions drills, and series or chain wrestling. Followed by a brief teaching on healthy diet and weight cutting strategies followed with optional question and answer session. Finally coaches will be introduced to intrinsic and extrinsic motivation concepts. The goal is to introduce information that will be basic enough for them to apply into their already existing system.

The overall structure of wrestling and sports in general can be viewed from a business perspective. Business's will often employ the use of individuals from the outside who can help increase the overall efficiency. There are many details that differ between the two, however; at

a broad level both can turn to outside advising. In business the term “corporate culture” exists and refers to the values that guide and direct the business. In sports the same term can be applied but tailored to fit the sports world; therefore corporate culture will now be referred to as “team culture” (Martens 34). Team culture means the goals as determined by the coach that will dictate the teams course of action (Martens 34).” The team’s goal or overall vision will dictate many of their actions including winning, hard work, concentration, intensity, confidence and dedication. Teams will work hard when they realize what they are working towards. Therefore it becomes important to take time to develop the overall vision and goals. (Warren 18).

Wrestling teams on the central coast lack vision and goal’s that will challenge both coaches and athletes to rise to a new level. In speaking with John Azevedo, head coach for Cal Poly wrestling, he coached at the high school level and led Calvary Chapel High School to seven state championships over twelve years. His program was a well-known dynasty in the nation as well as California. He said “teams (referring to coaches and athletes) are satisfied with only winning league or sections.” “They need to widen their focus, their goal should be state champions and state placers.” Teams need to rework their vision and goals in order to reach new heights. Visions act as skyscrapers and goals are the building blocks, each new brick and iron girder brings the building one step closer to completion (Frontiera and Leidi 73).

John Smith, coach for Oklahoma State and arguably America’s best wrestler, has produced five NCAA national championship teams, 22 individual national champions, 3

Olympians, and 80 NCAA all Americans. After an offseason practice John had this to say to his team:

Wrestling is not routine, it can never be routine, you make wrestling a routine for one week where it's just something you do at 3:30, 3:30 I got practice, okay, it can't be a routine, it's got to be passion, you got to bring passion to your workout every day (Flowrestling).

Smith was trying to make a point to his wrestlers by motivating them to "jump levels" by coming into every workout with goals. Goals are great motivators and help the athlete recognize when progress has been made (Frontiera and Leidi 73). If a wrestler approaches a workout with the same mentality everyday, they could grow stagnant. Frontiera and Leidi referred to achieved goals as "mile markers" that can push athletes to the next level (73). Later on in Smith's speech he makes the statement, "jumping levels takes focus and passion." One can draw a conclusion from Smith's statement; in order for one to reach "jump levels" they must set daily goals and maintain a directed focus. John Smith possesses the credibility to make such a statement based on his accomplishments and philosophy that led him to greatness.

Central Coast wrestling teams are lacking the motivation and resources to enable them to go onto bigger things. Like a business uses advisors, wrestling can too. Advisors are essential people in today's world. It is a necessary mean that enables those receiving the guidance to succeed in becoming the best business.

In an information society, the advisor is crucial. The advisor processes and uses the vast amounts of information that society accumulates at an accelerating pace. If information is indeed a basic commodity in today's world, advice is the finished product. The advising process adds value to raw information. We may indeed live in the information age, but we also live in the age of advice (Salacuse 3).

Those coming in from the outside can help challenge coaches, teachers, and managers, to make changes where they are needed. Central Coast teams need direction and motivation to "Jump to the Next Level."

My experience and understanding of wrestling is rooted in 14 years as a competitor. Five of those have been spent at Cal Poly under the guidance and training of America's elite wrestling coaches including Joe Seay. He coached team U.S.A to two first places finishes in the world championships and an Olympic championship in 1996. John Azevedo: he was an Olympic team member and NCAA national champion. Sammie Henson was a World Champion and Olympic silver medalist in 2004. Mark Perry was a 2x NCAA national champion and 4x All American. The impartation received from those coaches has enabled me to be among Cal Poly's most successful wrestlers. I finished my college career as a 2x pacific ten champion, 2x NCAA all American, and career record of 100-35. Currently I have been hired on as a volunteer assistant coach with Cal Poly wrestling. My future plans include training for and winning the 2011 world championships and 2012 Olympics.

#### **4. Wrestling Drills and Skills**

High-level skill and drills play a key role in the development of a wrestling program moving to the next level. As with any sport the difference between college and high school athletics differs tremendously in several ways. Most obvious to the observer is the notable bigger, stronger, quicker, and more agile athletic ability possessed at higher levels. College wrestling techniques become much more about the details rather than learning the generalities of a move. Most high school coaches are about teaching a few random techniques rather than a system (Carson and Patterson 15-21). A system basically refers to the coaches philosophy about how his program should run. It then becomes important for coaches to teach the moves that complement their system.

A coaches philosophy should dictate the techniques he teaches. In this way, only those techniques which complement his philosophy will be incorporated into an organized system. Throughout the season this system should then be conveyed to his wrestlers in an attempt to impress them with the need for mastering a limited number of carefully chosen techniques. Thus, his philosophy becomes implemented through his system (Carson and Patterson 15).

Great College and International Coaches all preach the same basic ideas to their athletes: Buy into the system! The system then becomes the “team culture” in which athletes become part of an organized set of beliefs held by the team and coaches (Gable 8-10).

In the wrestling clinic videos the athletes and coaches from San Luis Obispo and Santa Maria high school were introduced to wrestling system developed over 14 years of wrestling.

The system itself was influenced by the techniques and philosophy's of my college coaches. Wrestlers should: 1) Wrestle from good position 2) Wrestle at a high pace 3) Always look to score from every position 4) Wrestle within a system. These are primary basic objectives that Coach Dan Gable discusses in his book Coaching Wrestling Successfully.

1) Wrestling from good position: First and foremost all wrestlers must learn to wrestle from good position. Position wrestling also known as a good stance allows wrestlers to attack and defend (Carson 21). A good stance will allow a wrestler to attack from a number of positions without putting himself in danger. In wrestling the more takedowns one can get the higher his chances of winning. Characteristics of good position include: Head up, butt down, elbows in, and hand able to touch the mat (Welker 2-3). This type of position allows a wrestler to effectively score if he needs as well as defend takedowns. Wrestler should always focus on working on their stance, two time Olympic Gold Medalist and four time world champion John Smith would spend 30 minutes a day moving in his stance. While in his stance he practiced the fundamentals that made him a great wrestler.

#### 1. Stance Motion Drills 4x30 seconds 4x40 seconds

(The first number refers to the amount of reps; second number determines how long the rep lasts for. Example: 4x30 seconds means 4 reps of stance drills each being 30 seconds long)

##### A. Emphasis on: (Details)

- a. Head up. b. Butt down. c. Elbows in. d. hand able to touch mat.

##### B. Address issues: (Problem Areas)

- a. High school wrestlers tend to drop their head
- b. If their elbows are out when they shoot they end up getting taken down.

c. A tendency exists for wrestlers to leave their legs straight rather than dropping their butt.

C. Encouragement (Continue Working On)

a. Always work on a solid stance, it is fundamental to wrestling.

b. Wrestlers from the lowest level to the highest level work on their stance.

2) Wrestle at a high pace: Wrestlers should always wrestle at a high pace; most wrestlers do not want to compete at a high pace. Furthermore wrestlers who train and wrestle at high pace have to be “highly disciplined in their training” (Gable 7). Wrestling perhaps the toughest sport does not get a lot of media coverage. Thus wrestlers should be willing to engage in a style of wrestling that appeals to audiences. The wrestler who can wrestle harder will put him self in better position to win. “Perhaps the hardest aspect of the physical style is that it contradicts human nature, which is to use the easiest method possible” (Gable 8).

One of my coaches in college, Mark Perry; believed that wrestling at a high pace enabled the attacker to emotionally and physically wear an opponent down. Mark Perry wrestled a high pace style of wrestling. He coached a high pace style, which reflected his attitude as a competitor. Both his wrestling and coaching characteristics were a reflection of his College coaches philosophy Dan Gable. Gable stressed the importance of his wrestlers competing at a high pace regardless of the style (grinders, quick motion, slick, technician, and position orientated) they wrestled. Competing at a high pace requires willingness to train and condition hard (Gable 61)

## 2. High pace stance Motion drills: 4x30 seconds 2x1 minute

### A. Emphasis on: (Details)

- a. Good position. b. High pace. c. Moving in stance with good motion. d. Cardio
- b. Incorporate high knees and quick feet with sprawls.

### B. Address issues: (Problem Areas)

- a. While moving in good position and a high pace do not lose the good fundamentals!
- b. Remain focused, after quick feet with sprawls come back to a stance.

### C. Encouragement: (Continue Working On)

- a. Stance drills are very good for the cardio vascular component of wrestling.
- b. Use either for a warm up or cool down.

3) Always look to score: When a wrestler always looks to score it become very difficult for his opponent to score on him. Besides being hard to score on, the wrestler always looking to score makes his opponent very tired. Offensive wrestling also referred to as chain wrestling helps wrestlers avoid “mental breakdowns” and strengthens their mental toughness (Welker 101). Chain wrestling requires a wrestler to always push the pace and capitalize on scoring opportunity’s. Most high school wrestlers will only perform one shot and stop. Where as high-level wrestlers will often take multiple shots before they get to a leg and finish. Wrestlers who want to be great must be affective in scoring from their feet (Kraft 2).

## 3. Stance motion looking to score: 3x30 second individuals, Working with a partner setting them up and capitalizing on the scoring opportunity.

### A. Emphasis on: (Details)

- a. Setting up their partner before taking a shot.
- b. Taking shots with good fundamentals.

c. Chain Wrestling.

B. Address Issues (Problem Areas)

a. Kids tend to take shots without setting up shots.

b. Always looking to score does not mean: take a hundred shots and get taken down rather they should be well under control.

c. Chain wrestle affectively <setup the shot and maintain basic position

C. Encouragement (Continue Working On)

a. Continue to look to work on high pace and good position.

b. In order to take a lot of shots, slow everything down so they can work on setups.

c. Once they have good setups they can pick up the pace and take more shots.

4) Wrestling within a system: The fundamentals are important to a wrestler being able to wrestle within a system. Teach them solid and rudimentary fundamentals of wrestling so when faced with an unfamiliar position they will revert to sound technique (Gable 84) Training them to have good position becomes an important quality in developing good wrestlers (Gable 142-147). Part of a coaches system should include developing and maintaining a sound understanding as well as a practical application of basic skills (Carson 17-19). Once flawless position has been developed they will be better equipped to perform high-level techniques.

Great wrestling stems from sound fundamentals that make up the foundation of a programs system. Coaches should preach good position, wrestling at a high pace, always looking to score from every position and, most importantly wrestling within a system. A coaches system also referred to as “team culture” involves the coaches philosophy about what techniques he will teach (Carson 18). His system should include basic fundamentals as part of

weekly workouts that will help maintain his athletes consistency. The techniques taught during the clinic were designed to allow coaches to easily implement them into their system.

## **5. Information on a Wresters Diet**

Wrestling is synonymous with cutting weight and diet. Anyone who has ever wrestled will tell of at least one hellacious incident where they cut too much weight. Thankfully many who take part in the grueling grind of dieting will live to tell of their ordeals. This was not the case for three unfortunate young men. During the 1997/1998 wrestling season the deaths of 19-year-old Billy Saylor, 22 year-old Joseph LaRosa, and 21 year-old Jeff Reese sparked an outrage in the wrestling community. The incident caused the NCAA to take immediate actions by making several rule changes to the weight cutting process. Similar rules were applied to high school wrestling. There have been no recorded deaths since the rule change was instituted. The rules have been effective in preventing wrestlers from losing extreme amounts of weight quickly. However, many wrestlers at the high school level still maintain unsafe and unhealthy practices (Lakin, Steen, & Oppliger 224). Many are uninformed about healthy weight cutting practices therefore affecting performance and overall concentration.

The majority of wrestlers are often motivated to make weight at a class below what they naturally weigh (Oppliger, Case, Horswill, Landry, and Shelter 3). It is not uncommon for someone to lose 10-15 pounds over a two-month period. This process often leads them to practice unhealthy and damaging weight-cutting strategies, which often proves to be detrimental to their performance (Shriver, Betts, & Payton 425). Practices such as using sauna

suits (plastics), dehydration, crash diets, and increased intense activity are a very common way that wrestlers lose weight (Shriver, Betts, and Payton 425). Other weight loss techniques include the used of Diet pills, Diuretics, and vomiting (Lakin, Steen, & Oppliger 224). People on the outside hear about such practices and immediately assume the worst. What most people are unaware is that with a proper understanding cutting weigh can be done correctly.

With the implementation of new rules over the course of the last 12 years coaches and athletes have been forced to adopt new weight cutting strategies. After the death of the three men during the 1997,1998 season NCAA immediately responded by banning the use of sauna suits and saunas. In addition weigh in times were moved from 24 hours before the match to two hours (Viscardi 2). Since the 1998 season College has modified the rule to a one-hour weigh in prior to the dual meet. In high school the National Wrestling Coaches Association (NWCA) and the National Federation of state high school Associations implemented a set of guidelines to ensure protection for athletes and coaches. First the minimum wrestling weight for each wrestler is established using body composition and hydration assessment before the beginning of the season (NCWA). Second wrestlers are not allowed to compete below their minimum wrestling weight or lose more than 1.5% of their body weight per week (NCWA). These rules were designed to prevent wrestlers from cutting dangerous amounts of weight. This way coaches have to monitor their athlete's weekly weight cutting habits.

The wrestling season is 5 months of intense wrestling, rigorous weight training, and miserable weight reduction (losing weight). The grind and physical punishment of a wrestling

practice or meet can quickly tear down an athlete's body (Niebel and Niebel 87). Once the overall mental and bodily stress caused by weight reduction is added in many fold under the immense pressure. Two of the biggest factors associated with weight cutting are crash diets and missed meals. These improper practices ultimately contribute to a wrestler's overall performance (Niebel & Niebel 84-85). There are hundreds of ways to diet for wrestling. I will only provide some fundamental weight reduction strategies for Coaches and Athletes. They must in turn research and apply their own methods. Coaches and parents especially should examine different strategies. After the clinics I was available to answer any questions about diet.

Weight reduction via crash diet should never be employed rather "it should take place over a period of several weeks and be carefully planned" (Niebel & Niebel 84). Three to four pounds a week will be more than enough for an individual who implements the gradual reduction concept. The Wisconsin Interscholastic Athletic Association (WIAA) undertook a project in 1989 to prevent high school wrestlers from crash dieting. The project was named the Wrestling Minimum Weight Project (WMWP) and set out weight cutting guidelines that wrestlers had to meet in order to be eligible to compete. Through a series of body fat tests (skin fold measurements and body weight analysis) they were given a certain amount of weight they could lose per week before the first competition. All wrestlers were restricted to a maximum weight loss of three pound per week and be at 7% for their body fat (Maurras 4). Since the programs introduction they have received positive feed back from coaches and parents. In

addition wrestling numbers have gone up 6% from the previous decline of 15%. The NWCA applies a similar model.

Most wrestling coaches (college and international), books, and articles support the idea of gradual weight reduction. In David N. Camaione and Kenneth G. Tillman book Wrestling Methods they supply a good example of “gradual weight reduction” (25). This is set up for a wrestler trying to make 145 pounds on the day of the meet.

Monday	150.5 pounds after practice.
Tuesday	149 pounds after practice.
Wednesday	148.5 pounds after practice.
Thursday	147 pounds after practice.
Friday	145 pounds after practice.
Saturday	145 pounds at the weigh-in (25).

The breakdown used by Camaione and Tillman should only be used as a model. Since every wrestling body is different and functions differently the specific diet will need to be tailored for the individual (Boring 208). Regardless of the weight trying to be made individuals can follow a good rule of thumb: 1) stay hydrated. There are many ways in which water can be expelled from the body including sensible and insensible perspiration, urination, expiration in breathing, and spit (Boring 207). Wrestlers do not have to be afraid of staying hydrated throughout the week. Through their practices and extra workouts the water comes out fairly easily. However, that does not mean drink a ton of water the night before a weigh in. Decrease water intake, as competition gets closer but maintain enough to have a good practice.

The hardest challenge for a wrestler cutting weight often stems from his ability to control and suppress the food cravings between meals. Wrestlers are encouraged to eat 4 – 5 small meals a day. This should help control the cravings. The diet should consist of well balanced-meals including: meat, vegetables, milk, bread, and fruit (Camaione & Tillman 24). In between meals in individuals should look to fruits and vegetables for comfort. Judy Nelson, Nutrition Coordinator for the United States Olympic Committee suggests that individuals eat a lot of fruit because of the various vitamins they provide (<http://www.usawct.org>). By far the biggest change a wrestler can make to their diet is cutting back on the fats and sweets. Fried foods, fatty meats, cheese, whole milk, mayonnaise, butter, soda, candy and the like are all enemies of a wrestler. They can adversely affect performance and create problems when cutting weight (Moses 4).

There is no right way to go about a diet but individuals should refer to some of the basic points made. Not everyone has the money to seek out a dietician or the time to research the details of diet. I do encourage coaches, athletes, and parents to do some research about their wrestling though. A little research and practical knowledge can go a long way especially in wrestling.

## **6. Motivation Defined and Applied**

Motivation can be looked at from several angles and in many different contexts. From work, to relationships, to school, and sports motivation plays an intricate role in all situations. However, there may be no other setting in which the term motivation is used more than in

sports. Coaches have the unique challenge of motivating players as well as themselves almost on a daily basis. Legendary Wrestling Coach for Iowa Dan Gable said, "Great motivators are themselves very highly motivated (25)." The challenge to motivate oneself becomes in essence the key to motivating others. Without the ability to stay engaged and mentally driven very little can be done to move others. Therefore the motivational theme becomes a consistent way of thought amongst coaches. No perfect formula for winning exists but with a proper knowledge and implementation of motivational principles coaches can increase their chances of winning!

The definition for motivation takes on several forms and often becomes very hard to define. One basic premise for motivation implies a move toward action. The most common definition states "motivation represents the hypothetical construct used to describe the internal and/or external forces that lead to the initiation, direction, intensity, and persistence of behavior (Vallerand 428)." A motivated person thus is characterized by the willingness to take action based on the working of stimuli to produce some action. Ideally motivation requires movement towards something.

A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated (Ryan and Deci 54).

Action without movement toward some goal cannot be characterized as motivation. Rather a stimuli acting, in order to move one or many towards a specific course of action with some

desirable end defines motivation. This will hopefully become the fundamental tool for high school coaches and wrestlers on the Central Coast.

As mentioned before no perfect formula exists for winning; every philosophy, ideology, and theory has a hole. The most winningest coach in college wrestling history found no full proof plan towards winning and motivating athletes.

Sorry to disappoint you, but there's no magic formula when it comes to motivation. If there were and I knew exactly how to apply it, I wouldn't have had the problems motivating certain individuals during my coaching career (Gable 23).

It then becomes essential for coaches to research and develop a plan that will produce the best results for their team. The reality can be very challenging for many coaches, due in part to a possible lack of experience or knowledge. One possible challenge for high school coaches can be lack of personal competition achievement. It can be very hard for a coach to take a team where he himself has not been. The challenge can be met by being "flexible" and "adaptable" thinking (Warren 42-43). A close-minded coach with little willingness to study and learn the fine points of their sport may never succeed. With a carefully developed philosophy and willingness to learn the mold can be broken (Gable 1).

Most high school Coaches on the Central Coast have high school experience, however; few possess college or international experience. Good news awaits because the mold can be broken. Coaches who possess a willingness to keep an open mind hope still remains for those. Most Central Coast coaches have defined their philosophy and team objectives. The underlying

principle for coaches, “winning” becomes a driving factor for themselves and athletes (Christina, Harvey, Martens, and Sharkey 5). By integrating motivation tools to push athletes toward some “desired end” coaches can increase their chances of winning.

My desire for Coaches during each wrestling clinic was to provide them with basic foundational motivational tools to implement into their already existing philosophy. Most coaches were already applying some tools but not maximizing their full potential. Tools exist for many purposes and can be used in several different ways. Providing coaches with a how to guide as well as a better understanding of their already existing motivational tools would hopefully help them “jump levels” (Flowrestling).

## **7. Intrinsic and Extrinsic Motivation**

The final part of this paper will be dedicated to a thorough understanding and practical application of extrinsic and intrinsic motivational tools for coaches. People have argued at length as to which type of motivation is more affective at getting desired results out of an athlete. On a broad level one type of reward will produce quick results that may not last for long. The other requires more time to produce fruit but the motivation becomes more internalized. As stated earlier a stimuli acting in order to move one or many towards a specific course of action with some desirable end defines motivation. The purpose behind the Central Coast clinics was to equip coaches with tools to help them raise the competitive level of their teams. In turn that would hopefully help raise the level of competitive wrestling on the central

coast. Both tools can be affective in achieving that purpose if coaches understand how to use them.

Dane a 15-year old hockey player has just received recognition in the daily newspaper for his outstanding achievements in last nights game. When he arrives at school the next day all the teachers and students are congratulating him for his effort. This has recently become a weekly occurrence for him. However when Dane attends practice he hates the drills and technique sessions but come game time he is on. He plays with such concentration and enthusiasm. In simplest terms Dane is being motivated by external rewards (extrinsic motivators). The fame and recognition received from his peers motivates his amazing performance in each game.

Extrinsic motivation means the one performing the activity or action does so for some external purpose. An athlete who competes because they gain awards, fame, or acceptance is engaging in extrinsic motivation. The great thing about extrinsic motivators lies in its ability to produce quick results (Martens 122). Athletes who are extrinsically motivated do not necessarily rely on what they are feeling in the moment. Rather they look forward to the sensation, satisfaction, or recognition they will receive for completing the task (Vallerand 431). In that case the reward becomes a tool to control and regulate the behavior.

The aim of the rewarder is to control the person's behavior to make him continue to engage in acceptable behaviors. And rewards often do work quite effectively as controllers. Further, whether it works or not, each reward has a controlling aspect.

Therefore, the first aspect to every reward (including feedback) is a controlling aspect. (Deci 141).

The use of trophies, plaques, encouragement, reduction in punishment, and athlete of the week honors can all be used to control a behavior. Other rewards include praise, smiles, pats on the back, a day off, playing another sport for a day, or t-shirts. Coaches should get creative and not only limit their scope of external rewards. Extrinsic motivators can create quick results. Coaches should be wise though in how they use them because they will deal with different types of personality's.

An experiment by Lepper, Greene, and Nisbett (1973) found out the power of external rewards. Children 3-5 were told they would receive a reward for drawing meanwhile another group did not receive anything. During a free choice period a few days later, the children who were told they would receive a reward spent significantly less time than the control group. The children reasoned if they were not going to get a reward then why engage in the activity (Warneken & Tomasello 1785). In this situation the reward became the purpose for completing the drawing. Coaches can utilize rewards to motivate their athletes. The challenge for the coach now becomes paying attention to what stimuli will move their athlete towards action. Not all athletes are the same, some rewards might be stimulating for one athlete and not so for another (Martens 157). A good coach will put forth effort to recognize his wrestlers needs.

Kelly Sue is the most talented girl on her soccer team and often receives a lot of attention. But Kelly seems to never notice all the attention. Instead her fascination with the

intricacy and detailed strategies of the game motivate her to attend practice and study film. Kelly will often spend hours analyzing films and studying different formations without anyone ever knowing. She receives no recognition or affirmation for her time spent. Kelly Sue is engaging in the activity for internal satisfaction (intrinsic motivation).

Athletes who do an activity for the sense of internal satisfaction are intrinsically motivated. Feelings of success, pride, accomplishment, and competency usually accompany internally motivated athletes (Martens 159). Unlike extrinsic motivation where coaches could control the behavior, intrinsic motivation challenges the coach to verbally explain components of the sport. A coach might need to explain and breakdown certain facets of the sport that athletes may find interesting. Using Edward L. Deci's definition for intrinsic motivation: Intrinsically motivated behaviors are behaviors, which a person engages in to feel competent and self-determining (Deci 61). Coaches can persuade their athletes toward intrinsic motivation.

Deci's definition is broken down into "two general kinds." The first people who are not experiencing some sense of stimulation will seek it out. Secondly individuals have a need or desire to conquer challenges. Thus once people find some kind of stimulating activity (working on a wrestling move) they will work to perfect it. Therefore creating a sense of competency and understanding towards the move and self-determination because they mastered it (Deci 61). Coaches can provide challenges to intrinsically motivate their wrestlers. He can challenge them to go home and watch one John Smith wrestling match on the Internet. The next day he can

suggest they research the top guys in their weight class. Hopefully through the challenges an internal interest toward the sport will arise. Maybe by watching John Smith videos they find a technique fascinating. That in turn may create a desire to gain competency (understanding) of the move and become self determined to master it.

Coaches who are motivated themselves can motivate their athletes as well. A coach who sincerely loves wrestling will be able to rub off onto their wrestlers.

I've always thought of motivation as the energy source that sustains successful wrestling programs. That energy flows from the coach and through each athlete on the team.

Making athletes excited about what they are doing and providing them opportunities to fulfill their wrestling ambitions is extremely rewarding (Gable 25).

Coaches who can create an atmosphere for intrinsic motivation to take place will be able to influence their athletes without directly rewarding them (Martens 122). If wrestlers feel and sense the excitement from their coaches and teammates they might be more willing to engage the sport. Therefore intrinsic motivation stems from an ability to challenge athletes and create a suitable atmosphere for them to love the sport.

Coaches can utilize intrinsic and extrinsic motivation to motivate their athletes. Both are affective tools, if used at the right time the results can be beneficial to the program. By using external rewards as stimuli wrestlers can become motivated to reach a desired end in which they receive some reward. Internal rewards can be stimuli which; challenge a wrestler to learn more about their sport. By mastering certain techniques and learning names of great wrestlers

individuals can reach a desired end. In which they gained competency about a certain component and were self determined in conquering a challenge. Coaches who learn these basic skills and practically apply them may produce a winning team or individuals.

## **8. Final Thoughts**

The Central Coast Wrestling Clinics provided me with valuable hands on experience in teaching coaches and athletes. Often times well accomplished wrestlers do not make great coaches or teachers of the sport. They possess the talent but never learn to effectively pass on the skill. Teaching in of itself is a gift and skill. I was very privileged to take the techniques, strategies, and mentality from 14 years of competing and impart that knowledge into others. Since a large part of my future after graduating from Cal Poly will deal directly with coaching teams, clinics, and camps the clinics provide a great base. Thus Cal Poly's learn by doing model has equipped me to utilize my knowledge and skill.

The overall structure of the clinics differed from the first clinic to the last. Before doing the clinics I figured it would be easier to teach kids specific wrestling techniques. However, after observing the first two teams I realized that most of them lacked basic fundamental position. It was then that I restructured the whole approach. Taking the knowledge from my research it seemed logical to take the knowledge of experienced wrestling coaches and integrate their wisdom. I used a mixture of my experience and wrestling books to formulate the overall teaching structure. My hope was that coaches and athletes would learn and implement the simpler yet fundamental techniques. The approach seemed successful because by the end of

each of the last four clinics the wrestlers had drastically improved their position. During one of the session Coach Doug from Santa Maria high school commented on how much better his kids technique looked. Coach Spiller from Atascadero high school was so impressed he invited me back to work with his kids. That was with pay!

A little knowledge when it comes to weight cutting can go a long way. Wrestlers and coaches both can benefit from a teaching on weight reduction. The 1 ½ to 2-hour time slot was primarily used for teaching wrestling techniques. Wrestlers were not able to receive adequate knowledge on the topic of weight cutting. It would have been very helpful to prepare a handout with basic weight cutting principals and websites. That would have provided them a good base.

The practical application of intrinsic and extrinsic motivational concepts during the clinics was evident. In the majority of the wrestling rooms plaques and signs were on display. Each one had different accomplishments (state champions, section champs, all Americans) achieved by former wrestlers from that particular school. I proceeded to explain that when they became an all American or state champion they would receive praise and recognition for their achievements. This obviously was an application of extrinsic motivation to get them to work harder during the next year. Intrinsic motivation was implemented by challenging the athletes to perform certain tasks on their own. Therefore I challenged them to research the top guys in their weight class and familiarize themselves with highly accomplished wrestlers. My hope was for them to acquire and internal motivation to learn more about their sport. Time will only tell

if the practical application of the motivational tools will work. It would have been very helpful to prepare a short handout for coaches to utilize these tools.

The experience gained was very helpful in getting a grasp of what works and what does not. I was able to utilize many different techniques and skills. Some were useful and others were not. During the upcoming summer I will be attending and coaching several camps for elementary through high school age kids. The experience from the clinics will allow me to make necessary changes to problem areas and expand upon the good ideas. If you would like to view any of the videos from the clinic they can be found on [www.youtube.com](http://www.youtube.com). Click into the search box and type cpami121 and the videos from the clinics will appear on your screen.