

Tandem Workbook

It is the quality of the relationship that matters



for success and satisfaction

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LEARNING OUTCOMES

After reading this booklet and completing the tasks, you should be able to:

1. Demonstrate an understanding of the links between coaching and the coach-athlete relationship
2. Appreciate the purpose of the relationship for effective coaching
3. Realise that the quality of the relationship is likely to create a social environment that is conducive to enhancing performance within which the coach and the athlete interact, communication and influence one another
4. Outline and evaluate theories underpinning the coach-athlete interpersonal dynamics
 - a. Focus on the 3+1Cs model of the coach-athlete relationship
5. Discuss interpersonal skills and strategies to enhance the quality of relationships
 - a. Consider specific behaviours that enhance the relationship quality
 - b. Consider specific communication strategies (COMPASS) that enhance the relationship quality
6. Evaluate the relationship quality and communication patterns while reflecting on what can be done to further develop strong bonds that enhance coaching effectiveness
7. Recognise that interpersonal conflict in the coach-athlete dyad is inevitable yet an opportunity for growth and development

Introduction

Can success be achieved by talent alone? Maybe it can. Though what is clear is that coaches have been instrumental to even the most talented and successful sport performers. Even the most successful athletes need coaches to support and guide them. It begs the question, what do coaches do and how are they so successful with their athletes? It is commonly argued that the coach has the capacity to see what athletes can't see and has the ability to fine-tune their performance as well as help them focus their efforts and energies so that they excel. However, without the coach-athlete bond, coaches' capacities, abilities, skills and influence would be less effective. The coach-athlete bond can provide a sound platform from which both the coach and the athlete pursue performance goals and achieve extraordinary success. Ultimately, the relationship is at the heart of effective coaching (Jowett & Shanmugam, 2016).

In this workbook, we are asking you to reflect and draw on your knowledge and experience to answer fundamental questions that set the scene for the focal topics that follow on coach-athlete relationship, communication and conflict.

What is your coaching philosophy?

While your coaching philosophy may change and evolve over the years, it is important to continuously consider it. It is said that a clear coaching philosophy is a key ingredient to coaching success (Lyle, 2002) because (a) it can potentially guide and direct your coaching practice and (b) it can identify with your delivery by reflecting on your core coaching values and methods.

Take a few moments to think and write your coaching philosophy at this present time:

What does coaching mean to you?

In coaching science, coaching has been defined in many different ways. For example, Cote and Gilbert (2009) referred to the professional (e.g., knowledge, experience, skills), intrapersonal (e.g., personality, age, gender) and interpersonal (e.g., relationships, communication, leadership) factors of coaching. Lyle (2002) defined coaching and interpersonal affair and Jowett (2005) emphasised that at the heart of coaching lies the dyadic coach-athlete relationship. The expectation is that all coaches are well qualified with the technical, tactical and strategical aspects of the sports they coach alongside aspects related to how they relate, communicate, interact and influence their athletes to become better and happier performers.

Take a few moments to think of your definition about coaching:



How useful the above equation is to you, your coaching and coaching philosophy?

Next,

*Considering your coaching philosophy **and** definition of coaching, how much value and significance do you place on the coach-athlete relationship and why?*

What purpose does the coach-athlete relationship serve?

- *It is energising, motivating and encouraging*
- *It is comforting, calming and reassuring*
- *It is fulfilling, rewarding and satisfying*
- *It is supportive, caring, and accommodating*
- *It is **purposeful***

Consider how each of the above could be thwarted in poor quality relationships:

So, what is coach-athlete relationship?

What is the theory?

Over the years, coach-athlete interpersonal dynamics have been examined through leadership frameworks, motivational frameworks and more recently relationship frameworks.

✓ *Leadership Frameworks include:*

The multidimensional model of coach leadership (Riemer, 2007)

The mediational model of coach leadership (Smith & Smoll, 2007)

Transformational model of leadership (Bass, 1985) in sport (Callow et al., 2009)

✓ *Motivational Frameworks include:*

Coach-created motivational climate (Duda & Balaguer, 2007)

The motivational model of the coach-athlete relationship (Mageau & Vallerand, 2003)

✓ *Relationship Frameworks include:*

The 3+1Cs model of the coach-athlete relationship (Jowett & Shanmugam, 2016)

Note: Poczwadowski et al (2002) and Wylleman (2000) have also put forward coach-athlete relationship conceptualisations; however they have not generated further research other than the original, singular investigation.

Read one theory from the *leadership* list and one theory from the *motivational* list

- **Consider their main features and key assumptions.**
- **Critically review their strengths and weaknesses in helping us understand the complex dynamics between coaches and athletes.**

Use separate sheet/s to complete this task.

The 3+1Cs model of the coach-athlete relationship explained

Jowett and colleagues (Jowett, 2005; Jowett & Cockerill, 2003; Jowett & Shanmugam, 2016) put forward the 3+1Cs conceptual model in an attempt to define and measure the content and quality of the coach–athlete relationship. Subsequently *the coach-athlete relationship was defined as a social situation in which a coach's and an athlete's interpersonal feelings, thoughts and behaviours are mutually and causally interconnected*. The mutually exclusive psychological constructs of closeness, commitment, and complementarity (known as the 3 Cs) were incorporated into a conceptual model to represent the dyadic relationship that coaches and their athletes form in the course of their athletic partnership.

Closeness refers to the emotional connection or affective ties that coaches and their athletes experience in their daily interactions and include respect, trust, appreciation, like, as well as care, support, and concern.

Commitment explains a coach's and an athlete's desire and willingness to work with one another over a period of time and be prepared to undergo together ups and downs during the course of their partnership.

Complementarity is synonymous to co-operation and describes coaches' and athletes' cooperative/reciprocal (e.g., 'give and take' attitude: coaches' role to lead, direct and instruct and athletes' role to execute, follow and engage) and affiliative/corresponding (e.g., being friendly, responsive, receptive, relaxed) interactions as these occur largely in training and practice.

Co-orientation captures the degree to which a coach and an athlete understand and agrees with the other's viewpoint as this relates to their Closeness, Commitment and Complementarity.

Let us consider what you can do and how you can develop a better relationship with each athlete you coach. Think of specific behaviours you can manifest, interactions you can initiate, and verbal or non-verbal communications you can perform that are likely to enhance specific relationship qualities such as,

Closeness:

Trust: _____

Respect: _____

Appreciation: _____

Interpersonal Liking: _____

Commitment:

Consider what you can do to specifically develop a sense of commitment or longevity or a long term orientation with your athletes. Say it in a different way, what is most likely to attract your athletes to want to be coached by you on day to day basis and from season to season?

Make a list:

[illegible]

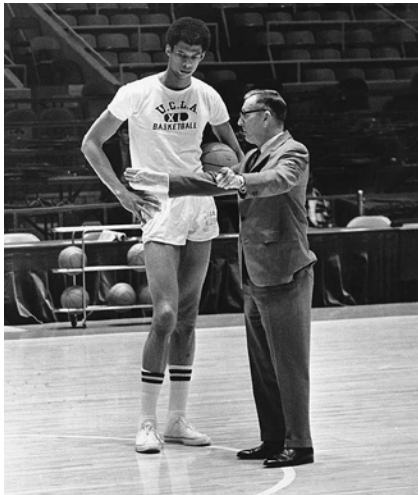
Complementarity

How would you create a coaching (training and performance) environment that is both *reciprocal* where the roles and tasks are clear and *corresponding* where there is a friendly, adaptable or responsive approach from you and your athletes?

Reciprocity (how would you achieve clear roles and tasks): _____

Corresponding (how would you achieve a friendly and responsive approach?): _____

Examples of exceptionally successful partnerships



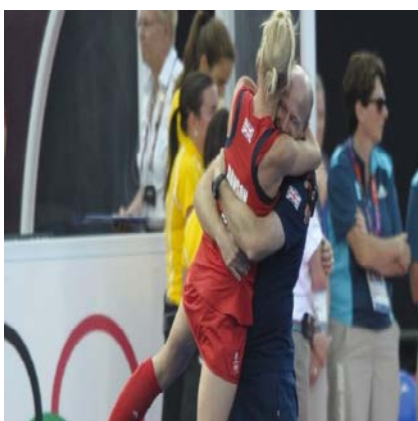
Kareem Abdul-Jabbar on coach John Wooden:

"He was a great teacher, and he was a molder of talent. Basketball was just the means that he affected us, and made us deal with our character issues. Because what we'd learn on the court really did translate to our lives."



Simone Biles on coach Aimee Boorman:

"I'm very fortunate to have a coach that I got to stay with all this time. Every year the bond gets stronger and better and we understand each other more. And it's like she can tell if I walk in the gym what kind of mood I'm in, what she has to fix for the practice I need or how I'm feeling."



Can you think of other successful partnership?

What is so special about them?

ASSIGNMENT: Read selected essential reading and then complete this essay

Reflect on the effectiveness of one of your relationships with a specific athlete. Describe its content using the 3+1Cs Model. Consider the purpose of this partnership and identify strengths and weaknesses. Then explain what you can do to enhance its effectiveness and consider how a better relationship can facilitate your coaching and help your athlete reach their goals in general terms.

(2,000 words)

Qualitative Research employing the 3+1Cs model

A series of qualitative case studies were conducted to explore whether these constructs represented the reality of coaches' and athletes' perceptions and experiences of the coach–athlete relationship. Jowett and Meek (2000) conducted the first research study employing the constructs of closeness, co-orientation, and complementarity in the coach–athlete relationship. Four married coach-athlete dyads, all of whom participated at high performance levels in athletics, were selected. Interviews were conducted and findings revealed that the marital coach–athlete relationship involved strong affective bonds such as love and liking, care, trust, and faith. It was also reported that there was a continuous exchange of information that contributed to the dyads' level of shared knowledge and understanding. It was further evident that the dyads' roles were complementary in that the coach led and the athlete executed in a friendly sporting environment.

In another study, Jowett and Cockerill (2003) investigated the perceptions of 12 Olympic medalists regarding the role and significance of the coach–athlete relationship to performance success. The results of the qualitative data analyses revealed the content of the coach–athlete relationship in terms of closeness, co-orientation, and complementarity and their possible effects on performance success. Although the nature of the coach–athlete relationship was viewed as instrumental to performance success, it was vulnerable to antagonistic tendencies; for example, power struggles ('who is the boss') resulting in the relationship members' disagreements and misunderstandings.

In an attempt to further understand the content and functions of coach–athlete relationships that experience interpersonal conflict, Jowett (2003) investigated a

coach–athlete relationship in crisis. An Olympic silver medal winner and her coach of four years experienced conflictual issues following their major success. The analysis of the qualitative data revealed that although the athlete described the coach–athlete relationship in terms of affective closeness and complementary transactions, the level at which these were experienced at the time of the interviews was nowhere near the levels experienced prior to, and during, the Olympic Games. The coach's resistance to adapt his coaching practices to accommodate the athlete's additional needs (e.g., desire to renew their common goal, to feel in charge) led to the experience of tension on a daily basis. The dyad lacked co-orientation caused by each member's unwillingness to communicate effectively. It was concluded that their level of interdependence was weak and ineffective, leading to performance disappointments and eventually relationship dissolution.

Further qualitative studies (Jowett, 2008; Jowett & Timson & Katchis, 2005) were conducted to investigate the parental coach–athlete relationship in which the parent is also the coach of the athlete. The findings revealed the complex interpersonal dynamics involved in such dual-role relationships and highlight that the quality of the parent–child relationship is an important determinant of the effectiveness of the coach–athlete relationship. Moreover, these findings highlight the 'paradoxical mix' of roles that typically occur during periods of transition (e.g., child's adolescent years, sport specialization years). The paradoxical mix refers to the child/athlete desire to experience a sense of dependence within the coach–athlete relationship yet increased independence within the parent–child relationship (Jowett, 2008). This series of qualitative case studies provided initial support for the conceptual model and highlighted its important functions for performance and subjective well-being (e.g., satisfaction, frustration, anxiety).

The development of questionnaires to *quantitatively* assess the quality of the coach-athlete relationship

Qualitative research indicated that coaches and athletes understand their sporting relationships often utilizing two frames of reference: First, how they themselves connect with the other (e.g., I trust my coach or I trust my athlete) known as the direct perspective. Second, how they believe the other connects with them (e.g., My athlete trusts me or My coach trusts me) known as the meta-perspective. Lorimer and Jowett (2014) explained that both perspectives are important as they can shape the overall quality of the relationships and in turn is effectiveness. Jowett and Ntoumanis (2003) developed a brief questionnaire to measure coaches' and athletes' *direct perspective* of their interpersonal Closeness (I respect my athlete), Commitment (I am committed to my athlete), and Complementarity (When I coach my athlete, I am responsive to his/her efforts). The analysis supported the proposed three-dimensional structure of the questionnaire. Moreover, it was shown that closeness, commitment, and complementarity were associated with the variable of interpersonal satisfaction, lending support to the predictive validity of the measure.

In Jowett (2009) developed a corresponding questionnaire to the direct perspective to assess the meta-perspective of coaches and athletes' Closeness (My athlete respects me), Commitment (My athlete is committed to me) and Complementarity (When I coach my athlete, my athlete is responsive to my efforts). The psychometric properties (validity and reliability) of the meta-perceptions version were also found to be satisfactory. Moreover, meta-closeness, meta-commitment and complementarity were positively associated with support and negatively with conflict.

Combinations of relationship members' perspectives can supply in-depth information about what goes on in the relationship in terms of a coach's and an athlete's: (a) *actual similarity*; (b) *assumed similarity*; and (c) *empathic understanding*. Coaches and athletes' levels of actual similarity can be ascertained by comparing the self-perceptions of both coaches and athletes from such statements as 'I am committed to my coach' and 'I am committed to my athlete'. A comparison between one member's direct perspective and meta-perspective yields an assessment of that person's assumed similarity. For example, athletes' assumed similarity with their coaches can be determined by comparing their self-perceptions ('I am committed to my coach') with their meta-perceptions ('My coach is committed to me'). Finally, empathic understanding is yielded by comparing one member's direct perspective with the other member's meta-perspective. For example, coaches' empathic understanding of their athletes can be discerned by comparing a coach's meta-perception with his/her athlete's self-perceptions ('My athlete is committed to me' and 'I am committed to my coach'). In the coach–athlete relationship, co-orientation refers to the broader notion of coaches' and athletes' common ground or perceptual congruence as this pertains to the status of the quality of their dyadic relationship and includes actual and assumed similarity, as well as empathic understanding.

Research Employing the 3+1Cs Model and the Coach-Athlete Relationship Questionnaires (CART-Qs)

The 3+1Cs model and its accompanied measures allow researchers to explore and discover a more complete landscape of the interpersonal dynamics of the coach–athlete relationship. Table 1 presents a research model proposed by

Jowett and Poczwardowski (2007), outlining hypothesised links of determinants and consequences of the quality of the coach-athlete relationship as defined by the 3Cs (Closeness, Commitment and Complementarity) and measured by its accompanied measures (CART-Qs).

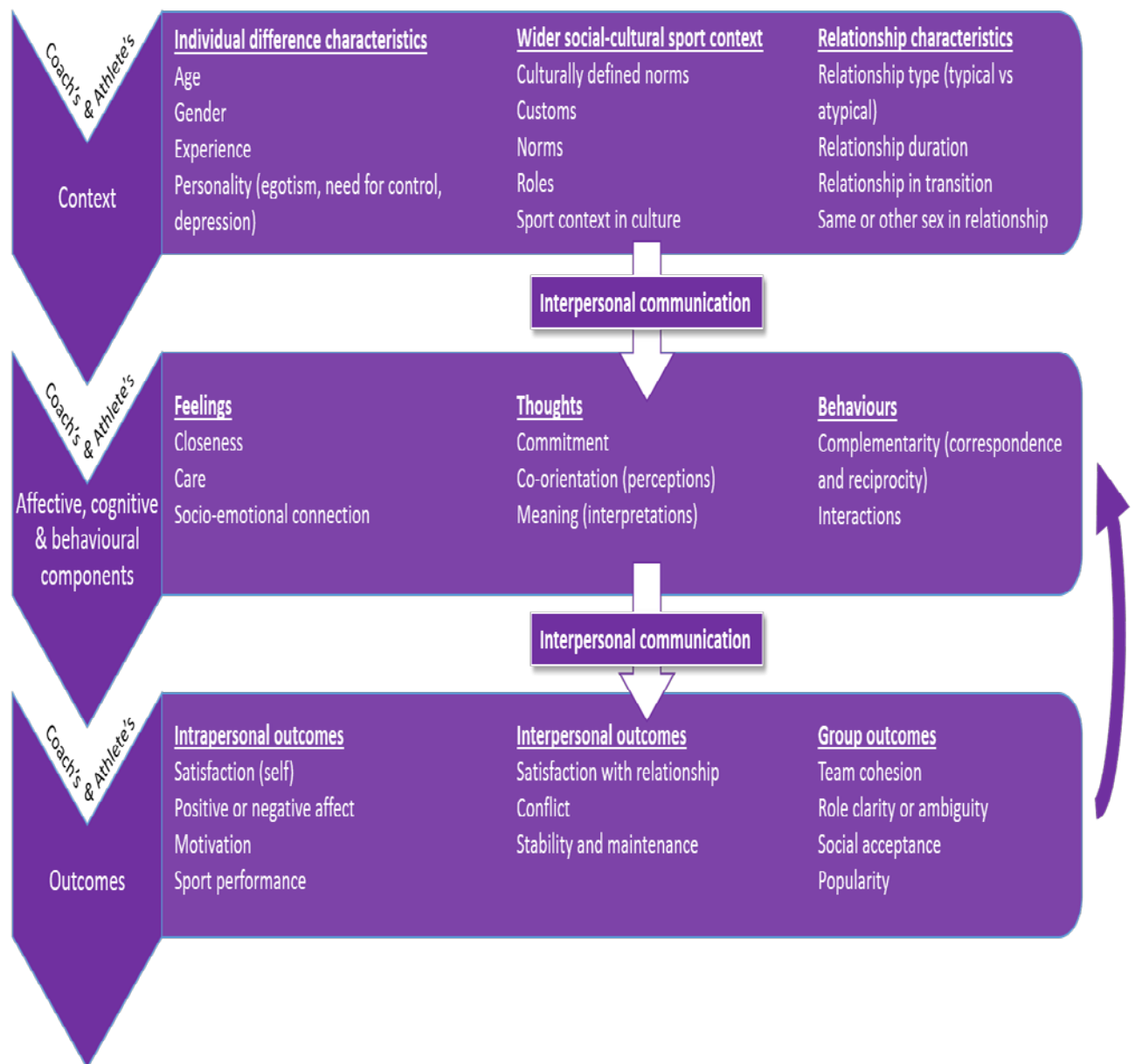


Table 1. A research model of coach-athlete relationships.

How do you think your athletes' *personality* or character can affect the quality of the coach-athlete relationship, for example, the development of trust and respect, the creation of a bond that is long-term and working well and effective with one another?

Research, in a nutshell, shows (e.g., Davis & Jowett, 2011, 2013; Felton & Jowett, 2013; Jowett et al., 2012) that athletes and coaches' personality (e.g., whether they are open to experience, conscientious or generally anxious about people and situations) can affect their own perceptions about the quality of relationships. So if your personality make up is positive then you are more likely to positively evaluate the quality of the coach-athlete relationship. What is your personality make up?

Moreover, it has been found that athletes' personality affect how coaches' perceive the coach-athlete relationship. For example, athletes who are generally less comfortable with close relationships are likely to be perceived by their coaches as distant and subsequently rate the relationship as lacking the necessary trust, respect, commitment and co-operation.

Consider the consequences of this perception on the part of the coach as this relates to coaching "distant" athletes or less positive personalities.

How do you think athletes' *gender* and coaches' gender can affect the quality of the coach-athlete relationship, for example, the development of trust and respect, the creation of a bond that is long-term and working well and effective with one another? How would the gender of the coach and the athlete influence the ties they develop?

Research, in a nutshell, shows (e.g., Jowett & Clark-Carter, 2006; Jowett & Nezlek, 2013) that athletes and coaches' gender influences not only the quality of the relationship but also the level of satisfaction with training and instruction as well as performance. Results highlight that when the coach is male, athletes regardless of their gender form strong partnerships and reach high levels of satisfaction. While female coaches with male athletes don't seem to form strong and satisfying relationships. One potential reason for same gender coach-athlete relationship and high quality relationships that are satisfied, may lie on the importance of similarity. How can you foster similarity beyond gender in the coach-athlete relationship?

Another reason for these findings may lie on the domination of male coaches over the years especially in competitive sport. It is plausible that male athletes' attitudes have not changed sufficiently to view a female coach in the same way they view a male coach. In the eyes of male athletes, female coaches may not have achieved enough success to act as role models that they wish to be associated with. Could male athletes view this cross-gender partnership as less workable and effective?

How do athletes and coaches' perceptions of good quality relationship (versus a poor quality relationship) influences their levels of motivation?

Research, in a nutshell, shows (e.g., Adie & Jowett, 2013; Jowett, 2008; Olympiou et al., 2008) that the better the quality of the relationship the higher the levels of motivation for athletes. For example, athletes were more likely to focus on striving for task mastery and personal improvement with the perception that the coach has pledged their long term support (i.e., commitment), is appreciative and respectful (i.e., closeness), and is readily accessible (i.e., complementarity) regardless of the outcome (success or failure). Whereas if athletes found themselves in a poor quality coach-athlete relationship, their focus was more likely to be disrupted away from competence-based pursuits, and thus position themselves toward the possibility of failure. What would you do if your athletes felt, for example, that you dislike them, you are distant, uncommitted, and impassive? How would you ensure that you remain connected with your athletes over time, through good and bad times, through performance slumps, injuries and so on?

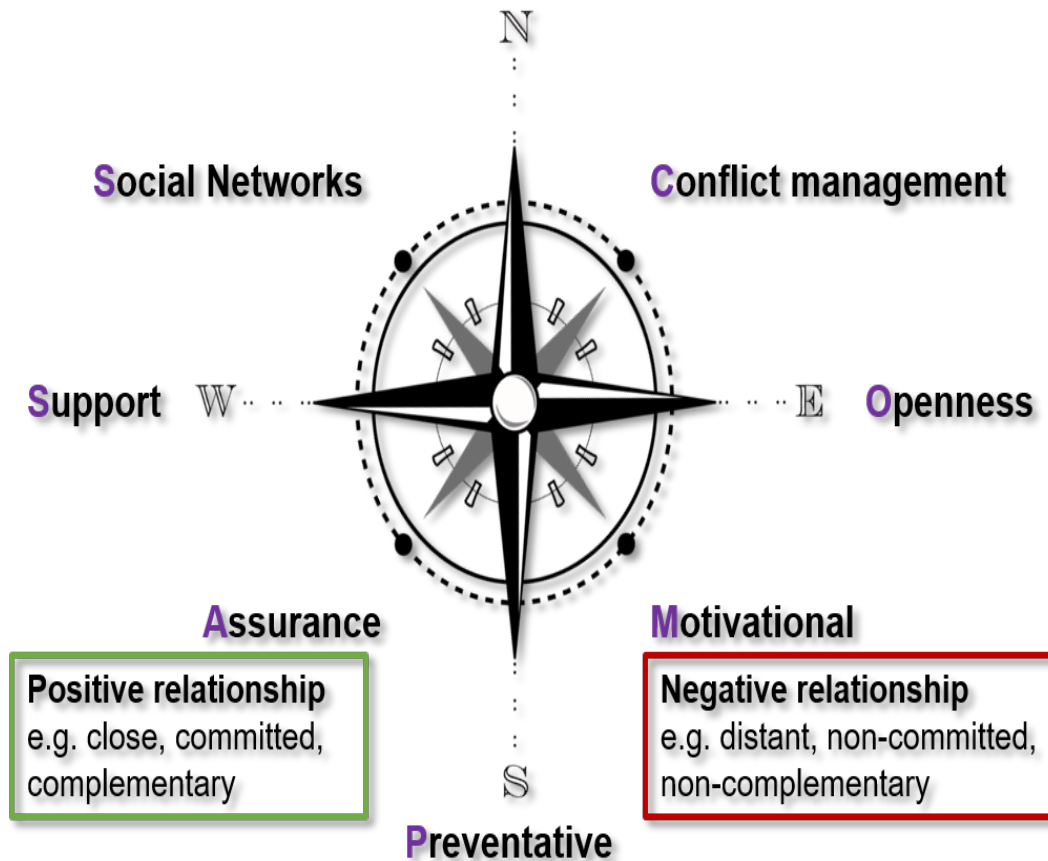
In summary, the quality of the coach-athlete relationship (as defined by the 3Cs and measured by the CART-Qs) is affected by individual difference characteristics such as personality-like factors, gender, age, sport type, performance level, cultural background and relationship factors. Moreover, the quality relationship affects both performance-related factors (e.g., perceived performance, collective efficacy, team cohesion, motivation) and wellbeing-related factors (e.g., satisfaction, happiness, vitality, affect, depression).

Relationship Quality & Communication Strategies

Relationship is the vehicle that takes coaches and athletes on a performance journey. One would expect that when strong, sound and harmonious relationships are formed, the journey to skill development and performance success is smoother and less eventful than when relationships are poor, discordant and broken. Research shows that relationships fulfil basic psychological needs as autonomy, relatedness and competence (Felton & Jowett, 2013, 2015). Communication between coaches and athletes is a key process that fuels, activates and energises the relationship. When coaches and athletes talk, act together, disclose information, make joint decisions, and even argue, they in fact keep their relationships positive and ever-evolving.

Communication can be defined as the process of understanding and sharing meaning. *Constant* communication helps develop shared knowledge and avoids discrepancies, misalignments or divergence that can cause friction in all relationships, not just the coach-athlete relationship! One important communication method available that helps us navigate our relationship journeys is a COMPASS (see Rhind & Jowett, 2011).

COACH & ATHLETE



Conflict Management refers to managing discrepancies, misunderstandings, dissimilarities by identifying, discussing, solving and monitoring

Openness refers to sharing and exchanging information (sport & personal) that is relevant to the interaction

Motivational refers to ensuring that the other is motivated to work with you and to continue sport

Preventative refers to discussing the expectations and consequences if expectations are not met (relationship rules – do's and don'ts)

Assurance refers to knowing that the other person will be there for you should the need arise

Support refers to creating a supportive, nurturing, caring environment

Social Network refers to promoting team building, social cohesion and encompassing the wider social supportive network (e.g., fellow athletes, coaches, parents, partners)

Compass was created to promote the quality relationships.

What COMPASS strategies would you utilise most to improve *Closeness* (affective ties such as mutual trust, respect, appreciation, interpersonal liking), especially when lack of closeness in your coach-athlete relationship has been reported?

What COMPASS strategies would you utilise most to improve *Commitment* (cognitive ties such as the willingness and desire to continue working with one another over time), especially when lack of commitment in your coach-athlete relationship has been reported?

What COMPASS strategies would you utilise most to improve *Complementarity* (behaviour ties such as the ability to work well together, lead the proceedings and execute instructions), especially when lack of complementarity in your coach-athlete relationship has been reported?

Research, in a nutshell, has shown that Closeness was associated with Openness, Social Networks and Social Support. Commitment was associated with Conflict Management, Assurance and Support. Last but not least Complementarity was associated with Conflict Management, Motivational and Preventative type of communication. For more information, read Rhind and Jowett's (2011) research paper.

Reflect on how your responses align with the research findings and provide reasons for any discrepancies.

Closeness & Communication

Commitment & Communication

Complementarity & Communication

Conflict in the coach-athlete relationship

Conflict is inevitable in coach-athlete relationships. In fact the more the interdependent (i.e., close, committed, complementary) the relationship, the more the opportunities for conflict to arise. At some point during the course of the sporting partnership, coaches and athletes are likely to experience conflict, disagreements, arguments, misunderstanding over the training programme, specific techniques and skills, conflicting performance goals, as well as power struggles among others. In the relevant literature, Conflict is defined as a situation in which a coach and an athlete perceive a disagreement about values, needs, opinions or goals and is *manifested* through initial *negative* affective, behavioural and cognitive reactions (Waschmuth et al., 2016). In your experience, what are the most frequent causes or triggers for coach-athlete conflict?

How does conflict – when present – make you feel, think, behave?

How do you deal/manage conflict with your athlete when it occurs?

Research, in a nutshell, has shown that the most likely causes of conflict include:

- Perceived lack of competence of other – coach and/or athlete (e.g. Antonini-Philippe & Seiler, 2006; Greenleaf et al., 2001)
- Diverse or incompatible goals and strategies to achieve these goals (e.g. Gould et al., 2002; Jowett, 2003)
- Lack of motivation in practice and/or competition (e.g. Jowett, 2003; Kristiansen et al., 2013)
- Lack of commitment to the relationship and perceived lack of interest in the other – coach and/or athlete (e.g. Jowett, 2003)
- Disliking the other (e.g. Kristiansen et al., 2012)
- Lack of empathy (e.g. Chan & Mallett, 2011)
- Training schedule / workload (e.g. d'Arripe-Longueville et al., 1998; Kristiansen et al., 2012; Tamminen et al., 2013)
- Life style and private/life decisions, as well as over-involvement of the coach (e.g. Burke, 2001; Jowett, 2008; Stirling & Kerr, 2009)
- Injury and rehabilitation, as well as recovery and fatigue (e.g. Greenleaf et al., 2001; Shrier et al., 2014)
- Misunderstandings/ misinformation/ lack of communication skills (e.g., Sullivan et al., 2004, 2011; Mellalieu et al., 2013)
- Perceived lack of communication (e.g. Culver & Trudel, 2000; d'Arripe-Longueville et al., 1998; Tamminen et al., 2013)
- Power struggles/ resistant behaviours (e.g. d'Arripe-Longueville et al., 1998; Stirling, 2008, 2009, 2013)
- Unequal treatment/ unfairness/ lack of sportsmanship/ lack of respect (e.g. . d'Arripe-Longueville et al., 1998; Ommundsen et al. 2005; Smith et al., 2006)
- Team selection, role conflicts/unfulfilled role expectations (e.g. Benson et al., 2013; d'Arripe-Longueville et al., 1998)
- Influence of significant others (e.g. parents), media, higher sporting institution (e.g. d'Arripe-Longueville et al., 1998; Jowett & Timson-Katchis, 2005; Smith, 2001)

For a review, see Waschmuth et al. (2016)

Relationship Rules: Do's and Don'ts for Coaches & Athletes

Think of rules as expectations; expectations that coaches and athletes hold for each other. What do you, as a coach, expect from your athletes?

How have you shared these expectations with your athletes?

What are your athletes' expectations of you, as their coach - do you think?

Have you ever asked them to let you know of what they expect of you? How do your expectations of your athletes and your athletes expectations of you align? Do they agree or disagree? Why? How do they affect (a) the relationships you develop with them, (b) your coaching and (c) the achievement of performance goals?

Social psychologists (see e.g., Jowett & Carpenter, 2015) have proposed that coaches and athletes attain their goals and satisfy their needs by means of relationship rules. The exploration of rules (or indeed the expectations each hold) is important because they (a) regulate behaviour that thus minimises conflict that may disrupt the relationship and (b) provide an exchange of rewards that motivate the relationship members to stay in the relationship. So by exploring the expectations each hold within the coach-athlete relationship and their relative role and importance, we can then promote better relationships and coaching that can effectively bring about performance successes (however one decides to define success) and personal satisfaction.

Example of Rules/Expectations:

Address athletes by first name

Disclose personal feelings or problems and keep confidences

Give birthday cards or presents or acknowledge/celebrate such events

Avoid showing anxiety, uncertainty in front of the athlete

Ask for help or support

Ask for personal advice

Show unconditional positive regard

Share news and feedback and important information

Do not criticise in public

Not being jealous or overcritical

Be tolerant

Stand up for your athlete/coach in their absence

Feel comfortable to open up to coach/athlete with relevant information

Put effort and be prepared to sacrifice or be flexible

(These are just examples)

PRACTICAL COACHING TOOL



packages the theory and research around relationships and

communication in such ways that coaches and athletes can readily use it to improve the quality of experience by ensuring that each and every person has the potential to succeed in sport!

Tandem – A coaching tool: diagnostic, prognostic and educational tool

Go to

<https://www.tandemperformance.com/shop/choose-report/>

Complete a coach+athlete assessment and carefully read the report (ask one of your athletes to complete it as well – it may be an idea to ask an athlete who you think you have a good relationship and an athlete who you think you may have a not-so-good relationship...). Tandem will identify the relationship quality/communication patterns and place it in a scale that ranges from 1 (extremely poor) to 7 (extremely strong).



If an opportunity arises, discuss the scores with your athletes on a one-to-one meeting.

On your own, reflect on the following:

How have the results of the report portrayed the relationship you have with the specific athlete? Explain if you agree – disagree? Are there any areas of development? What are you going to do next?

Finally, reflecting on the material in this booklet, consider the lessons you have learned as a coach, coaching individual athletes. Has any of the material made you think about the ways you deliver coaching?

ASSIGNMENT: Read selected essential readings and then complete this essay

Reflect on the effectiveness of one of your relationships with a specific athlete. Describe its content using the 3+1Cs Model. Consider the purpose of this partnership and identify strengths and weaknesses. Then explain what you can do to enhance its effectiveness and consider how a better relationship can facilitate your coaching and help your athlete reach their goals.

(2,000 words)

Essential Reading (in bold)

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