

MARTIN-LUTHER-UNIVERSITÄT



HALLE-WITTENBERG

Functional Coach-Athlete Interaction as a Basis for Talent Development

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The Athlete's Trajectory - 6th German-Chinese Symposium

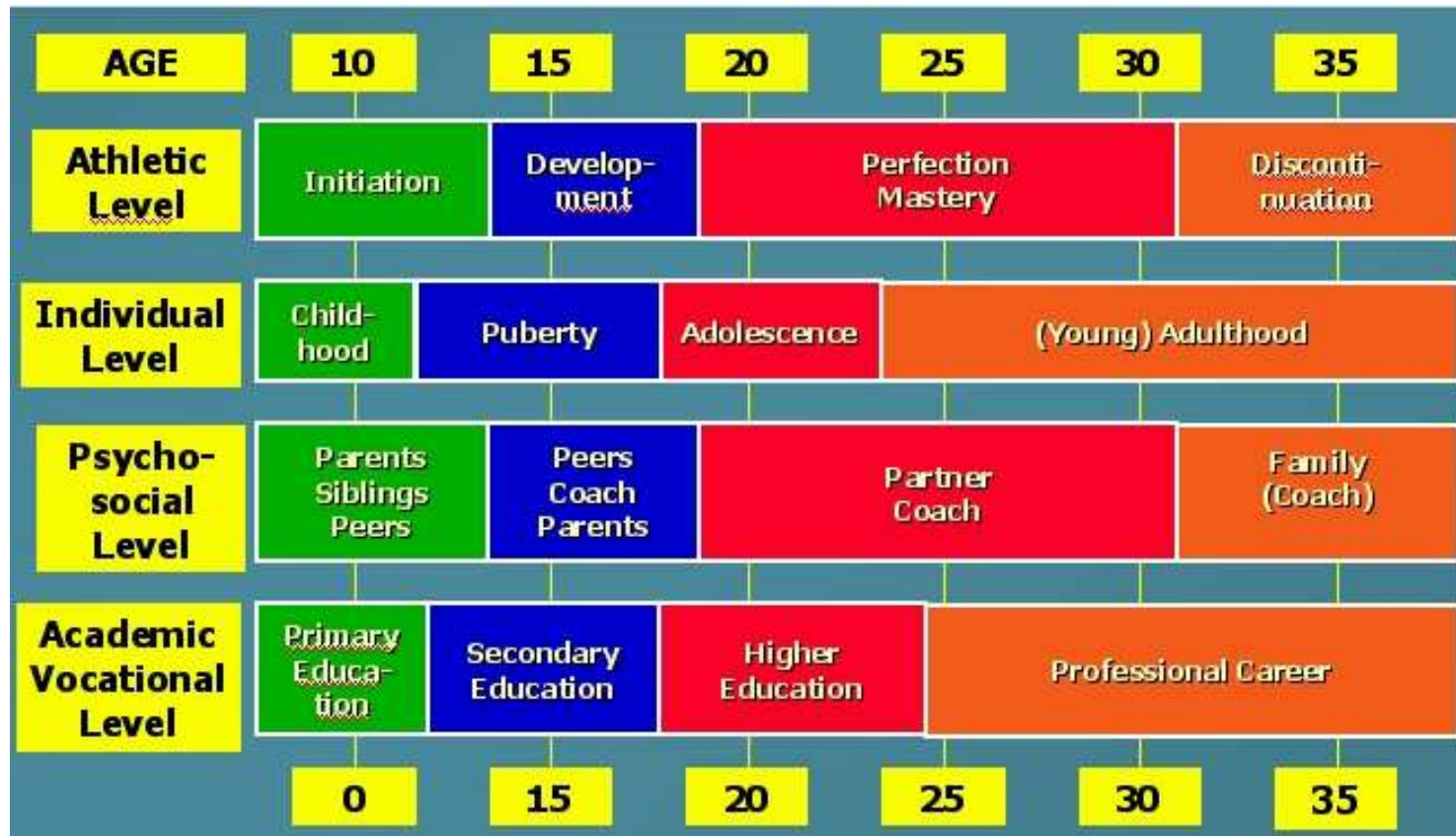
Pre-Olympic Training Camp -Xian 2008



Outline

- Introduction
- Athlete's Career Development
- Dropout and Communication
- The „3 C's plus 1C – Model“ and COMPASS
- Transfer into practice
- Summary

The Athlete's Career (Wyllemann & Lavalle 2004)





Dropout



- Bußmann (1995) – subjective appraisals of competitions as pressure than as challenge – injuries
- Singer (1992) – every second junior handball player has problems with the coach
- Fröhlich & Würth (2003) – Dropouts report a significant lower coaches and parental support compared to Non-Dropouts
- In summary: more costs than benefits – not only from a rationale perspective, also emotionally

3 + 1C (see Jowett, 2005; 2007; Jowett & Felton, 2014)

- The 3+1C model proposed that the quality of the relationship between a coach and an athlete is developed through **four key relational components** of
 - **Closeness** (trust, respect, appreciation, and liking among others)
 - **Commitment** (intention to remain in a close relationship that lasts over time)
 - **Complementarity** (reflects members' reciprocal and corresponding cooperation)
 - **Plus Co-orientation** (reflected in interactions when a coach provides feedback or leads the proceedings and a coachee accepts or is open to the feedback given)

Jowett & Passmore (2012)

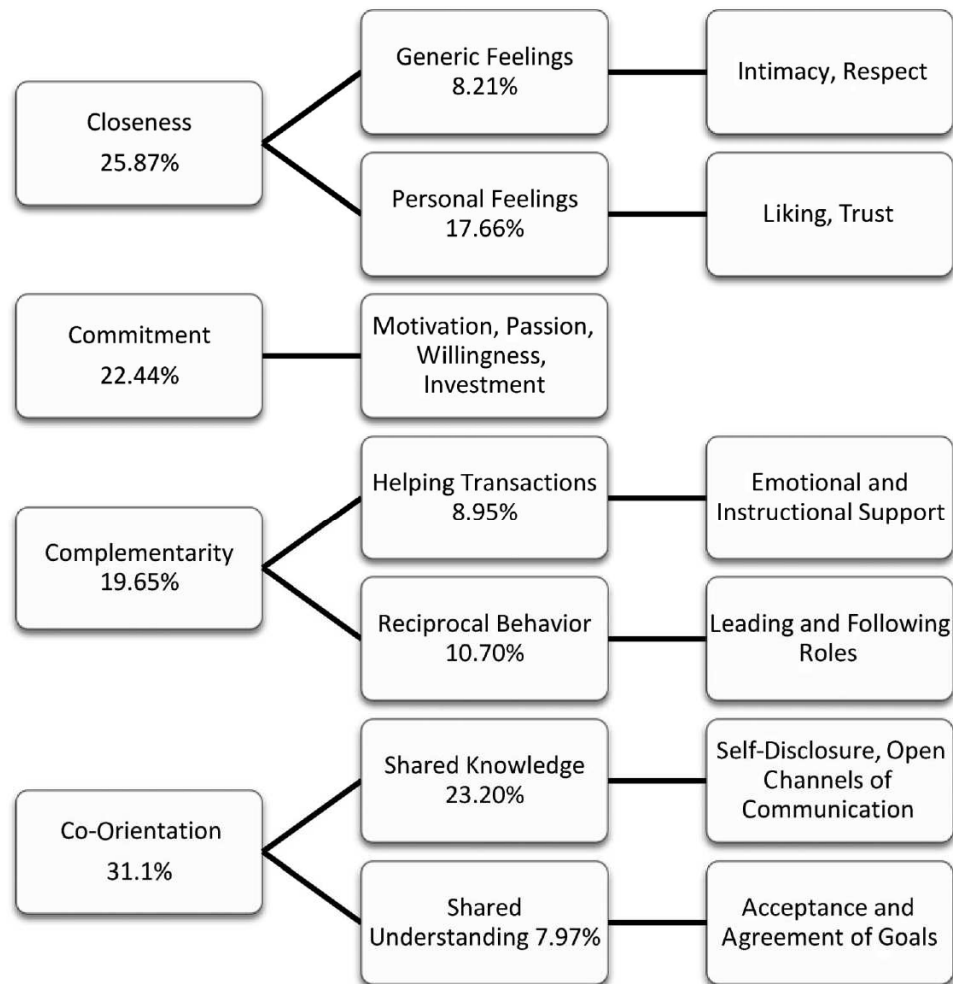


Figure 1. Summary of content analysis.

COMPASS model (Rhind and Jowett, 2010)



- that coaches and athletes utilize seven key communication strategies to maintain their relationship in their desired state. These include strategies related to
- 1.) **Conflict management** (e.g., identifying, discussing, resolving, and monitoring of potential areas of conflict and disagreement),
- 2.) **Openness** (e.g., promotion of open lines of communication),
- 3.) **Motivation** (providing reasons for the other partner to stay in the relationship),
- 4.) **Preventative** (discussion of expectations and what to do if these are not met),
- 5.) **Assurance** (e.g., demonstrating commitment to the relationship),
- 6.) **Support** (e.g., helping each other through difficult times) and
- 7.) **Social networks** (e.g., socializing together to maintain a common social network).

Application

- **Psycho-Education – Teaching the Staff-Team**
- Examples (for the dimension „Closeness“):
- Provide constructive feedback, praise, encouragement, and support to athletes in training, competition, **and** non-sport related contexts
- Show recognition and investment (e.g., remembering birthdays and the academic course that athletes are doing).
- Show athletes that you care about them as an individual (not just as an athlete). Displaying commitment to the athletes.
- Engage in team-building and social activities to spend with one another, and with mutual friends (other coaches, athletes), to create opportunities for interaction and disclosure of information (un)related to sport.
- Deliver organized and prepared training sessions.
- Be on time for training (e.g., being the first to arrive and last to leave).
- Ensure that training sessions are focused, engaging, challenging, but enjoyable.

Application

- For the dimension **Complementary**
- Create a coaching environment that is characterized by mutual responsibility, collaboration and accountability.
- Establish clear team rules and expectations (e.g., code of conduct that all members, both coaches and athletes have to adhere to as well as the consequences if these are not followed).
- Allow athletes to provide input and actively participate in the training sessions.
- Achieve a balance between order and freedom.
- Ensure that you and your athletes' role and responsibilities are well understood (e.g., athletes will need to understand that they need to be actively involved in the process of their development, and that they need to actively engage in the various tasks, self-responsibility and ownership).

Thank you for your attention

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