



SportsPro™ Version 3.0



PERSONAL FEEDBACK

[▶ Click here to view your CareerManagementPro™ report](#)

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This report is designed to provide you, the athlete, with insight into your strengths and how to capitalize upon them. It is divided into several sections that describe your character and your personal approach to sport, competition and other issues important in athletic success. We also intend for some of the feedback provided here to be useful in other areas of life including your education and your career.

John C. Marshall, Ph.D.

SP# HMKF632WCYER for Sample Sample on August 19, 2022

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OVERVIEW

Self Coaching Overview

(General Recommendations for Managing your Sporting and Personal Activity)

An Overview of your SportsPro™

Your profile is consistent with the majority of athletes who develop their athletic potential and fitness by following the guidelines of a coaching plan. You have the ability to work hard within a well defined training program that provides you with the opportunity to manage and monitor your own progress within it. You would fit well into a team environment that provides suitable feedback and coaching. You could also succeed in individual sports where you have developed consistent systems that work well for you.

Competitive Nature

You are competitive with the will to win when the competition is important to you. At other times, you will be relatively relaxed and uncompetitive. You should be able to compete effectively but may relax your intensity if you believe that the competition is not tough enough.

Motivational Structure

You would be described as relaxed, easy-going and comfortable working toward long term goals. You would feel a sense of satisfaction and motivation by being acknowledged by others for your achievements.

Team Orientation

You would be described as a generally co-operative person who has an independent nature and can be very self reliant and resolute.

Preferred Social Interaction Style

You are sociable, cheerful, friendly and outgoing. You enjoy meeting new people and are able to build relationships easily. You will be quite comfortable with new teammates and others.

Approach to Learning

You prefer to learn only what is necessary to perform your role effectively. You are likely to avoid complex technical or conceptual challenges unless they have a practical application for you.

Self Confidence

You have a healthy self confidence, believing that you are able to handle most situations on your own. You take responsibility for your own actions.

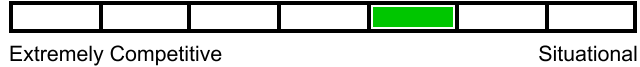
Managing Pre-competition Anxiety

You report being very calm and relaxed prior to competitive events. This could enhance your performance by allowing you to play up to your full athletic potential if you are properly prepared for the event.

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PERFORMANCE FACTORS

COMPETITIVENESS

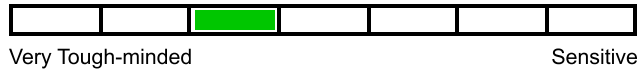


You are competitive with the will to win when the competition is important to you. At other times, you will be relatively relaxed and uncompetitive. You should be able to compete effectively but may relax your intensity if you believe that the competition is not tough enough.

Developmental Suggestions

- Focus on your effort in competitive situations, particularly when you perceive the competition to be too weak.
- Coaches often relate effort to playing time so work hard in each competitive situation so that you get the playing time that you deserve.
- Review what you need to improve and what sort of help you need from the coach(es).
- Compete against your best standards and comparable teammates when practicing to be well prepared for each contest.

MENTAL TOUGHNESS



You are quite tough-minded and able to maximize your potential and perform well in most situations in which you find yourself. Your profile suggests that you are able to handle most constructive criticism as well as insensitive peers and coaches. Athletes with this sort of profile are often able to achieve excellent results with the abilities that they possess and are able to do well when confronted by tough situations.

Developmental Suggestions

- Provide yourself with realistic challenges and reward yourself for any improvements in your performance.
- Help yourself to evaluate your own performance and identify your strengths.
- Learn to assess your own growth opportunities but spend more time (80%) on your strengths than on your weaknesses (20%).
- When criticized, view it as being meant to assist you. If you disagree with the comments, learn to deflect them tactfully. Suggestions on how to silence the critic can be found in this report's suggestions on building self confidence.
- When you are able to evaluate your own performance objectively, ask for coaching suggestions that will help you get even better.

CHARACTER TRAITS

SELF MANAGEMENT POTENTIAL



Initiates/Very Proactive

Seeks/Accepts Coaching

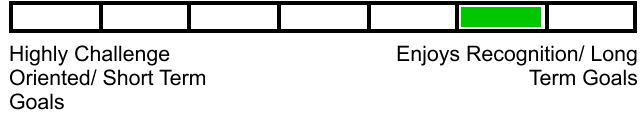
You would be described as generally self-directed, enterprising, assertive and goal oriented. You are comfortable initiating activity on your own. You have the potential to become a good self manager with some coaching on such issues as self evaluation, developing the ability to self motivate and directing yourself more effectively. You will likely work well with a coach who provides clear guidance without being overly directive. Use your initiative when training or planning your activity and write down your goals and review them on a regular (daily) basis. You may need some mentoring on how to monitor yourself more effectively.

Developmental Suggestions

- Build on your existing strengths while you develop your new ones.
- Develop regular habits that you do every day (preferably at the same time) which will help your get things done without spending time scheduling them or determining whether you should do them later.
- Watch what other strong self managers do.
- Schedule a regular progress review procedure and stick to it.
- Commit to consistent habits. By setting your own agenda and committing to it, you are making a promise to yourself that you should honor. It will make you more successful.
- Reward yourself when you have honored the commitments that you have made to yourself.
- Monitor how well you are doing reaching your goals and determine if there are things that you could do to improve your performance.
- It is not up to the coach to motivate you. Effort is entirely your responsibility.
- Change 'I should...' to 'I will...'. Keep your self commitments.

CHARACTER TRAITS

MOTIVATIONAL STRUCTURE



You would be described as relaxed, easy-going and comfortable working toward long term goals. You would feel a sense of satisfaction and motivation by being acknowledged by others for your achievements. Your profile is similar to that of an athlete who may be satisfied with moderate success. Although capable of hard work at times, you may tend to allow yourself to accept less than you are capable of achieving.

You tend to look for external motivation rather than being able to focus on your own goals. The approval of your peer group is important and you may strive to satisfy yourself by working just hard enough to avoid criticism from the coaching staff and your teammates. By paying attention to your effort levels, the coach may be able to keep you well motivated but it may require more time than the coach would like to spend on this issue. People with this sort of profile tend to need to be motivated by outside influences more than they are able to motivate themselves. These individuals may feel that it is the coach's role to motivate them and demand more of the coach's time than more internally driven types. You will need to perform well to make it worth the coach's time.

Developmental Suggestions

- Review your progress on a regular basis and reward yourself for any performance improvements that you have made.
- Listen to the coaching feedback but also learn to assess your own performance and look for ways to improve it on your own.
- List your short-term and longer-term goals and develop a plan to achieve them.
- Commit to your plan and reward yourself for adhering to it.
- Keep stretching your limits and avoid remaining in any comfort zone in which you may find yourself.
- Develop a sense of urgency about your tasks rather than waiting to be motivated.
- Look for new challenges wherever possible.
- Seek out positive peers.
- Avoid negative people or other team members who are in a 'comfort zone'.

CHARACTER TRAITS

TEAM ORIENTATION



Very Independent

Relies on Team Structure

You would be described as a generally co-operative person who has an independent nature and can be very self reliant and resolute. You could become firm to the point of stubbornness occasionally. You should be able to integrate your needs into those of the team. Athletes with this sort of profile tend to want freedom of action and minimal supervision. You should be well suited for both individual and team sports.

Developmental Suggestions

- Deliver results and work hard and you will earn more freedom to work on your own.
- If you have ideas about how the team could be improved, work at presenting them in a way that will appeal to the coach(es).
- Prepare yourself to lead the drills occasionally in practices.
- Work hard and commit to improving yourself and the coach may consider you for leadership roles.

COMFORT WITH CONFLICT



Very Comfortable

Needs Coaching

You tend to be comfortable in situations where there is adversity or potential for conflict. You may even occasionally create conflict if you feel that it will further your own goals. You would be assertive when faced with adversity or situations where there is conflict that requires your intervention.

Developmental Suggestions

- Show restraint in high conflict situations and avoid the temptation to engage in debate.
- You can be effective in tense situations if you listen to and address the concerns of those who are angry.
- Communications and conflict resolution skills training can help you deal with conflict situations more effectively.
- Effective conflict resolution can help you develop in a leadership role.

COMMUNICATION STYLE

SOCIAL ORIENTATION

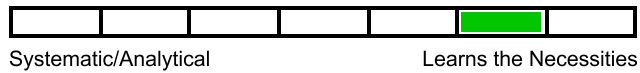


You are sociable, cheerful, friendly and outgoing. You enjoy meeting new people and are able to build relationships easily. You will be quite comfortable with new teammates and others.

Developmental Suggestions

- Build on your interpersonal strengths as you interact with teammates, officials and other peers.
- Develop your comfort with others by giving presentations at team meetings if the opportunity presents itself.
- Consider which of your communication skills you would like to develop: public speaking, writing, listening etc.
- Your ability to work well with others is a strength which can help you in both sports and non-sports environments.

APPROACH TO LEARNING



You prefer to learn only what is necessary to perform your role effectively. You are likely to avoid complex technical or conceptual challenges unless they have a practical application for you. You are more likely to reach your full athletic potential if a non-technical coaching system is in place which provides the answers when you need them. You would prefer to avoid detail and focus on the key issues.

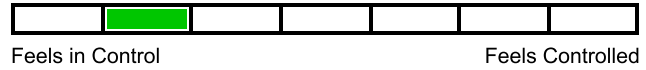
Developmental Suggestions

- Make certain that you have understood the essential aspects of the coaching program and your systems.
- Focus on the essential skills that you will need to compete effectively.
- Identify a teammate who will be willing to provide you with help if you do not understand some aspect of the coaching strategy.
- Evaluate your training needs so that you are able to identify possible areas for growth.

ATTITUDES

The feedback in this section discusses your expressed attitudes and how they can affect your performance. It is extremely important for athletes to be confident, to have an effective approach to dealing with competition based anxiety and lifestyle management. Attitude management is important as it allows you to see the positive aspects of any situation as well as helping you work well with your coach and peers. By seeing the 'up side' of any situation, you will see opportunities to succeed rather than assuming failure is inevitable.

SELF CONFIDENCE



Your responses show that you have a healthy self confidence, believing that you are able to handle most situations on your own. This profile indicates that you accept the responsibility for your own performance and you expect to succeed in virtually all you attempt.

Developmental Suggestions

- Continue to reflect on your strengths as a person and an athlete.
- Build awareness of your strengths by focusing on your successes and what you did to succeed.
- Being consciously aware of your strengths will help you maintain your best performance levels so focus on them.
- Look for ways that you could help your team be more successful.
- Continue to take responsibility for your own performance. When you perform well, be aware of what you did to succeed. If you do not perform well, evaluate your performance factually and assess your growth areas for future development.
- Learn to make confident statements without bragging.
- Build your reputation as a winner by dressing appropriately, avoiding negative comments and approaching your teammates in a positive manner.

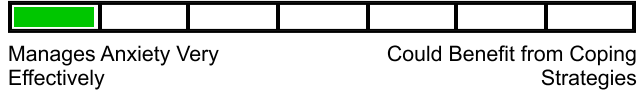
BUILDING SELF CONFIDENCE (Techniques that work with virtually everyone)

- Learn to accept (and deliver) compliments by identifying a specific achievement or quality. (e.g. You are a hard worker. That was a very good shot.)
- Silence the internal critic (learn from mistakes but do not dwell on them).
- Silence the external critic by learning how to deal with criticism:
 - Seek clarification so that criticism becomes useful or critic stops
 - Accept or reject without debate and episode will pass quickly
 - Avoid the least effective approach which is to confront critic
- Become consciously competent (aware of your strengths) first and aware of growth opportunities second
- Learn to report the facts (I made an error) but not judge them (I am a loser).
- Learn to market yourself by creating expectations, dressing appropriately, avoiding negativity and other positive approaches that help you to see yourself as successful.

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ATTITUDES

PRE-COMPETITION ANXIETY



You are very calm and relaxed prior to competitive events. Such a disposition likely enhances your performance by allowing you to play up to your full athletic potential. You may want to share any stress management tips you have with some of your teammates, especially those that get nervous before big games.

Developmental Suggestions

- Isolate what you do to remain relaxed so that you can provide your teammates with helpful suggestions.
- Continue to employ your pre-competition routine, as this likely allows you to focus your attention on the task at hand.
- You may be an effective mentor for those who could benefit from learning how to cope with stress. In order to help others, you will have to become consciously competent about how you manage stress and this will help you become even more effective.
- You may wish to challenge yourself on a regular basis to help avoid boredom.

The Basics of Managing Pre-competition Anxiety (DELI Approach)

1. DISCOVER SOURCES OF ANXIETY

When feeling stressed or not up to the challenge, it is important to identify the things that may be causing these feelings. A heavy workload, personal problems, conflict with others etc can create stress or anxiety. If you can discover and identify the source(s) of your anxiety you have taken the first step.

2. EVALUATE STRATEGIES USED TO DEAL WITH PROBLEMS

Once sources of problems are identified, you should look for coaching or advice on how to evaluate your approach to dealing with each problem. Determine if the approach is effective and whether it should be enhanced or discontinued.

3. LEARN APPROPRIATE STRATEGIES TO DEAL WITH ISSUES

When there is no effective strategy to deal with the issues that are causing problems, you should seek to develop new strategies that will minimize or eliminate the problems.

4. INTEGRATE STRATEGIES INTO LIFESTYLE

Once strategies have been developed to deal with issues such as stress, nutrition etc, they should be integrated into your lifestyle so that they become habitual.

ATTITUDES

DEFINING SUCCESS

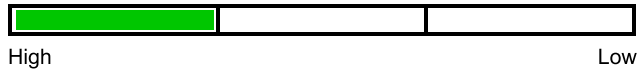


You define success from both an internal and external perspective. In other words, you derive satisfaction from both your own personal improvements as well as the competitive outcome. You enjoy learning new techniques and are eager to use them during competitive situations. You often compare yourself with other players as a way of gauging how good you are, and use both personal and team statistics to define success. You may on occasion be prone to using illegal tactics as a way of gaining a performance advantage. Overall, you enjoy participating in sport both because you are able to learn new things and also because you can test these skills against other athletes.

Developmental Suggestions

- Use your practice time effectively to learn new skills and then apply them during a competitive situation.
- Consider how your personal goals are going to help you (and your team) compete and win.
- Maintain your balance between personal development and team success. Work hard in practice to get better personally and compete hard in competition so you (and your team) will win.

SPORTSMANSHIP



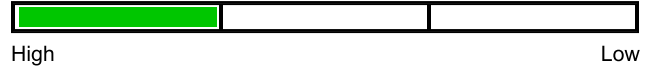
Your responses to these items indicate that you respect both your opponent and the rules that govern your sport. You appear to value playing by the rules and strive to be gracious in both success and defeat. You have the ability to view your opponent as an individual, rather than as an enemy. Such a disposition allows you to compete to your full potential while maintaining a sense of respect and responsibility towards your opponent.

Developmental Suggestions

- Demonstrate your sportsmanship and let it be part of your reputation. Your good behaviors and attitudes may influence others.
- Let your teammates and the competition understand that no matter how hard you compete you will behave well after the competition, shaking hands acknowledging the opponent appropriately.

ATTITUDES

ATHLETIC IDENTITY

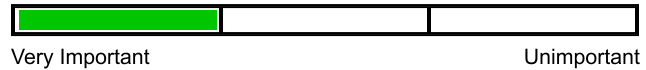


Athletics is a central part of your life and as a result you are proud to call yourself an athlete. However, because athletics is so much of who you are, your mood and self-concept could be heavily influenced by your sporting accomplishments. For example, you could be depressed and unhappy following a loss, while happy and confident following a win. It is OK to take your sporting career seriously, but define yourself as more than an athlete. You can and should take pride in your other accomplishments away from sports.

Developmental Suggestions

- Develop a list of your various roles in society (e.g. your personal and family relationships, your work, your other interests) Review the list and note how multi-talented you are. Think about the importance of each of these roles.
- List and rate your personal strengths outside of sport. Be aware of those strengths and build on them just as you would build on your athletic strengths.
- Use your athletic strengths to build success in other aspects of your life.

ATHLETES IN SOCIETY



You feel that athletes are very much appreciated and well respected by people in society. Explore why you feel this way, so you will be able to focus on those strengths within yourself.

Developmental Suggestions

- You have a great attitude about athletes and should use that attitude to promote sport and fitness amongst your peers and others.

ATTITUDE MANAGEMENT

The impact of an athlete's attitude is enormous. While, a positive attitude is not absolutely essential to perform effectively, it is far preferable to be around athletes and others who look for the positive or 'up side' of any issue rather than those who look at the negative side of issues. Those who are confident and look at sport in a positive light are more likely to be successful because they look for opportunities to succeed rather than reasons to fail. Attitudes are habitual ways of thinking and the best way to change a bad habit is to replace it with a good one. Managing your attitude is difficult work but there are techniques that can be used to help you.

- Learn to identify the strengths of yourself, your own team, the opponents and even the officials.
- Build your awareness of your own strengths (in other words, become consciously competent).
- Emphasize and focus on your strengths 90% of the time.
- Learn to make positive statements about yourself.
- Learn to reflect on your personal achievements and successes. Feel good about them and remind yourself of how you achieved your successes.
- Identify growth opportunities for yourself by deciding what you would like to improve and spend 10% of your time on improving them.
- Set attainable goals that you can achieve.
- Reward yourself for working hard.
- Ignore negative statements. Reinforce positive statements by agreeing to them or asking for them to be repeated.



SportsPro™ Version 3.0



COACHING REPORT

[▶ Click here to view your CareerManagementPro™ report](#)

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This Coaching Report is designed to help a coach gain insight into the development and growth of an athlete. It is divided into several sections which describe the athlete's character and attitudes and provide suggestions on how to coach and mentor the athlete so that he/she may achieve his/her fullest potential both in sport and in life.

John C. Marshall, Ph.D.

SP# HMKF632WCYER for Sample Sample on August 19, 2022

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OVERVIEW

Sample's overall profile is consistent with the majority of athletes who have developed some good habits on their own but still require feedback and consultation with their coaches to reach their potential. He/She would prefer a structured training program which provides him/her with ways to manage and monitor his/her own progress. Sample's best fit would be in an environment that provides suitable feedback and coaching. Help him/her develop ways to evaluate his/her own performance so that the time you spend coaching him/her will be more focused.

Competitive Nature

Sample is occasionally competitive with the will to win when the competition is important to him/her. At other times, he/she will be relatively relaxed and uncompetitive. Sample should be able to compete effectively but may relax his/her intensity if he/she believes that the competition is not tough enough.

Motivational Structure

He/She would be described as relaxed, easy-going and comfortable working toward long term goals. He/She would feel a sense of satisfaction and motivation by being acknowledged by others for his/her achievements.

Team Orientation

He/She would be described as a generally co-operative person who has an independent nature and can be very self-reliant and resolute.

Preferred Social Interaction Style

Sample is sociable, cheerful, friendly and outgoing. He/She enjoys meeting new people and is able to build relationships easily. He/She will be quite comfortable with new teammates and others.

Approach to Learning

He/She prefers to learn only what is necessary to perform his/her role effectively. He/She is likely to avoid complex technical or conceptual challenges unless they have a practical application for him/her.

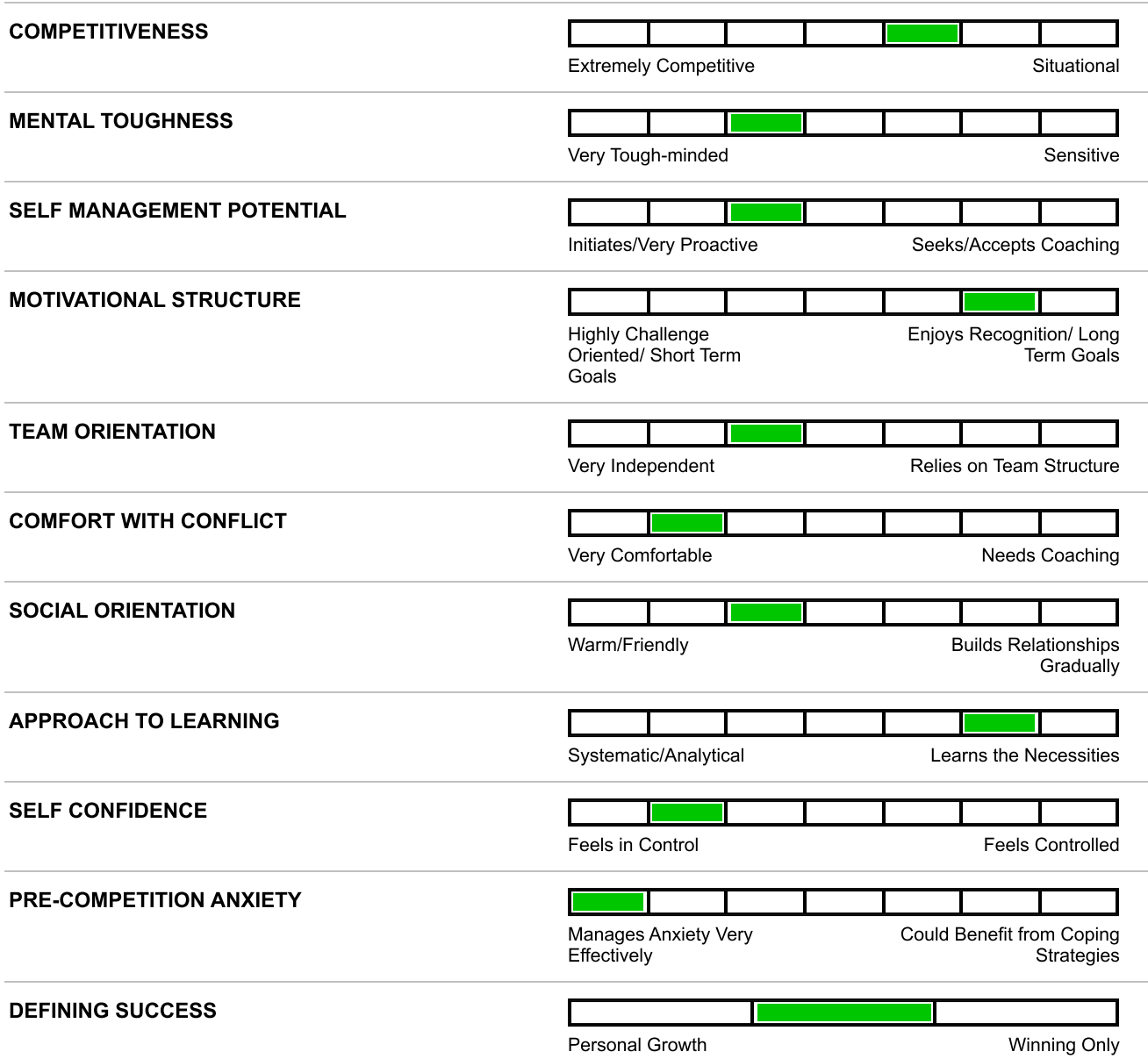
Self Confidence

Sample has a healthy self confidence, believing that he/she is able to handle most situations on his/her own.

Managing Pre-competition Anxiety

Sample reports being very calm and relaxed prior to competitive events. This could enhance his/her performance by allowing him/her to play up to his/her full athletic potential if he/she is properly prepared for the event.

Snapshot of Sport Profile



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PERFORMANCE FACTORS

COMPETITIVENESS



Extremely Competitive

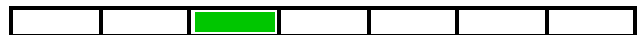
Situational

Sample is occasionally competitive with the will to win when the competition is important to him/her. At other times, he/she will be relatively relaxed and uncompetitive. Sample should be able to compete effectively but may relax his/her intensity if he/she believes that the competition is not tough enough.

Coaching Suggestions

- Keep Sample focused on his/her effort in competitive situations, particularly when he/she perceives the competition to be too weak.
- Relate playing time to effort in each competitive situation.
- Consult with him/her on what he/she needs to improve and what sort of help he/she needs from the coach(es).
- Challenge him/her frequently by matching him/her with athletes with comparable ability.

MENTAL TOUGHNESS



Very Tough-minded

Sensitive

Sample is quite tough-minded and able to maximize his/her potential and perform well in most situations in which he/she finds him/herself. His/Her profile suggests that he/she is able to handle most constructive criticism as well as insensitive peers and coaches. Athletes with this sort of profile nature are often able to achieve excellent results with the abilities that they possess and are able to do well when confronted by tough situations.

Coaching Suggestions

- Provide him/her with realistic challenges and reinforce improvements in performance.
- Help him/her to evaluate his/her own performance and identify his/her strengths.
- Help Sample identify his/her own areas needing improvement rather than pointing them out to him/her.
- Use direct criticism sparingly with Sample. Instead, ask him/her to self-evaluate.
- When he/she is able to evaluate his/her own performance objectively, ask him/her for coaching suggestions that will help him/her get even better.

CHARACTER TRAITS

SELF MANAGEMENT POTENTIAL



Initiates/Very Proactive

Seeks/Accepts Coaching

Sample would be described as generally self-managing, enterprising, assertive and goal oriented. He/She is self directed and comfortable initiating activity on his/her own. He/She has the potential to become a good self manager with some coaching on such issues as self evaluation, developing the ability to self motivate and directing him/herself more effectively. He/She will likely work well with a coach who provides clear guidance without being overly directive. Encourage him/her to use his/her initiative when training or planning his/her activity. Sample may need some coaching to monitor him/herself more effectively.

Coaching Suggestions

- Sample will respond quite well to a coaching program that allows him/her to work on his/her own with occasional feedback and guidance.
- Coach him/her to be effective when working on his/her own by asking him/her to commit to weekly goals and reviewing his/her commitments with him/her on a weekly basis.
- When he/she is not doing as well as you think he/she should, praise effort and avoid the temptation to coax him/her.
- Help him/her develop more consistent habits by asking him/her to outline what he/she should be doing on a regular basis and asking him/her to commit to helping him/herself become successful.
- Help him/her manage him/herself more effectively by varying the amount of guidance and direction he/she receives until he/she is delivering consistent effort.
- Help Sample to develop self evaluation and self motivation strategies.
- Assure that he/she understands that being a strong self manager will help him/her become a winner in sport and in other important aspects of life such as education and a career.

Developmental Questions

- How do you review your progress as an athlete?
- What do you do when you have completed all your tasks for the day?
- How do you decide when you need help from the coach?
- Give an example of a time you developed a plan and followed it to its conclusion.
- How can you take your self management potential and make use of it in your training?
- What are some of the things you would like to work on this season?
- What do you think you need to do to achieve your goals?
- What are you prepared to do?
- Will you do these things?
- What are some of the leadership qualities that you bring to the team?

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CHARACTER TRAITS**MOTIVATIONAL STRUCTURE**

Highly Challenge
Oriented/ Short Term
Goals

Enjoys Recognition/ Long
Term Goals

Sample would be described as relaxed, easy-going and comfortable working toward long term goals. He/She would feel a sense of satisfaction and motivation by being acknowledged by others for his/her achievements. His/Her profile is similar to that of an athlete who is satisfied with moderate success. Although capable of hard work at times, he/she may tend to allow him/herself to accept less than he/she is capable of achieving.

Sample tends to need external motivation rather than being able to focus on his/her own goals. The approval of his/her peer group is important and he/she may strive to satisfy him/herself by working just hard enough to stay out of trouble with the coaching staff and his/her teammates. By paying attention to Sample's effort levels, the coach may be able to keep him/her well motivated but it may require more time than the coach would like to spend on this issue. People with this sort of profile tend to need to be motivated by outside influences more than they are able to motivate themselves. These individuals may feel that it is the coach's role to motivate them and demand more of the coach's time than more internally driven types. Sample will need to perform well to make it worth the coach's time.

Coaching Suggestions

- Review Sample's progress with him/her on a regular basis and praise any gains that he/she has made.
- Provide a structured process that will help him/her work toward team and personal goals.
- Make certain that he/she is stretching his/her limits and continuously improving his/her skills and fitness levels.
- Help him/her meet short term goals by focusing on what he/she needs to accomplish on a daily basis.
- Coach him/her to develop a sense of urgency.
- Provide Sample with new challenges whenever possible.
- A structured set of goals that can be reviewed regularly can be valuable.
- Keep him/her away from other team members who are in a 'comfort zone' and not inclined to push themselves.
- Praise effort and results.

Developmental Questions

- Describe your long term goals as an athlete.
- Do you set goals for each practice? Should you set goals for each practice?
- What do you do on a daily basis to achieve your immediate goals?
- What are some of your recent achievements in sport? What are you doing to build on those achievements?
- Do you ever find yourself in a 'comfort zone'? What do you do when that happens?
- What should you do to get out of a 'comfort zone'? Will you do it?
- What sort of strategies do you suggest to help you achieve your goals more quickly? Are you willing to adopt these strategies?
- Are you satisfied with all aspects of your performance?
- If not, which aspect are you willing to begin working on immediately?
- What do you need from the coaching staff to help you improve your performance?

CHARACTER TRAITS

TEAM ORIENTATION



Very Independent

Relies on Team Structure

Sample would be described as a generally co-operative person who has an independent nature and can be very self reliant and resolute. He/She could become firm to the point of stubbornness occasionally. He/She should be able to integrate his/her needs into those of the team. Athletes with this sort of profile tend to want freedom of action and minimal supervision. He/She should be well suited for both individual and team sports.

Coaching Suggestions

- When Sample is performing well, give him/her as much freedom as you can.
- Consult with him/her on team matters from time to time.
- Encourage him/her to lead the drills occasionally in practices.
- Consider using him/her in occasional leadership roles if his/her performance and work ethic are satisfactory.

COMFORT WITH CONFLICT



Very Comfortable

Needs Coaching

Sample tends to be comfortable in situations where there is adversity or potential for conflict. He/She may even occasionally create conflict or stress if he/she feels that it will further his/her own goals. He/She should be able to demonstrate his/her leadership in adverse situations or where conflict is a common occurrence. As a coach, you may wish to take advantage of Sample's strength in this area during intense competitions.

Coaching Suggestions

- Sample can be a leader when faced with adversity if he/she avoids the temptation to make the situation more difficult. Help him/her focus on the key issues and use comfort with adversity to deal with it in a focused, cool manner.
- He/She can be effective in tense situations if he/she understands and addresses the issues in the fashion which you think is most appropriate.
- If Sample has the appropriate communications and conflict resolution skills, he/she may be able to help you deal with conflict situations more effectively.

COMMUNICATION STYLE

SOCIAL ORIENTATION

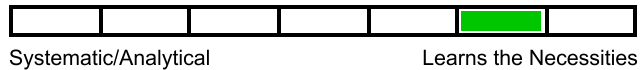


Sample is sociable, cheerful, friendly and outgoing. He/She enjoys meeting new people and is able to build relationships easily. He/She will be quite comfortable with new teammates and others.

Coaching Suggestions

- Build on Sample's strengths with other people by inviting him/her to interact with teammates, officials and other peers.
- Invite him/her to give presentations at team meetings.
- Consult with him/her on whether he/she would like to develop his/her communication skills.
- Build conscious competence by helping him/her understand that the ability to work well with others is a strength.

APPROACH TO LEARNING



Sample prefers to learn only what is necessary to perform his/her role effectively. He/She is likely to avoid complex technical or conceptual challenges unless they have a practical application for him/her. He/She is more likely to reach his/her full athletic potential if a non-technical coaching system is in place which provides the answers when he/she needs them. He/She would prefer to avoid detail and focus on the key issues.

Coaching Suggestions

- Make certain that Sample has understood the essential aspects of the coaching program and your systems.
- Focus his/her on the essential skills that he/she will need to compete effectively.
- Match him/her with teammates who understand and follow your programs.
- Consult with him/her on his/her training needs so that he/she will learn to evaluate possible areas for growth.

Developmental Questions

- How comfortable are you developing your own training schedule? How do you review your progress?
- What do you do when you have completed all your tasks for the day?
- How often do you like to review your progress with the coach?
- What are some of the things you would like to work on this season?
- What do you think you need to do to achieve your goals?
- What are you prepared to do?
- Will you do these things?

ATTITUDES

The feedback in this section discusses Sample's attitudes and how they can affect performance. Feelings of confidence (particularly as they relate to his/her effectiveness in sport) are extremely important to the athlete. Managing pre-competition anxiety is also essential to the athlete. This section will help you understand how Sample approaches these issues and provide some suggestions that may assist you as his/her coach.

SELF CONFIDENCE



Feels in Control

Feels Controlled

Sample has a healthy self confidence, believing that he/she is able to handle most situations on his/her own. This profile indicates an individual who accepts the responsibility for his/her own performance and who expects to succeed in virtually all he/she attempts.

Coaching Suggestions

- Continue to build his/her self confidence and help it grow by supporting his/her good feelings about him/herself.
- Help him/her build awareness of his/her strengths.
- If Sample seems arrogant, remember that awareness of his/her strengths will help him/her maintain his/her best performance levels.
- Ask him/her to evaluate how the team could be more successful.
- Encourage him/her to continue to feel responsible for his/her performance.
- Deal with perceived arrogance by asking him/her to evaluate his/her relationship to his/her peer group and others and help him/her learn to make self-affirming statements without annoying others.

Developmental Questions

- What are the things that have made you successful up until now?
- What strengths of yours have been most helpful in building your athletic career?
- Which of your strengths would help you most with this organization? At school? At work?
- What can you do to help others on the team?
- How can you make your confidence an asset to the rest of the team as well as to yourself?
- What are some of the areas where you would like to improve?

BUILDING SELF CONFIDENCE (Techniques that work with virtually everyone)

- Compliment the individual by identifying a specific achievement or quality. (e.g., You are a hard worker. That was a very good shot.)
- Help silence the critic (teach to learn from mistakes but not to dwell on them).
- Help the individual be consciously competent as well as aware of growth opportunities.
- Help the individual learn to accept compliments.
- Help the person learn to report (I made an error) but not judge (I am a loser).
- Teach how to deal with criticism:
 - Seek clarification so that criticism becomes useful or critic stops
 - Accept or reject without debate and episode will pass quickly
 - Avoid the least effective approach which is to confront critic
- Coach individual to market self through creating expectations, dressing appropriately, avoiding negativity and other positive approaches that help them see themselves as successful.

ATTITUDES

PRE-COMPETITION ANXIETY



Manages Anxiety Very Effectively

Could Benefit from Coping Strategies

Sample appears to manage his/her energy and deal with stress and pre-competition anxiety very well. He/She should be able to perform well under pressure and manage difficult situations without suffering the negative effects of stress. Pressure and his/her ability to cope with stress effectively may even enhance his/her performance.

Coaching Suggestions

- Allow Sample to prepare him/herself before a competition. If his/her approach is helpful, use him/her as a mentor for teammates who become anxious before competing.
- He/She may be an effective leader for pre-competition relaxation sessions.
- Help Sample realize that this is a personal strength. Let him/her know that it is a strength so that he/she is aware of it and builds on it.

THE BASICS OF LIFESTYLE MANAGEMENT (DELI Approach)

1. DISCOVER SOURCES OF PROBLEMS

When feeling under stress or not up to the challenges being faced, it is important to identify the things that may be causing these feelings. A heavy workload, personal problems, conflict with others etc can create stress and identifying the source of stress is the first step.

2. EVALUATE STRATEGIES USED TO DEAL WITH PROBLEMS

Once sources of problems are identified, the individual should be coached on evaluating his/her approach to dealing with each problem. Determine if the approach is effective and whether it should be enhanced or discontinued.

3. LEARN APPROPRIATE STRATEGIES TO DEAL WITH ISSUES

When there is no effective strategy to deal with the issues that are causing problems, the individual should be coached to develop strategies that will minimize or eliminate the problems.

4. INTEGRATE STRATEGIES INTO LIFESTYLE

Once strategies have been developed to deal with issues such as stress, nutrition etc, they should be integrated into lifestyle so that they become habitual.

ATTITUDES

DEFINING SUCCESS

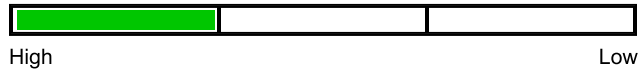


Sample defines success from both an internal and external perspective. Therefore he/she relates success to both his/her personal performance and also the competitive outcome. Sample is eager to learn skills, but is also motivated to test these skills within a competitive environment. He/She enjoys participating in sport both because he/she is able to learn new things and to test these skills against other athletes. A balanced approach to winning and skill improvement is good as long as he/she is working at both.

Coaching Suggestions

- Teach Sample the techniques/skills during practice that will help him/her win while helping his/her personal growth.
- Maintain his/her balanced view of personal development and winning as long it is working for him/her.

SPORTSMANSHIP



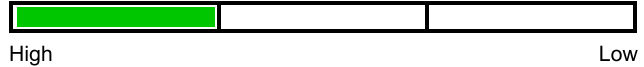
Sample's responses indicate that he/she respects both his/her opponent and the rules that govern his/her sport. He/She appears to value playing by the rules and perceives him/herself to be gracious at all times whatever the results were. Sample has the ability to view his/her opponent as an individual rather than as an enemy. Such a disposition allows him/her to compete to his/her full potential while maintaining a sense of respect and responsibility towards his/her opponent.

Coaching Suggestions

- Sample can be a role model for team members in this area. Let him/her know that you appreciate his/her leadership.

ATTITUDES

ATHLETIC IDENTITY

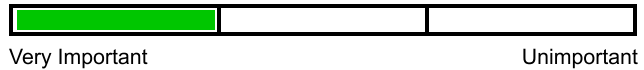


Athletics is a central part of Sample's life and as a result he/she is proud to call him/herself an athlete. However, because athletics is so much of who he/she is, his/her mood and self-concept may be influenced by his/her success or failure in sport. For example, Sample is most likely depressed and unhappy following a loss, while happy and confident following a win. With sport playing such a major role in how he/she evaluates his/her self-worth, it is likely that he/she will have trouble without sport in his/her life, especially if he/she is forced out of sport unexpectedly through injury.

Coaching Suggestions

- Help Sample understand that there is more to life than sport. By helping him/her realize the broader social importance, you will help him/her put poor sporting performances into perspective. Ultimately, this will help him/her bounce back after a bad result.
- If Sample is injured and cannot compete, ensure that he/she is still included in team functions. Sample identifies strongly as an athlete and will become depressed he/she loses that affiliation.

ATHLETES IN SOCIETY



He/She feels that athletes are very much appreciated and well respected by people in society. Encourage him/her to explore why he/she feels this way, so he/she will be able to focus on those strengths within him/herself.

Coaching Suggestions

- Sample should be encouraged to see continue to focus on the good in athletes and spread the message of the benefits of sport.

ATTITUDE MANAGEMENT

The impact of an athlete's attitude is enormous. While, a positive attitude is not absolutely essential to perform effectively, it is far preferable to be around athletes and others who look for the positive or up side of any issue rather than those who look at the negative side of issues. Those who are confident and look at sport in a positive light are more likely to be successful because they look for opportunities to succeed rather than reasons to fail. Attitudes are habitual ways of thinking and the best way to change a bad habit is to replace it with a good one. Managing an athlete's attitude is difficult work for a coach but there are techniques that can be used to help.

- Always focus on the strengths of own team, opponents and even officials
- Build the athlete's awareness of own strengths (conscious competence)
- Emphasize and focus on individual's strengths 90% of the time.
- Encourage individual to make positive statements about self.
- Encourage individual to reflect on personal achievements and successes.
- Let athlete identify growth opportunities for self by asking if there are any things he or she would like to develop.
- Set attainable goals to help athlete achieve and grow in confidence.
- Ask for individual's view of strengths of self, teammates, coaches, organization etc.
- Always reinforce effort.
- Ignore negative statements. Reinforce positive statements by agreeing to them or asking for them to be repeated.

EMOTIONAL QUOTIENT

The ability to understand and apply emotional information about ourselves and others effectively.

SELF AWARENESS I: MOOD LABELING				
Labels feelings and emotions as they are happening		Does not label feelings and emotions as they are happening		

A measure of a person's ability to accurately label personal feelings and emotions.

SELF AWARENESS II: MOOD MONITORING				
High monitoring	Optimal monitoring		Low monitoring	

A measure of the amount of energy a person puts forth in monitoring his/her own feelings and emotions.

SELF CONTROL				
Demonstrates good self control		Low control over impulses and negative emotions		

A measure of a person's restraint as it relates to one's control over his/her impulses, emotions, and/or desires.

MANAGING EMOTIONAL INFLUENCES				
Perseveres		Focus can change		

A measure of a person's ability to manage emotional influences that would prevent him/her from taking those actions that he/she believes are necessary in dealing effectively with everyday situations and/or meeting personal goals.

EMPATHY				
Recognizes emotions in others		Low awareness of emotions of others		

A measure of a person's ability to understand the feelings and emotions of others.

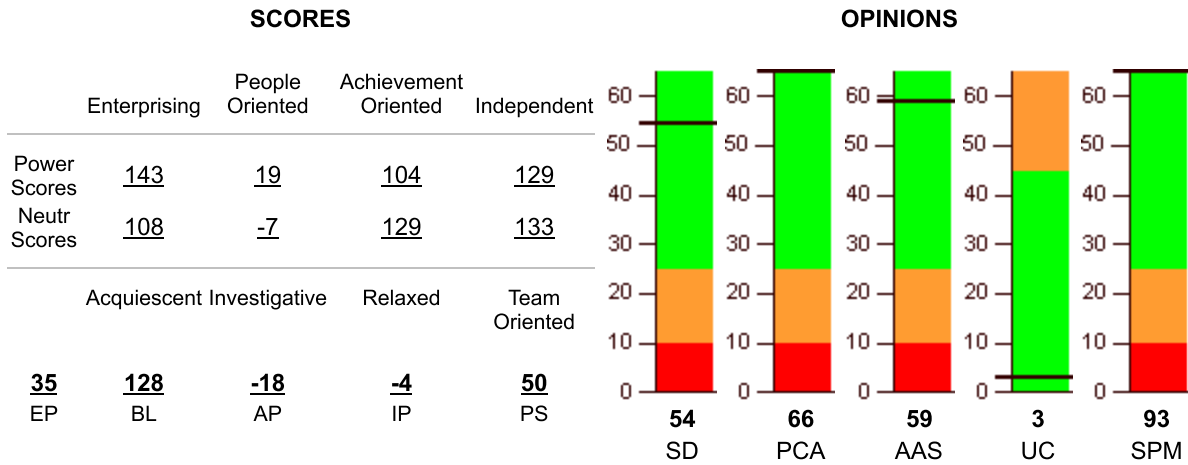
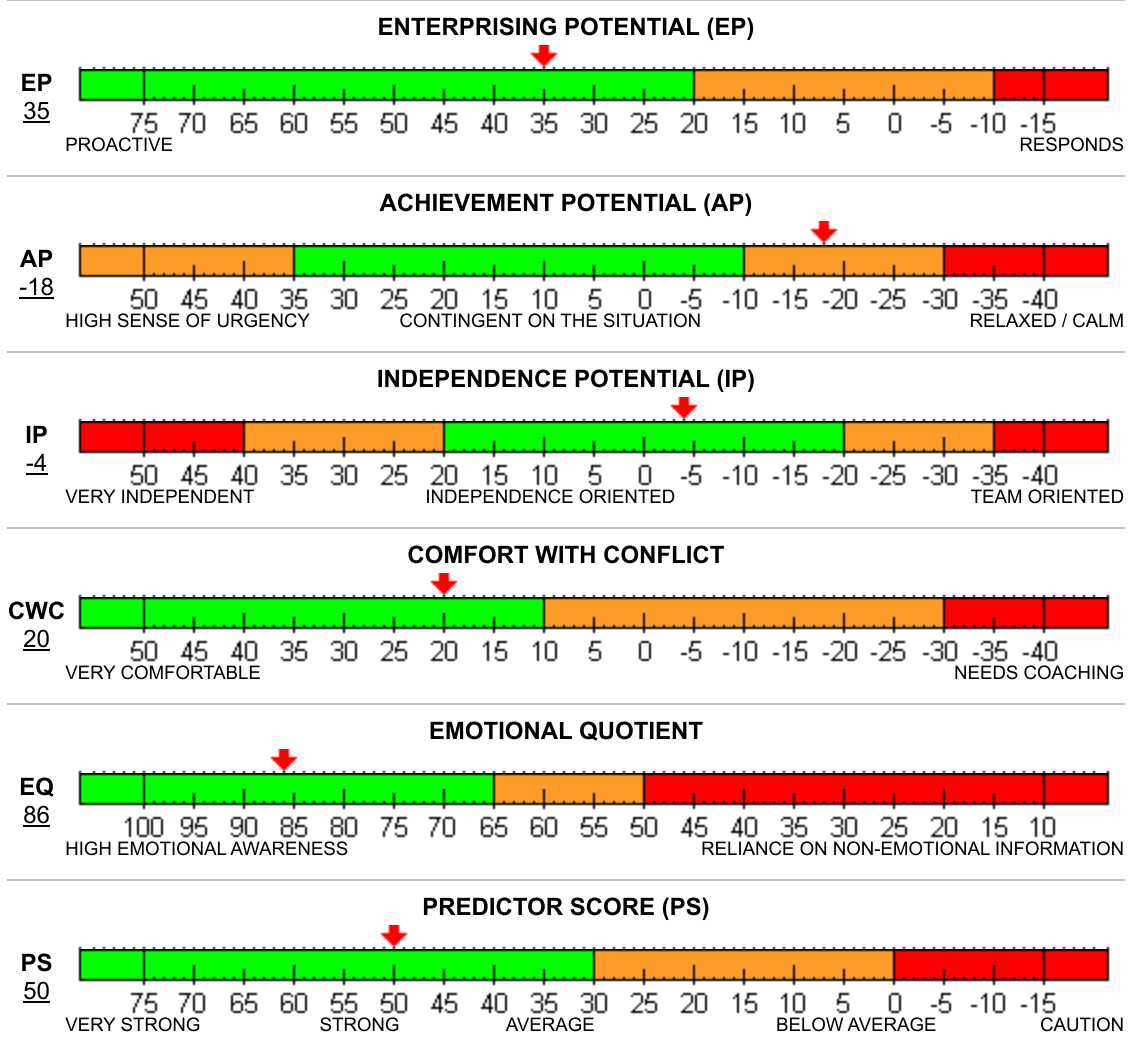
SOCIAL JUDGMENT				
Uses knowledge of the emotions of others in decision-making		Does not factor in the emotions of others in decision-making		

A measure of a person's ability to make appropriate decisions in social situations based on the emotional states of others.

OVERALL				
Understands & uses emotional information		Relies on non-emotional information		

An overall measure of how well a person understands emotional information and uses it effectively.

SPORTSPRO™ SCORES



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Responses from Opinions Section

1=Strongly Disagree	2=Moderately Disagree	3=Neutral	4=Moderately Agree	5=Strongly Agree
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1. Effort gets results in sports (5)
2. I feel relaxed and confident before a game (5)
3. I show respect to my opponents (5)
4. Sport is an essential part of my life (5)
5. I am heavily influenced by my teammates (5)
6. I get very nervous before a big game (2)
7. I have never told lies (1)
8. Most people admire athletes (5)
9. Most mistakes can be avoided (5)
10. I am comfortable playing in front of large crowds (5)
11. I have never tried to physically harm an opponent (5)
12. My parents pushed me too hard in sport (2)
13. People's good qualities are seldom recognized (4)
14. I sometimes lack the energy to play (1)
15. My opponents are my enemies (1)
16. People are often critical of athletes (1)
17. I am a good athlete (5)
18. I stay focused on my priorities before a game (5)
19. I would harm an opponent if it helped me win (1)
20. I really enjoy learning new skills (5)
21. Success is mostly luck (1)
22. I am afraid of losing (2)
23. All my habits are good and desirable ones (1)
24. I define myself as an athlete (5)
25. People get the respect that they deserve (4)
26. My diet is well balanced (5)
27. I never envy others their good luck (1)
28. Being an athlete is socially desirable (5)
29. Players seldom change the coach's mind (4)
30. I find it difficult to manage my activities (1)
31. Cheating is wrong and has no place in sport (5)
32. Athletes are not very intelligent (1)
33. Hard work brings success in sports (5)
34. I excel in a pressure filled environment (5)
35. You can play a physical game but still respect your opponent (5)
36. Athletes try to impress others with their ability (3)
37. Plans never work out, so there is no point making them (1)
38. Winning is everything (2)
39. I have never been late for work or for an appointment (1)
40. I enjoy beating other people (4)
41. On average, I am better than most athletes my age (5)
42. I have a pre-game routine that I follow (5)
43. Cheating is part of competitive sport (1)
44. A sports background builds character (5)
45. Compliments make me uncomfortable (1)
46. I have difficulty balancing sports with my other daily activities (1)
47. I have never boasted or bragged (1)
48. The benefits of involvement in sport are overrated (1)

49. I am confident that I can be successful as an athlete (5)
50. Stress improves my performance (5)
51. I shake hands with my opponents after the game (5)
52. Athletes are not known as good students (1)
53. I tend to be unlucky (1)
54. The opposition can intimidate me (3)
55. I can be friends with my competitors (5)
56. As long as I play my best, the outcome does not matter (4)
57. I find it easy to talk about my accomplishments (5)
58. My nerves never get the best of me (2)
59. I have never said anything unkind about anyone else (1)
60. Continually improving my skills is what motivates me (5)
61. In comparison to other players my age, I am below average (1)
62. The demands of sport often interfere with my lifestyle (1)
63. It is necessary to beat your opponent into submission (3)
64. Athletes are perceived as arrogant (1)
65. I am confident in my athletic ability (5)
66. I can get myself "pumped up" for games (5)
67. I don't even want to talk to my opponent if I lose (1)
68. The only thing that matters is winning (2)
69. My performance depends on the situation (4)
70. I sometimes do not feel prepared enough before a big competition (2)
71. No one is ever rude to me (1)
72. Those who are not athletes, wish that they were (4)
73. I am successful in most aspects of my life (5)
74. Losing does not scare me (5)
75. It is important to win and lose graciously (5)
76. A sports career can limit or delay growth as a person (1)
77. I am not confident in my athletic ability (1)
78. I do not know how to get myself prepared for a competition (1)
79. I always admit my own mistakes (4)
80. Sport comprises a large portion of my daily activities (5)
81. I take time to reflect on and celebrate my athletic accomplishments (5)
82. I enjoy the pressure of competition (5)
83. I respect the rules that govern my sport (5)
84. Athletes are good role models (5)
85. Coaches know what is best for me (4)
86. People do not understand the pressures of sport (4)
87. I could never be friends with an opponent (1)
88. Winning is what drives me (4)
89. I am in control of my success in sport (5)
90. I know how to control my stress and anxiety (5)
91. There is no such thing as losing graciously (1)
92. I define success as doing better than I did last time (4)
93. Officials often affect my performance (2)
94. I feel a lot of pressure to win from my coach and others (2)
95. It is not cheating unless you get caught (1)
96. I define success as beating other people (2)

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