

# THE COACHING WORLD IS EVOLVING, WE ARE ENTERING A NEW LEADERSHIP ERA

## BEFORE

Coaches had the responsibility  
to achieve results



## TODAY

Coaches have the responsibility to  
create optimal environments where  
athletes commit themselves totally,  
meaningfully and creatively, with the  
goal of reaching  
the highest levels of performance



AUTONOMY



COMPETENCE



RELATEDNESS





'The pressure of the sport environment where the environment is focused on results and high stakes pushes coaches to become social intermediaries who receive, absorb and then directly transmit a pressure of performance and victory to their athletes. This has detrimental effects on the motivation, commitment and performance of the athlete and the coach'.



# reROOT COACH'S TRAINING PROGRAM

Structuring autonomy-supportive skills for coaches in the sport domain

01

**Avoiding controlling language and behaviors**



02

**Acknowledging the athlete's feelings and perspective**



03

**Giving change-oriented feedback**



04

**Providing information when asking for collaboration**



05

**Providing autonomy-supportive structure**



06

**Offering optimal challenges and descriptive positive feedback**





## reROOT training program

This program teaches coaches how to offer a clear and consistent structure to their athletes, while supporting their autonomy and maintaining a warm interpersonal relationship.

The program highlights the importance of structure and teaches coaches how to provide it. For example, coaches learn how to communicate clear and high expectations, give constructive and efficient feedback, support athletes into taking their responsibilities and use problem solving for recurrent problems. More importantly, they learn to intervene in an empathic and informational (rather than evaluative) way and to encourage proactivity.

The training program includes 6 modules of half a day each (3 days of training). Emphasis is placed on the practice of specific skills to ensure that participants can apply the theoretical concepts into their everyday life at work. The tools presented come from scientific studies that have demonstrated their applicability in the business, sport and home environments.



	MODULE 1	MODULE 2	MODULE 3	MODULE 4	MODULE 5	MODULE 6
TITLE	<b>Avoiding controlling language and behaviors</b>	<b>Acknowledging the athlete's feelings and perspective</b>	<b>Giving change-oriented feedback</b>	<b>Providing information when asking for collaboration</b>	<b>Providing autonomy-supportive structure</b>	<b>Offering optimal challenges and descriptive positive feedback</b>
THE COACH LEARNS TO	<p>Recognize the different types of motivation and be aware of their consequences</p> <p>Recognize and be aware of the psychological needs</p>	<p>Take the perspective of the athlete</p> <p>Be aware of the desires, needs and priorities of the athlete</p> <p>Recognize that your requests may cause negative feelings, and that these emotions are valid and legitimate responses to the request</p>	<p>To effectively and respectfully communicate to the athlete that certain behaviors must be modified to achieve the objectives</p> <p>Give feedback related to the task using comments on the process rather than the person</p> <p>Give feedback that is empathic, descriptive (and non-evaluative) and supports the athlete in his/her journey</p>	<p>Provide information to facilitate problem solving</p> <p>Describe the problem without the athlete feeling appraised</p> <p>Describe your own feelings without criticizing the athlete and before losing control</p>	<p>Organize the athlete's environment to facilitate the sense of competence</p> <p>See the athlete in another light, as the person he/she can become</p>	<p>Encourage initiatives and create space for independent work</p> <p>Provide feedback that identifies and promotes desirable behaviors, to increase the sense of competence and optimal motivation</p>
USEFUL TO	<p>Stimulate optimal type of motivation of the athlete</p> <p>Become aware of the tendency to adopt controlling behaviors</p> <p>Support the athlete's needs for autonomy, competence and relatedness</p>	<p>Give a voice to the athlete</p> <p>Inform the athlete that his/her coach is flexible and listens</p> <p>Support the athlete during significant challenges and changes</p> <p>Build a relationship of mutual trust between the coach and the athlete</p>	<p>Inform the athlete of the gap between current and desired performance to increase his/her desire to perform better in the future</p> <p>Guiding the athlete by directing his/her attention to the specific changes he/she needs to implement if he/she wants to improve in the future</p>	<p>Give the athlete the information and space he/she needs to take responsibility for solving the problem</p> <p>Help the coach recognize and respect his/her own boundaries, hence preventing angry outbursts</p>	<p>Increase security, trust and equality</p> <p>Allow the development of both social and professional competence</p> <p>Help the athlete develop all aspects of his/her personality</p>	<p>Help the athlete identify his/her strengths</p> <p>Release athlete from external social approval</p> <p>Encourage the athlete to take responsibility for the development of his/her skills</p>
USE WHEN	The coach exercises leadership	The athlete is experiencing difficult times or when his/her preferences conflict with the coach's requirements	The athlete is learning	Asking for collaboration (requests are made)	The athlete behaves badly or is caught in a role	The athlete can decide for him/herself, performs well and wants to continue to improve

‘Coaches can learn not to transmit the pressure of performance to their athletes, but rather to support their autonomy on a daily basis. By adopting a style that supports autonomy, these coaches protect their athletes against declining motivation, commitment and performance. As for themselves, the coaches thus maintain the satisfaction of their needs and their coaching efficiency and even experience a significant increase in their satisfaction at work’.

**Coaches who learned to support the autonomy of their athletes earned 31% more medals than those who did not develop these skills in preparation for the 2012 London Paralympic Games.**

Cheong, Reeve, Lee & Lee, 2015

