Coaching athletes to high performance

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Transformational leadership

Athlete characteristics  
Preferred behavior  
Athlete satisfaction

Coach characteristics  
Actual behavior  
Team & individual performance

Situational characteristics  
Required behavior
**COMPLEMENTARITY**

(Owett, 2017)

BEHAVIORS e.g., mutually adding something, benefitting from one another

**CO-ORIENTATION**

(Owett, 2017)

INTERDEPENDENCE e.g., similarity, empathetic understanding
Non-directive
„After you’ve read the text, I’d like to know if you consider the text interesting.”

Autonomy-supportive
„I wonder, if this text will help you understand today’s topic even better.”

Controlling
„After you’ve read the text we will write a test about its content.”

Understood the content
Memorized the content

Need satisfaction

Motivation
(e.g., Ntoumanis, Quested, Reeve & Cheon, 2017)

Performance
(e.g., Behzadia, Adachi, Deci & Mohammadzadeh, 2018)

Happiness
(e.g., Blanchard, Amiot, Perreault, Vallerand & Provencher, 2009)

Self-confidence
(e.g., Carpenter & Mageau, 2016)

C-A-relationship
(e.g., Lafrenière, Jowett, Vallerand & Carbonneau, 2010)

Well-being
(e.g., Helton & Jowett, 2012)

(e.g., Vallerand, Jowett, Blais, Lambert & Carbonneau, 2009)

Understood the content
Memorized the content

How can I motivate my athletes?

**Ego-orientation**

- More...
  - anxiety
  - conflicts
  - self-handicapping
  - drop-out

- Coach is perceived as...
  - less socially supportive
  - giving less positive feedback

**Task-orientation**

- More...
  - fun and satisfaction
  - effective coping strategies
  - fairness
  - social support from the coach

- Better...
  - self-reflection regarding performances and improvements
  - perceived team cohesion
  - peer relationships

- Reduced...
  - self-handicapping
  - aggression
  - burnout rates

(Duda & Balague, 2007)
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