

# FinxS® Sports Competence Report / Coach

This report is based on the answers given by the respondent in the FinxS® Sports Competence Assessment questionnaire.

## Samuel Athlete

Organisation:

FinxS Sports Team

Date:

03.05.2019



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## **Welcome to the FinxS® Sports Competence report**

The athlete you are coaching has taken an important step in understanding themselves and finding out more about their resources. This is something you should respect. The FinxS® Sports Competence Assessment is designed to help discover the athlete's greatest strengths in sports and how you as a coach can develop them further. Getting to the top is not easy, but we want to help the athlete find their most natural way by identifying where their greatest potential is and the potential risks that could prevent them from reaching the top.

This report will not make them a top athlete. However, we believe the amount of information it contains can help you help the athlete become one. We believe this report can provide you with another perspective of the athlete. The athlete may not have recognised that some of their strengths are special and, therefore, they are not using their full potential. Also, they may not have realised that some of their weaknesses can actually prevent them from reaching the top.

### **Questions, strengths and challenges**

This report provides information about the 18 competences and how the athlete scored on them. The following pages will provide you with more insight into the competences. For each competence, there will be descriptions of the potential strengths and challenges they may bring to the athlete. Also, the report contains tips for you as a coach on how to best approach this athlete.

The athlete has their own report that contains a considerable amount of material for self-study. Even though we recommend that the athlete also works independently with their report, it may be beneficial to discuss the report's content together with the athlete.

The coach's report also contains more technical material that the athlete's report does not have. This can include supporting and preventing competences. This information helps you help the athlete avoid the challenges that the athlete's weakest competences may create.

### **Note about the pronoun usage:**

This assessment uses the singular "they" as a gender-neutral language to avoid bias toward a particular sex or social gender.

### **Are you ready?**

This report and the athlete's report are not books that you should read from beginning to end. You can start at any place, go in any direction and come back as many times as you wish. We hope it helps you help the athlete reach their dreams!

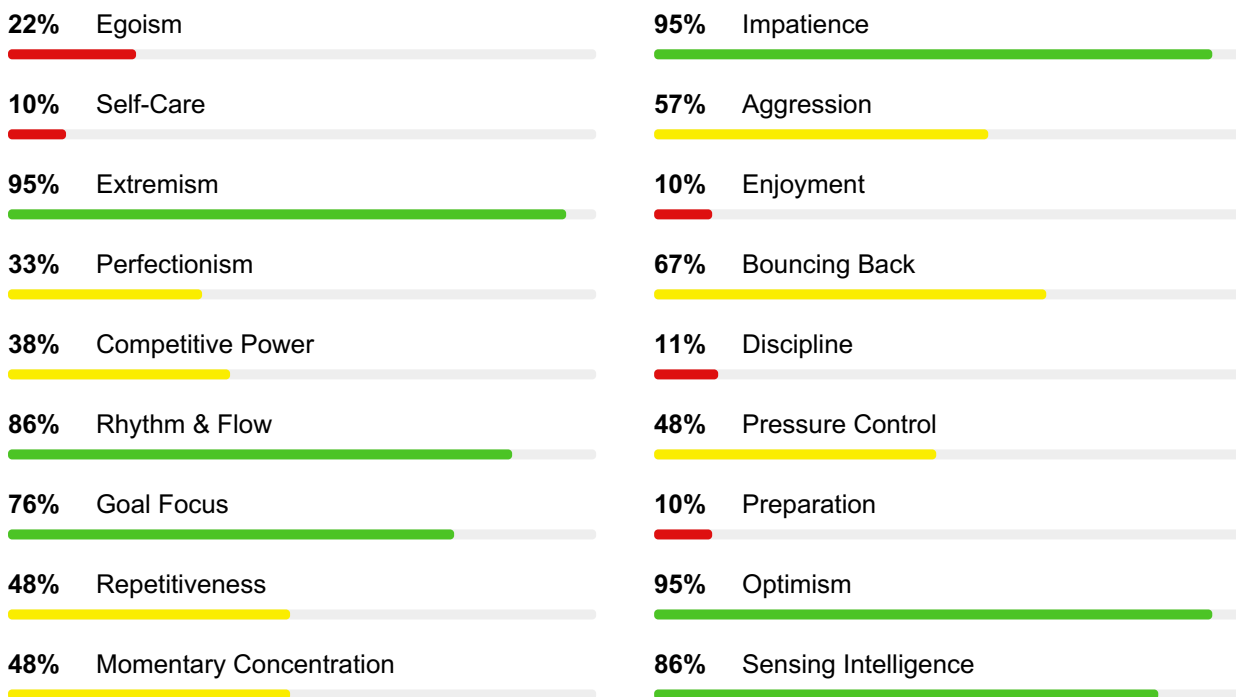
**Executive Summary**

FinxS® Sports Competence Assessment identifies 18 independent sports competences. By definition, none of the competences is better than another. Each of the competences can be the pathway to the top. It is up to the athlete and you as a coach to decide what competence you focus on the most. Based on our experience, the ones that are most natural to the athlete should also be the ones with which they can most easily gain a competitive advantage.

The below table summarises this athlete's scores for the competences. The higher the score, the more natural this competence is to the athlete. We have made it easier for you to identify those competences by showing them in a green colour. The more on the left the competence is, the less natural it is for the athlete and the more energy and focus is required if they want to use it. The red colour helps you to identify these competences.

This is just an overall summary of the results. The rest of the report will provide you with a deeper understanding of what those scores mean and how you should perhaps approach them when coaching this athlete.

**Overall Scores**



**NOTES**

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Competence	Score	Components	Value	Supporting	Support	Preventing	Risk
Egoism	22	Getting attention	MEDIOCRE	Competitive Power	MEDIUM	HIGH Optimism	PREVENTS
		Being the best	MEDIOCRE	Goal Focus	STRONG	HIGH Sensing Intelligence	PREVENTS
		Focus on myself	MEDIOCRE	Aggression	MEDIUM		
Self-Care	10	Respect of limits	GOOD	Perfectionism	MEDIUM	HIGH Extremism	PREVENTS
		Conscientiousness	WEAK	Discipline	WEAK	HIGH Impatience	PREVENTS
		Risk avoidance	WEAK	Preparation	WEAK		
Extremism	95	More	GOOD				
		Never enough	GOOD				
		Exceeding limits	STRONG				
Perfectionism	33	Never skipping	MEDIOCRE				
		Detail focus	MEDIOCRE				
		Getting it right	MEDIOCRE				
Competitive Power	38	Winning	MEDIOCRE				
		Anything to win	STRONG				
		Being first	MEDIOCRE				
Rhythm & Flow	86	Easy flow	GOOD				
		No thinking	STRONG				
		Rhythm	GOOD				
Goal Focus	76	Goal awareness	STRONG				
		One goal	STRONG				
		Solely the goal	MEDIOCRE				
Repetitiveness	48	Liking repetitions	MEDIOCRE				
		Power of repetitions	MEDIOCRE				
		Just doing it	GOOD				
Momentary Concentration	48	Blocking out	STRONG				
		Peace of mind	MEDIOCRE				
		Focus on the moment	MEDIOCRE				
Impatience	95	No waiting	GOOD				
		Being first	GOOD				
		Now	STRONG				
Aggression	57	Ready to challenge	GOOD				
		Confronting	MEDIOCRE				
		Defending oneself	GOOD				
Enjoyment	10	Influencing others	MEDIOCRE	Rhythm & Flow	STRONG	HIGH Perfectionism	MEDIUM
		Power of play	WEAK	Optimism	STRONG	HIGH Competitive Power	MEDIUM
		Having fun	MEDIOCRE	Sensing Intelligence	STRONG	HIGH Discipline	NO RISK
Bouncing Back	67	Motivation from failure	GOOD				
		Not giving up	STRONG				
		As many times as it takes	MEDIOCRE				
Discipline	11	No exceptions	MEDIOCRE	Perfectionism	MEDIUM	LOW Goal Focus	NO RISK
		Sticking to the plans	MEDIOCRE	Repetitiveness	MEDIUM	HIGH Enjoyment	NO RISK
		Doing what is needed	WEAK	Preparation	WEAK	HIGH Optimism	PREVENTS
Pressure Control	48	Keeping the cool	MEDIOCRE				
		Pressure performance	GOOD				
		External pressure	MEDIOCRE				
Preparation	10	Perfection in preparation	MEDIOCRE	Self-Care	WEAK	HIGH Extremism	PREVENTS
		Preparing to win	WEAK	Perfectionism	MEDIUM	HIGH Impatience	PREVENTS
		Routines	WEAK	Discipline	WEAK		
Optimism	95	Recovering	STRONG				
		Positive thinking	GOOD				
		Power of trust	GOOD				
Sensing Intelligence	86	Awareness of emotions	GOOD				
		Adjusting behaviour	GOOD				
		Managing emotions	STRONG				

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Competence	Score	Components	Value	Component Description
Egoism	22	Getting attention	MEDIOCRE	How important it is for you to get the attention of competitors, media, spectators and anyone involved in your sport, and how much you get energy from it.
		Being the best	MEDIOCRE	How important it is for you to show everyone that you are the best or make everyone believe you are the best, and how much you get energy from it all.
		Focus on myself	MEDIOCRE	How important it is for you to get everyone thinking of you, looking at you and following you, and how much you get energy from it.
Self-Care	10	Respect of limits	GOOD	How careful you are about not exceeding your limits and putting yourself in situations you do now know well enough.
		Conscientiousness	WEAK	How thoroughly and reliably you perform self-care activities.
		Risk avoidance	WEAK	How important it is for you to avoid taking risks relating to your physical or mental well-being.
Extremism	95	More	GOOD	How important it is for you to always want to do more than before.
		Never enough	GOOD	How difficult it is for you to reach a situation when you think you have done enough.
		Exceeding limits	STRONG	How important and motivating it is for you to go beyond your limits, to what will take your body to the extreme.
Perfectionism	33	Never skipping	MEDIOCRE	How important it is for you never to leave anything undone or half done.
		Detail focus	MEDIOCRE	How much you put focus on doing every little detail as well as possible.
		Getting it right	MEDIOCRE	How important it is for you to do everything exactly as it should or as it is planned to do.
Competitive Power	38	Winning	MEDIOCRE	How important it is for you that you win compared to focusing on how good your performance is.
		Anything to win	STRONG	How willing you are to do anything to achieve a win.
		Being first	MEDIOCRE	How important it is for you to be the first, be ahead of others, be the best.
Rhythm & Flow	86	Easy flow	GOOD	How easy it is for you to get yourself in the flow state (in the zone).
		No thinking	STRONG	How easy it is for you to refrain from thinking of anything while performing your sport.
		Rhythm	GOOD	How easy it is for you to establish and how much you benefit from a rhythm in your performance.
Goal Focus	76	Goal awareness	STRONG	How strongly you keep your goal in your mind, regardless of the situation.
		One goal	STRONG	How easy it is for you to focus and concentrate on one goal at a time.
		Solely the goal	MEDIOCRE	How easy it is for you to exclude everything from your mind but the goal and means to achieve it.
Repetitiveness	48	Liking repetitions	MEDIOCRE	How much you like repetitive practices and repetitions in general.
		Power of repetitions	MEDIOCRE	How well you can see the connection between doing repetitions properly and achieving a high level of performance.
		Just doing it	GOOD	How easy it is for you to accept that you do all the repetitions as well as possible even though you may not like them.
Momentary Concentration	48	Blocking out	STRONG	How easy it is for you to block out everything else from your mind, but the action you are in or entering into.
		Peace of mind	MEDIOCRE	How easy it is for you to achieve peace of mind when in action.
		Focus on the moment	MEDIOCRE	How easily you can put all your focus in the moment you are in and not think of anything preceding or following it.

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Competence	Score	Components	Value	Component Description
Impatience	95	No waiting	GOOD	How difficult it is for you to wait for your turn and how unwillingly you put yourself in a situation when you need to wait.
		Being first	GOOD	How important it is for you that you are the first one to get new equipment or apply new methods.
		Now	STRONG	How urgently you need to have whatever you decide you may need.
Aggression	57	Ready to challenge	GOOD	How ready you are to challenge anyone and how much that challenge gives you energy.
		Confronting	MEDIOCRE	How strong you feel at, how ready you are for and how easily you accept confrontation.
		Defending oneself	GOOD	How prepared you are to defend yourself in any situation against anyone.
Enjoyment	10	Influencing others	MEDIOCRE	How good you feel you are at influencing the moods of others
		Power of play	WEAK	How much you feel having fun and enjoying it while performing your sport improves your performance.
		Having fun	MEDIOCRE	How much you have and how good you are at having fun while in action.
Bouncing Back	67	Motivation from failure	GOOD	How much failure increases your motivation to try again and succeed.
		Not giving up	STRONG	How unprepared you are to give up at any stage and on any obstacle.
		As many times as it takes	MEDIOCRE	How prepared you are to continue pursuing until you reach success.
Discipline	11	No exceptions	MEDIOCRE	How difficult it is for you to accept exceptions to how things should be done and what is the best practice.
		Sticking to the plans	MEDIOCRE	How strongly you want to follow your plans regardless of how you feel, what others do or what happens around you.
		Doing what is needed	WEAK	How important it is for you to do whatever is needed to stay as professional as possible.
Pressure Control	48	Keeping the cool	MEDIOCRE	How easy it is for you to stay calm and focused under any kind of pressure.
		Pressure performance	GOOD	How positively pressure affects your performance and how much energy you get from pressure.
		External pressure	MEDIOCRE	How much extra energy you get from external pressure and how little you let it affect you.
Preparation	10	Perfection in preparation	MEDIOCRE	How thoroughly you perform all preparative actions and how much you pay attention to details.
		Preparing to win	WEAK	How much you focus on preparation as a way to win.
		Routines	WEAK	How comfortable you feel performing and how effectively you do all the preparation tasks that repeat themselves
Optimism	95	Recovering	STRONG	How quickly you recover from disappointments and how much extra energy they give you.
		Positive thinking	GOOD	How positive you can keep your mind at times of disappointment.
		Power of trust	GOOD	How strongly you believe you will succeed if you just do the right things.
Sensing Intelligence	86	Awareness of emotions	GOOD	How well you are aware of and recognise your own emotions.
		Adjusting behaviour	GOOD	How well you can adjust your own and other people's behaviour.
		Managing emotions	STRONG	How well you can manage your own emotions.

**Competence Summary**

Does not want to emphasise oneself, understands that others also have needs, can wait for their turn, likes privacy, performs better when not the centre of attention, and does not create conflict with competitors.

**EGOISM**

22%

Puts oneself above the others, considers one's needs more important, wants to have everyone's focus, has no doubt about one's skills and excellence, enjoys being the centre of attention, whether good or bad.

Is impatient in developing oneself, sometimes even by risking one's long-term health. They are not very focused on preventive exercises but want to spend maximum time practising the actual sport.

**SELF-CARE**

10%

Even though they want to develop and become better, they do not take risks in achieving improvement but instead listens to one's body and feelings and can take a break when they feel it is needed. Allocates plenty of time for preventive exercises.

Prefers to take the same approach as others to develop oneself. Follows the training plan set by the coach and prefers to focus on proven exercises. Is ready and able to stop when feeling that they're close to reaching the limits.

**EXTREMISM**

95%

Is ready to go as far as one can - and beyond. Enjoys working longer hours and completing more miles than others. Reaching one's limits and finding what is beyond is a great motivator.

Is a more impulsive and spontaneous person when training. Enjoys variety and experimentation. Trusts more on how one feels during and after the training than trying to do everything that was planned.

**PERFECTIONISM**

33%

Has the attention to detail to follow a step-by-step training process. Approaches training systematically, does not attempt to "cut corners." Abides by instructions, does not attempt to "wing it." Believes that paying attention to every detail will provide the best results.

Even though they like to win and achieve the highest goal, understands this is not always possible. Can see something good in own performance even when has not reached the goal. Also values the sport itself, focusing on stable and long-term development.

**COMPETITIVE POWER**

38%

Fixates all attention on how to win the competition. Is not willing to give in at any stage and demands a re-match until finds oneself on the highest podium. Being the best is not as important as defeating others. Sometimes can even try to win at any cost.

Finds it often difficult to focus and shut external things out of mind and sight. Often thinks too much and, therefore, reacts slowly and is more careful in actions. Does not let the body control the mind.

**RHYTHM & FLOW**

86%

Finds it easy to reach a flow feeling. Lives in the moment both when practising and competing. Does not pay much attention to anything but own feeling. Actions transpire more than are consciously performed.

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May be competitive and likes to win but is unwilling to sacrifice everything to achieve the best performance. Likes to experiment and try, but may also like to have a "life outside sports". Is not very strict in always completing the most important and crucial training sessions but enjoys just fooling around.

Is not a big believer in boring and repetitive training sessions. Wants to succeed on the first try and, when they feel "I can do this", is ready to move on. Believes in trying many different ways of practising rather than just focusing on one way at a time.

Often finds one's mind drifting from one thought to another and stays alert to the happenings in the environment. Usually starts a practice or competition not fully prepared and may occasionally lose concentration and focus.

Can easily wait for one's turn and is ready to change plans if the first plan is difficult to execute. Trains well with others and does not need to be the first in line. Usually waits before they take an action.

Is often respected by opponents and team members for their ability to give room for others. Exercises polite behaviour with everyone. Does not like to show extra aggression and is able to maintain one's temper even when facing opposition.

They do not value socialising and usually are not happy until the end of the competition, and the end result is what they wanted it to be. Communicates only what is needed

## GOAL FOCUS

76%

Always wants to know and always knows why. Every practice has a reason why it is done. Keeps constant focus on the goal and judges every aspect of life, based on how they best serve achieving the goal. Only accepts people in their life who can help them in achieving the goal and no one else.

## REPETITIVENESS

48%

Has the patience to repeat and continue with the same practice. Focuses well on each repetition and tries to improve from the previous one or maintain the same performance level. Believes repetition develops the best skills and a steady level of performance.

## MOMENTARY CONCENTRATION

48%

Has the ability to focus one's mind entirely on the next practice or competition. Can block everything else out from the mind and does not let anything disturb the concentration. Does not become nervous or anxious but performs in a concentrated and focused manner.

## IMPATIENCE

95%

Has no patience to wait, but if they feel that when they want something, they usually take it immediately. Does not wait for one's turn but grabs the attention of the coach or equipment at the gym. Does not tolerate a team or staff that is not able to provide them what they need immediately.

## AGGRESSION

57%

Is always willing to challenge and is not afraid of anyone. The stronger the opponent or the more difficult the situation, the more it spurs them on. Is not always seen as a nice person, but as one who has either future or current enemies.

## ENJOYMENT

10%

Sports seems like a fun thing for this person. They seem to be enjoying whatever they do and often win over the opponents with their visible positiveness and playfulness. Often

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and can also express oneself in a direct and challenging manner.

spreads the enjoyment also to other members in their team.

Seldom has the grit to continue to reach for challenging goals after setbacks. If something does not work out well, they lose motivation quickly. Is not guided by what one wants to achieve but rather by what can easily be learned or done. When facing setbacks, finds it hard to get up stronger than before. Can accept failures.

Is an emotional athlete who lets the day's feeling determine how strictly the plans are followed. Prefers to do something else if the planned activity does not feel easy to do or if extra effort is required.

Is often an athlete who performs better in routine competitions than those that come with extra pressure. Has the ability to maintain average performance at a steady level and prefers not to have any particular moment to be more important than another.

Often has a different focus on sports when competing and when not. Is more easy-going before practice than competition and occasionally arrives late or comes unprepared. Has a different, lower level of discipline when not competing.

Has a hard time believing that they will make it through the challenges and that challenges could make them stronger. Believes more in pessimism - if you do not have high hopes, you will not get disappointed either. Feels stronger without too much optimism.

They are rarely aware of different internal or external stimuli and are not trying to analyse how they influence themselves and the environment.

**BOUNCING BACK**

67%

They do not take an easy route when wanting to develop a certain skill and do not accept it as unattainable. Is ready to work long hours, try different approaches, repeat and repeat until they are happy with the end result. If they fail, they come back even stronger.

**DISCIPLINE**

11%

Shows up as a disciplined professional who plans the practices and sticks to those plans. Does not let tiredness, lack of motivation or difficult circumstances interfere with sticking to the plan and executing it.

**PRESSURE CONTROL**

48%

Has the ability to perform at a high level even when facing pressure or high expectations. Often actually performs better when the risks increase or rewards are higher. Can stay cool and does not let emotions or fears take over.

**PREPARATION**

10%

Pays special focus on preparing for both training and competition. Is willing to arrive early and often leaves late to make sure equipment and body are ready for being pushed to the limits. Understands being professional is a 24/7 responsibility.

**OPTIMISM**

95%

Has a strong belief, also during hard times, that something good will come out of this. Does not give up hope and has the confidence to trust they will find the way to get over challenges on their way.

**SENSING INTELLIGENCE**

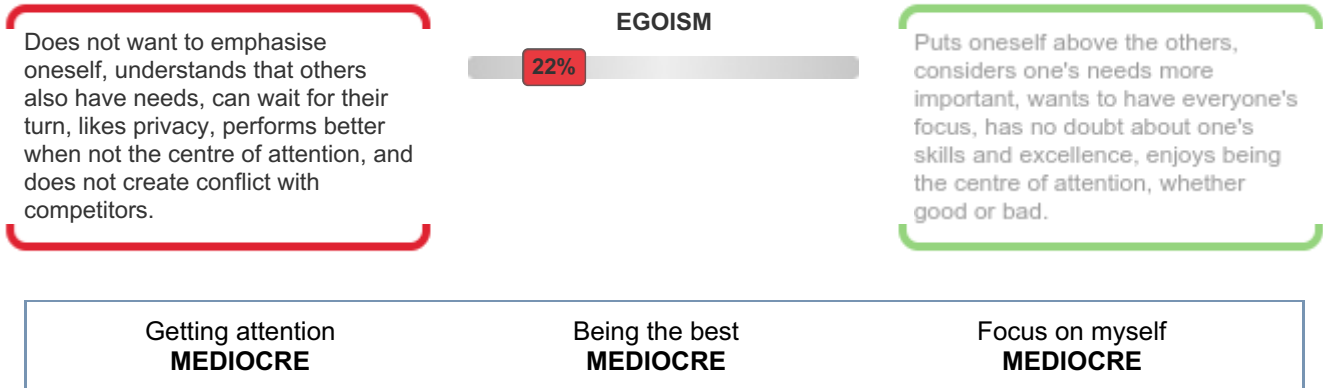
86%

Is sensitive to all stimuli around themselves, internal and external. Is aware of different stimuli and how they affect them. They can use their senses and understanding of the situation to their advantage.

### Results by Competence

#### EGOISM

How much focus an athlete puts on themselves and ignores others



They do not need attention and praise to feel important. They enjoy working for the team and do it with respect for others. Teamwork is the most natural way of working for them. They do not blame others for their own mistakes but instead accept their weaknesses and focus on developing them.

They may have difficulty under the spotlight because attention disrupts their concentration and performance. They do not mind others being the centre of attention. As a result, some people might walk over them as they do not stand up for themselves. They often take comments or conflicts too personally since they care more about other people than their ego.

Someone who understands this modest and hard-working person who tends to have difficulty under the spotlight. A coach who acts as and is a member of the team. Can also teach them to defend and respect themselves more to become a stronger athlete.

#### Development Tips for Egoism

- Support this athlete in setting some boundaries for themselves. Help them understand that they should defend themselves when needed and not always give in.
- Teach the athlete not to take some matters or comments too personally. Teach them ways to deal with criticism. It is not about them as a person. It is only about the performance.
- Help them to understand that the more vocal and egoistic athletes are not better athletes.
- Provide them opportunities to not be last in line but to be at the front.
- Help them to express their needs.
- Do not defend them. Teach them how to defend themselves.

#### NOTES

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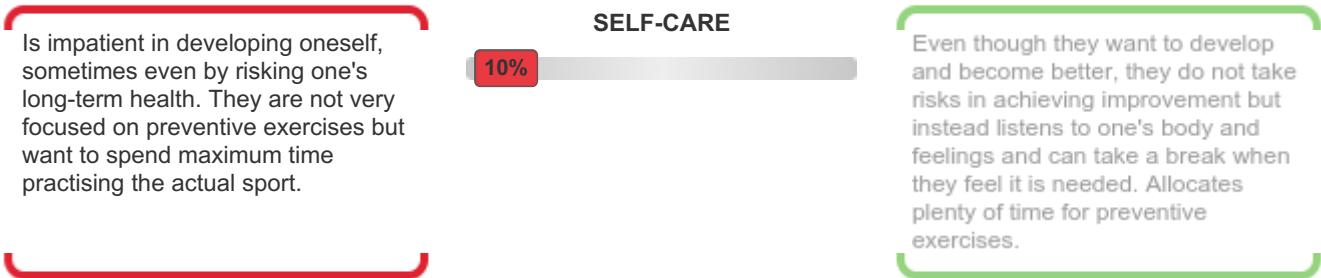
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SELF-CARE

How well an athlete identifies one's needs and focuses on prevention exercises to avoid injuries and illnesses and how important they consider them



Respect of limits <b>GOOD</b>	Conscientiousness <b>WEAK</b>	Risk avoidance <b>WEAK</b>
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They endure a lot and are an athlete who can ignore the warning signs of their body when a situation so requires. They are ready to perform at any time because they only need the competition to begin. They do not need time to warm up and get their mind focused as much as most others. They are likely to put all their effort into developing and becoming superior in their sport instead of focusing on preventive or other supporting exercises.

At times, they push their body too much, even in unnecessary situations, because they believe that is the only way to succeed. Sooner or later, they are likely to suffer some injuries if they continue ignoring all the preventive exercises. They do not know how to listen to their body and its signals or just shut down the signals.

Skills to make this athlete understand the point of taking care of their body and mind. Knowledgeable in a holistic understanding of motivation and bodily exercises. Good communication skills to discover and better understand this athlete's way of treating themselves and then match them with the motivational factors. Another approach could be to paint the worst possible outcome in a way that makes this athlete do anything to avoid it.

Development Tips for Self-Care

- Try to make the athlete understand the risks of not taking care of their body.
- Try to find ways to motivate this athlete to make rehabilitative exercises and proper warm-ups and cool-downs a part of their training routine.
- Have guided warm-ups and cool-downs. You should also include some preventive exercises in the practices.
- Do not expect anything but the minimum from them. Try to get at least to the minimum.
- Teach them how to identify what their body or mind needs.
- Do not leave them alone with self-care responsibilities.

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**EXTREMISM**

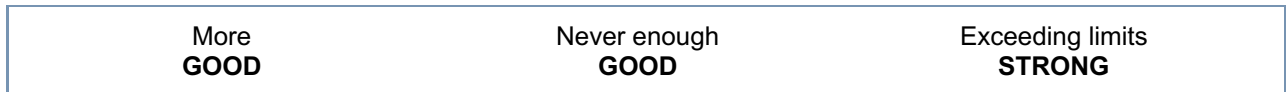
How far an athlete is ready to push themselves

Prefers to take the same approach as others to develop oneself. Follows the training plan set by the coach and prefers to focus on proven exercises. Is ready and able to stop when feeling that they're close to reaching the limits.

**EXTREMISM**

95%

Is ready to go as far as one can - and beyond. Enjoys working longer hours and completing more miles than others. Reaching one's limits and finding what is beyond is a great motivator.



They are ready and motivated to practice a lot, having a good work ethic. They seldom miss practices. They do not give up when the going gets tough but always find another gear to push through further than others. They are often very committed in all areas related to the sport and understand the reason for developing and growing in uncomfortable situations.

They may sometimes make a mistake believing quantity equals quality. They have a higher risk for injuries and overtraining due to their focus on pushing more and more and believing it will bring the best results. They listen to their mind and not their body, which can sometimes create problems as they often do more than what the training program expects.

Ability to calm this athlete down so that they will not go to the extremes when not needed. A process-oriented coach who can influence them to trust and commit to the process. It is important to keep this athlete healthy. They may well break themselves down if they are not being guided firmly and impressed by the professionalism of the coach.

**Development Tips for Extremism**

- Teach the importance of recovery to this athlete.
- Try to keep an eye on and control the amount of extra practices this athlete plans to do.
- Encourage them to also understand that quality may be more important than quantity. To be fully focused for two hours is often better than practising three hours with an exhausted mind.
- As they are going to push past their limits anyway, make sure they do it with something useful and less risky.
- Be there to stop them before they injure themselves.
- Set goals also for practices to make them focus on the goal instead of just continuing to train.

**NOTES**

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**PERFECTIONISM**

How much an athlete focuses on having every detail in place

Is a more impulsive and spontaneous person when training. Enjoys variety and experimentation. Trusts more on how one feels during and after the training than trying to do everything that was planned.

**PERFECTIONISM**

33%

Has the attention to detail to follow a step-by-step training process. Approaches training systematically, does not attempt to "cut corners." Abides by instructions, does not attempt to "wing it." Believes that paying attention to every detail will provide the best results.

Never skipping  
**MEDIOCRE**

Detail focus  
**MEDIOCRE**

Getting it right  
**MEDIOCRE**

They are quite relaxed but also pedantic in what they do. They do their best but at times also know how to enjoy practices and can also relax if that is required. They strive for excellent results but do not break down if one day they are not perfect. They understand the importance of details but can distinguish the details that need to be under control and can let go of non-significant ones.

Even though they like setting standards, they may not always set high enough standards for themselves. Or they may consider plans as "what I would like to do" instead of "what I will do". They may sometimes experience a fear of failure before trying out something they had not practised, especially when they had planned to do it but skipped it in practice. They may get worried if they fail to do certain routines, especially on a competition day.

Shows belief in this athlete. Confident coach who can assure them to have more self-confidence as well. Can provide plans the athlete can commit to and perform with confidence. Ability to inspire them to shoot higher.

**Development Tips for Perfectionism**

- Give this athlete support when they face challenges and seem to become worried and anxious.
- Establish a difference between what this athlete expects from themselves and what standards you set for the athlete.
- Encourage the athlete to trust themselves more in new situations or situations where something does not go as planned.
- Support the athlete when they are making good decisions between going for more or resting. Support their skills to listen to their bodies.
- Have a checklist for them to make sure all required details are paid attention to all the time.
- Regularly analyse what they are doing and what they are planning to do.

**NOTES**

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### COMPETITIVE POWER

How hungry an athlete is to win

Even though they like to win and achieve the highest goal, understands this is not always possible. Can see something good in own performance even when has not reached the goal. Also values the sport itself, focusing on stable and long-term development.

#### COMPETITIVE POWER

38%

Fixates all attention on how to win the competition. Is not willing to give in at any stage and demands a re-match until finds oneself on the highest podium. Being the best is not as important as defeating others. Sometimes can even try to win at any cost.

Winning  
**MEDIOCRE**

Anything to win  
**STRONG**

Being first  
**MEDIOCRE**

They have the ability to get more out of themselves in competitive situations, but victory is not the only motivator for them. They dislike losing and do their share not to get beaten. However, losing sometimes is not the end of the world for them. They can see occasional losses as learning experiences. They aim for victory but prefer not to cheat to win. Winning at all cost is not the most important thing for them.

Sometimes, they are too driven by the competition and forget to focus on matters that are more controllable than the outcome. They may get insecure if there is a chance of losing, or they underestimate the importance of that competition. Even though it may be difficult for them to admit their faults, they can do so. That is when they realise a loss helps them to grow as a person or as a player. They often admit faults or mistakes a little later after the heat is not on them anymore.

A process oriented coach who teaches the lessons of what can be learnt from both wins and losses. Leading by example, so the athlete buys into the message. Giving their all for the athletes/sport/coaching makes the athlete also learn to give their all when it is time to do everything to win.

#### Development Tips for Competitive Power

- Try to get this athlete to better understand the importance of the present moment so that they will not get too fixated on the outcome or other uncontrollable matters.
- Emphasise the responsibility of each athlete to own their mistakes and faults and to learn from them. And the quicker they do it, the better.
- Take care of this athlete if they get injured. You should not leave this athlete alone with the injury or other major setback. They need some support to start fighting and competing for their way back.
- Help this athlete to find the right goals and to how to focus on them.
- Make sure there is true motivation and that the athlete is ready to commit to the process before you let them start.
- This athlete wants to win and work for it but may not always be able to overcome the failures along the way. Make sure they do not burn themselves out too easily and stop reaching for the goal during the bad moments.

#### NOTES

**RHYTHM & FLOW**

How easily an athlete can achieve and maintain a flow state of mind

Finds it often difficult to focus and shut external things out of mind and sight. Often thinks too much and, therefore, reacts slowly and is more careful in actions. Does not let the body control the mind.

**RHYTHM & FLOW**

86%

Finds it easy to reach a flow feeling. Lives in the moment both when practising and competing. Does not pay much attention to anything but own feeling. Actions transpire more than are consciously performed.

Easy flow  
**GOOD**

No thinking  
**STRONG**

Rhythm  
**GOOD**

Their success in competitions and practices is greatly based on their ability to find and maintain the flow feeling more often than others. They can let thoughts go and immerse themselves in the moment. Time becomes irrelevant, and they just live in the moment. Even though they have a good level of body and self-awareness, they can let go of self-control to achieve a flow state.

They may not listen or communicate much with coaches or teammates when in the flow state, thus becoming distant from others. Sometimes they may come across as self-centred since they need time to focus on themselves to reach the flow feeling. They may get obsessed about their feelings; how this or that should feel. They know how something should feel for them to be able to get to the flow state.

A coach who knows about the flow state and understands it well enough to connect with this athlete without interrupting it. Good at organising practices and games to let this athlete focus on their flow state.

**Development Tips for Rhythm & Flow**

- Let this athlete do their own thing when they have found the flow state. They are in a good place, allowing you to focus on other athletes.
- Discuss the ways to achieve the flow state. This athlete has good self-awareness allowing them to analyse their experiences. These discussions might help you to support them in achieving the flow state.
- This athlete has figured out the way to achieve the flow feeling. Let them do what they need to to get there. Possibly agree on a signal, word or ritual that will signify that this athlete needs your help.
- Help this athlete to perform also on a conscious level. They may not achieve the flow state every time.
- When you want to focus on technical details, keep the discussion active to ensure they listen to you.
- Even though they may not always be willing to do it, always analyse the performance afterwards. Do not accept "all felt good" as an answer.

**NOTES**

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**GOAL FOCUS**

How focused an athlete is on the goal and how able they are to understand if what you do helps to achieve the goal

May be competitive and likes to win but is unwilling to sacrifice everything to achieve the best performance. Likes to experiment and try, but may also like to have a "life outside sports". Is not very strict in always completing the most important and crucial training sessions but enjoys just fooling around.

**GOAL FOCUS**



Always wants to know and always knows why. Every practice has a reason why it is done. Keeps constant focus on the goal and judges every aspect of life, based on how they best serve achieving the goal. Only accepts people in their life who can help them in achieving the goal and no one else.

Goal awareness <b>STRONG</b>	One goal <b>STRONG</b>	Solely the goal <b>MEDIOCRE</b>
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They do their best to reach the goals, are a very dedicated athlete and do not overlook anything that would prevent them from achieving their goal. After agreeing with the reason why something is beneficial, they are on board and fully committed to the project. They do notice and eliminate distractions in their life. Anything that is not serving the goal is to be eliminated. They do not think that as "sacrificing something", like some other people might call it.

They can get very fixed on achieving the goal and forget to enjoy the journey. They can sometimes be annoying to the coach or other people around them as they ask a lot of questions and require excellence from everyone around them. They may not have a life outside sports because the goal is controlling their life.

A coach who has a deep understanding of their own coaching philosophy in order to explain their methodology to this athlete. Open and ready to be challenged and provide answers. Does not require anything unnecessary from this athlete but lets them focus on what is important. Has some joyful elements in their coaching that can get this athlete to relax and enjoy more.

**Development Tips for Goal Focus**

- This athlete is clear why they do sports and where they are going with it. Offer your help to achieve the goals together.
- Try to take a step back sometimes and look at your goals and life from a more distant perspective. Is it bringing you happiness or taking every ounce out of you?
- Be prepared to answer questions and be clear about why something is done to achieve the trust of this athlete.
- Make sure this athlete is not using shortcuts in the wrong way (when they want to achieve the goal too early).
- Be prepared to stand up to them. You exist in their life because they believe you can help them achieve their goals.
- They may sometimes have difficulty coping with setbacks that slow down their progress - help them find something they can build on in every situation.

**NOTES**

**REPETITIVENESS**

How well an athlete can concentrate on repeating practices

Is not a big believer in boring and repetitive training sessions. Wants to succeed on the first try and, when they feel "I can do this", is ready to move on. Believes in trying many different ways of practising rather than just focusing on one way at a time.

**REPETITIVENESS**

48%

Has the patience to repeat and continue with the same practice. Focuses well on each repetition and tries to improve from the previous one or maintain the same performance level. Believes repetition develops the best skills and a steady level of performance.

Liking repetitions  
**MEDIOCRE**

Power of repetitions  
**MEDIOCRE**

Just doing it  
**GOOD**

They understand the importance of repetitive practices but may not always enjoy or focus on them with full effort. They do not force themselves to do repetitions just for the sake of repetitions. They know when their focus is lost or when the drill is not developing them anymore. Even though they aim for repetitions, they can also handle new practices and are willing to try them.

They are not always fully focused on repetitive practices. They do them but without proper focus, making the practice not very useful. Sometimes, they may struggle between switching focus from "should I do repetitive practices" and "should I try new things" and don't stay with one approach long enough to realise the results. If performing repetitive practices does not feel enjoyable anymore, they may not find the motivation to continue.

A consistent coach who leads by example. Demonstrates the difference between fully focused, quality training and half-focused, unnecessary training. Skilled in teaching focus and persistence.

**Development Tips for Repetitiveness**

- Require full focus from this athlete when doing repetitive practices so that they will learn how to do them correctly.
- Try to get this athlete to commit to one tactic or technique before switching to the next one.
- Include some enjoyable elements in the repetitive practices to prolong the motivation to continue with more repetitions.
- Make sure this athlete does enough repetitions and not just some of them for the sake of doing them.
- In your program, have a good balance between repetitive and new practices.
- Try to get this athlete to do more repetitive practices by regularly adding new elements into them.

**NOTES**

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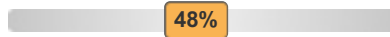
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**MOMENTARY CONCENTRATION**

How well an athlete can concentrate on the current step

Often finds one's mind drifting from one thought to another and stays alert to the happenings in the environment. Usually starts a practice or competition not fully prepared and may occasionally lose concentration and focus.

**MOMENTARY CONCENTRATION**



Has the ability to focus one's mind entirely on the next practice or competition. Can block everything else out from the mind and does not let anything disturb the concentration. Does not become nervous or anxious but performs in a concentrated and focused manner.

Blocking out  
**STRONG**

Peace of mind  
**MEDIOCRE**

Focus on the moment  
**MEDIOCRE**

At times, they can concentrate well, but mostly on things they feel comfortable with or have a lot of experience with them. They are often aware of what is happening around them. When something important happens, they are ready to respond if needed. Most of the time, they are able to compete by focusing on the moment. However, their focus may not last very long as they start thinking about the upcoming situations.

They sometimes find it difficult to know what to concentrate on. When they fail to concentrate properly, it may make them nervous, making it more difficult to reach a proper level of concentration. They may lose at the last stages because it becomes more difficult to concentrate when thoughts of the upcoming victory start disturbing their concentration.

A process-oriented coach who can provide this athlete with the tools to better focus on the controllable matters and, especially on the present moment. Can be a daily example so the athlete can follow their example. Can combine joy and concentration.

**Development Tips for Momentary Concentration**

- Help this athlete to control their concentration better. They know the principles but lack the skills to focus whenever they wish to do so.
- Provide clear steps for this athlete so that they do not need to worry about what happens next but can focus on the current step.
- This athlete may sometimes drift away. Try to learn to recognise the signs when this is about to happen and prevent it from happening.
- Create an environment that supports focusing on the task at hand.
- Practice how to deal with interruptions and surprises with them.
- Create practices that require full concentration.

**NOTES**

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**IMPATIENCE**

How urgently an athlete takes what they want

Can easily wait for one's turn and is ready to change plans if the first plan is difficult to execute. Trains well with others and does not need to be the first in line. Usually waits before they take an action.

**IMPATIENCE**

95%

Has no patience to wait, but if they feel that when they want something, they usually take it immediately. Does not wait for one's turn but grabs the attention of the coach or equipment at the gym. Does not tolerate a team or staff that is not able to provide them what they need immediately.

No waiting  
**GOOD**

Being first  
**GOOD**

Now  
**STRONG**

They can take action and make things happen quickly - they work efficiently and reach their goal at minimum time. They demand efficiency also from the people around them. They switch quickly and easily between tasks, drills, etc. They like changes they can control.

They often get frustrated, which lowers their competition and practice performance because it takes their focus away. They may have a hard time reaching for long term goals and commitments. They don't really live in the moment but are impatiently wanting to have everything right now. Delays before or during the competition and practices make them frustrated and lead to tense performance.

This athlete needs a credible and straightforward coach, or they will not use their time listening to the coach. Skilled in making this athlete commit and work towards long-term goals. Also lets them sometimes express impatience since it is deeply rooted in them.

**Development Tips for Impatience**

- Teach this athlete how to recognise moments when patience is valuable. Make them aware of their own impatience and start the work from there.
- Provide this athlete with short-term goals. Do not get offended if they are not interested in long talks about the future. It's just not their cup of tea.
- Create situations where this athlete needs patience and point them out so it becomes clear to them how they should behave in these situations.
- Always discuss with them when their impatience has caused something negative.
- Try to make important tasks so interesting that they can keep their focus on the moment.
- Teach them techniques on how they can control their impatience.

**NOTES**

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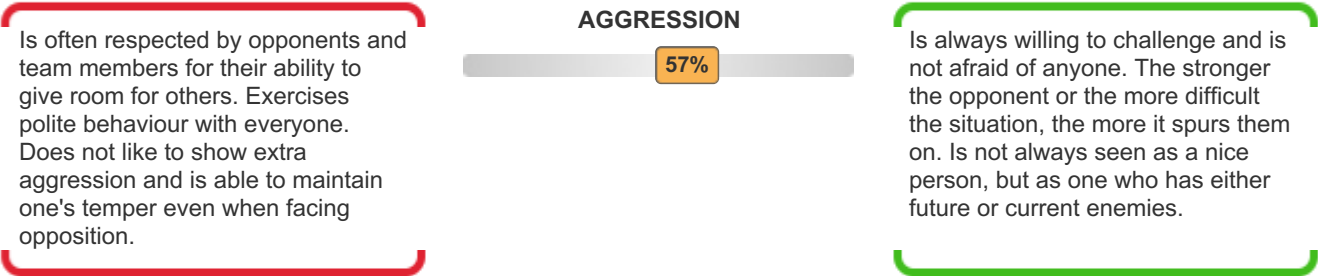
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**AGGRESSION**

How well an athlete uses aggression to their benefit



Ready to challenge <b>GOOD</b>	Confronting <b>MEDIOCRE</b>	Defending oneself <b>GOOD</b>
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They have some temper and are aware of it. This makes it easier for them to train it and keep it under control. They do not become afraid when facing challenges, although they would prefer things to cool down without extra aggression in most situations. They are assertive and can stand up for themselves most of the time, yet being open to compromises.

Occasionally, they may get irritated and snap at others, but they realise the effect of their behaviour and understand the need to apologise too. They can get frustrated, which sometimes leads to surprising negative aggression. At times, they may take foolish risks just because they like the challenge and like to be driven by challenging situations.

A firm natured coach who is smart enough to gain this athlete's trust and attention. Knows how to use emotions as an advantage and how to guide them. Leads by example. Can be straightforward and polite in communication. Able to calm this athlete down when aggression rises at the wrong time.

**Development Tips for Aggression**

- At times of uncontrolled aggression, find out where the frustration arises from. Is it something you could better control and/or avoid?
- Support this athlete when they manage to communicate with honesty, politeness or empathy when aggression is not needed.
- When this athlete is about to lose motivation, give them positive challenges.
- Make sure this athlete understands when aggression produces something good and when it does not.
- Practice with them how to respond to challenges and how to use aggression.
- Try to add consistency to their behaviour. It helps them to control themselves better.

**NOTES**

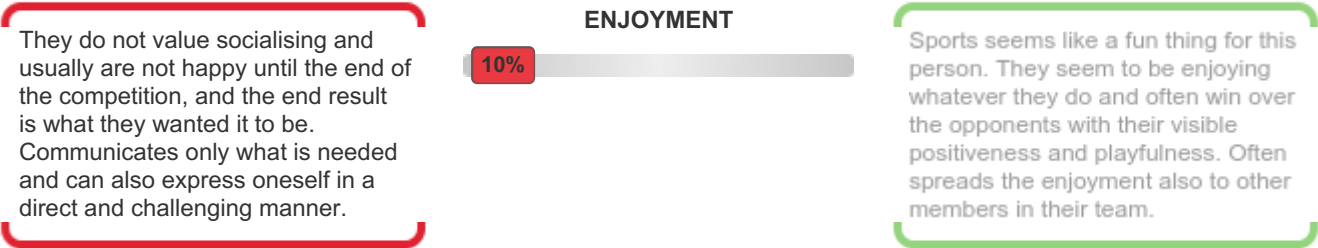
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**ENJOYMENT**

How much an athlete is able to have fun in a competitive environment (and influence the moods of people around them)



Influencing others <b>MEDIOCRE</b>	Power of play <b>WEAK</b>	Having fun <b>MEDIOCRE</b>
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They are good at being efficient and not so good at "wasting" their time socialising with others. They do not complain if something is not that fun or enjoyable as they know how to do the hard work. They are prepared for it. They do whatever the coach tells them to do and execute it. They also get along with different types of coaches - as long as the coach focuses on improving performance.

Not focusing on enjoying the sport may reduce their motivation to succeed or continue long in their sport. They are quite often unsatisfied and unhappy - like nothing is enough. It is also difficult to help them since they do not express their feelings easily or voluntarily. They feel it is unpleasant to engage in playful practices since they consider fun to be an irrelevant factor that reduces the level of performance.

Can take coaching seriously and can also demonstrate and prove by example that some enjoyment may help in the process at times. More serious communication style to stay credible and gain the trust of this athlete. Can provide feedback and information that this athlete needs.

**Development Tips for Enjoyment**

- Find out what makes this athlete happy. Bring in those elements without making any special mention about it.
- Make them understand how their communication on bad days may affect the people around them. At the same time, do not expect too deep communication from them at those moments.
- Give this athlete clearly defined tasks to perform and focus on when they seem to become anxious.
- Keep most of the communication on topic. Be precise in your feedback and instructions.
- If they seem to need time and privacy to process things in their mind, provide them with time to do so.
- Give them enough time to be sure they have shared all of their emotions and opinions.

**NOTES**

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### BOUNCING BACK

How long an athlete continues fighting against failures and setbacks

Seldom has the grit to continue to reach for challenging goals after setbacks. If something does not work out well, they lose motivation quickly. Is not guided by what one wants to achieve but rather by what can easily be learned or done. When facing setbacks, finds it hard to get up stronger than before. Can accept failures.

#### BOUNCING BACK



They do not take an easy route when wanting to develop a certain skill and do not accept it as unattainable. Is ready to work long hours, try different approaches, repeat and repeat until they are happy with the end result. If they fail, they come back even stronger.

Motivation from failure  
**GOOD**

Not giving up  
**STRONG**

As many times as it takes  
**MEDIOCRE**

They are willing to put much time and effort into achieving goals, but setbacks, such as injuries, might slow them down for a while before they find the motivation to fight again. They understand when being persistent or resilient is causing more harm than good and when it is time to give up for the day - even if today's practice did not go as hoped or planned. They do not fall after the first disappointment but are willing to try again. However, if the road to success seems too rocky, they may give up.

Sometimes they may give up at the crucial moment because they have not seen good results in a while. They may not be able to correctly anticipate when results will come. They struggle with long-term goals and commitments. Fighting for mid-term and short-term goals is much easier for them. The bigger the setback, the more difficult it is for them to come back.

A process-oriented coach who is skilled in goal setting, attitude and commitment. Can show by example that it may be in the details how successful the comeback will be. Can provide feedback to fire up this athletes' willpower and motivation, especially in the moments of setback.

#### Development Tips for Bouncing Back

- Help this athlete to create long-term goals and break them into smaller, intermediate goals. Do this together with them so they have a clear focus on what to work on and what is not so important.
- At times, this athlete may need the first push from you to start bouncing back. They can do it also by themselves, but they do it faster with your support.
- Give positive feedback to this athlete when they manage to listen to their body rather than their mind when the mind will not give up, but the body needs a break.
- Be sure that they do not waste time on working with half effort. Get to work towards the goal at full effort or not at all.
- After they have decided to give up on something, discuss what it would have required to achieve it.
- After a disappointment, get them to aim for the next goal as quickly as possible.

#### NOTES

**DISCIPLINE**

How disciplined an athlete stays in following plans and not letting anything disturb completing what needs to be completed

Is an emotional athlete who lets the day's feeling determine how strictly the plans are followed. Prefers to do something else if the planned activity does not feel easy to do or if extra effort is required.



Shows up as a disciplined professional who plans the practices and sticks to those plans. Does not let tiredness, lack of motivation or difficult circumstances interfere with sticking to the plan and executing it.

No exceptions <b>MEDIOCRE</b>	Sticking to the plans <b>MEDIOCRE</b>	Doing what is needed <b>WEAK</b>
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They are very easygoing and do not stress much about missing one practice or lunch, for example. They can adjust easily and adapt to different circumstances quickly. Their happiness and motivation do not depend on performing certain routines every single day the exact same way.

"They may say "yes" too easily to many requests and burn themselves out because of that. They may not achieve superior results because they do not stay disciplined and get easily sidetracked. They may sometimes come across as lazy if they lose interest. They do not do things because of having to remain disciplined. Being disciplined is not an important value for them. "

Patient and calm coaching style. Can lead by example and show how this athlete can achieve excellence through everyday actions. Excellent skills in motivating and inspiring this athlete. Helps them to find inner strength and true motivations to which the athlete can commit.

**Development Tips for Discipline**

- Try to understand where this athlete comes from and what makes them unable to concentrate and do things to the fullest.
- Push this athlete to reach higher and give more. They may sometimes need it.
- Give this athlete some simple, reachable tasks so they realise little by little that they can achieve. They need to learn to demand more from themselves.
- Do not leave this athlete alone when working on something unpleasant or something that requires sacrificing something they would like to do instead.
- Challenge them with their goals. Are they truly prepared to commit to achieving them?
- Try to add elements that make boring parts of their sport more attractive to them.

**NOTES**

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### PRESSURE CONTROL

How much an athlete can take pressure without pressure affecting their performance

Is often an athlete who performs better in routine competitions than those that come with extra pressure. Has the ability to maintain average performance at a steady level and prefers not to have any particular moment to be more important than another.

#### PRESSURE CONTROL

48%

Has the ability to perform at a high level even when facing pressure or high expectations. Often actually performs better when the risks increase or rewards are higher. Can stay cool and does not let emotions or fears take over.

Keeping the cool  
**MEDIOCRE**

Pressure performance  
**GOOD**

External pressure  
**MEDIOCRE**

They can perform under pressure but do not like it per se and do not wish to be under constant pressure. They are often a stable performer and do not need high stakes to be good or to give their best. This helps especially in practices because they can maintain their energy level at a stable level. They can handle excitement well and are good under some, but maybe not extreme, pressure.

Extreme pressure situations are hard for them as they feel nervous when the expectations are high. They can handle some occasional pressure but may not be able to carry or help others under those pressure circumstances. They may sometimes fail under extreme pressure situations. This results in them doubting themselves, which again will affect their performance until they gain their self-esteem back.

Coach who has experience of pressure themselves and is skilled in solving and handling pressure situations. Can also teach pressure management in a way that the athlete gets the message. Has good communication skills.

#### Development Tips for Pressure Control

- Create some pressure situations for this athlete in practices and teach how to block out the pressure.
- Teach this athlete to trust themselves in extreme situations and test with curiosity how good they can be under pressure. Do this by teaching them to compete against themselves.
- Discuss with this athlete what would happen even if they fail. Show them that failing is also acceptable as there is always an opportunity to learn from failures.
- This athlete does not necessarily stumble under pressure but needs some tools to deal with pressure situations consistently and improve their performance under pressure.
- Try to involve pressure in less important competitions and decrease it in the most important ones.
- Keep the discussion open and active with this athlete to be able to identify early situations that they may not be able to handle by themselves.

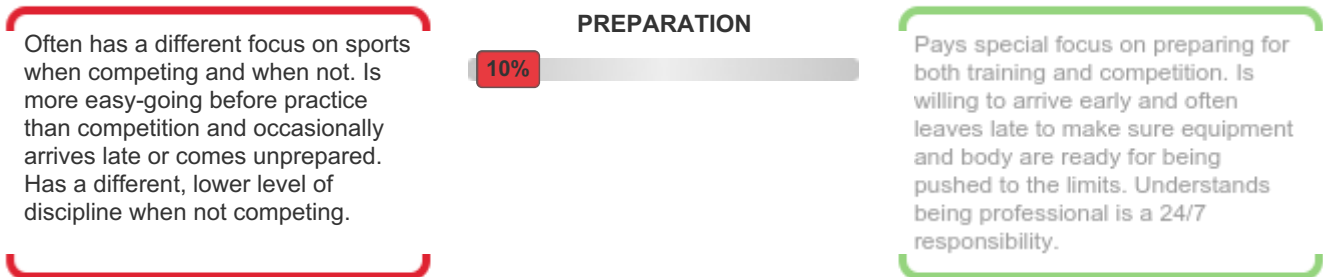
#### NOTES

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PREPARATION

How important an athlete considers putting focus on taking care of all possible preparation activities.



Perfection in preparation <b>MEDIOCRE</b>	Preparing to win <b>WEAK</b>	Routines <b>WEAK</b>
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They do not stress if they are not prepared. They can still perform. They are easy going as to what comes to being prepared. This does not mean they do not care about the sport or consider it important. Preparation is just not so important for them. They can create a more relaxed culture around them and remind people that sports should not be that serious all the time.

Being late or unprepared does not improve their performance. They sometimes give too big of a head start to their better-prepared competitors. Sometimes being more relaxed has the same results as being lazy. They may feel anxious in the game situations if they realise that they should have prepared for it better and now it is too late.

An open and discussing style coach who can understand this athlete to be able to point out the importance of preparation at least to some extent. Skilled in teaching self-motivation and leading by example to get them to believe in preparation.

Development Tips for Preparation

- Make clear rules together with this athlete for what is expected from them and try to have them commit to those rules.
- This athlete is not going to be perfect in preparation. Select a few tasks that you hold them accountable for.
- Try to find out where unpreparedness comes from for this athlete.
- Do not burden this athlete with too many preparation requirements, but at the same, be firm with those that you expect them to take care of.
- If you feel they are not prepared for a certain practice, cancel the practice.
- Try to also be with them when they are about to do some important preparation activities (that you would normally let an athlete do by themselves).

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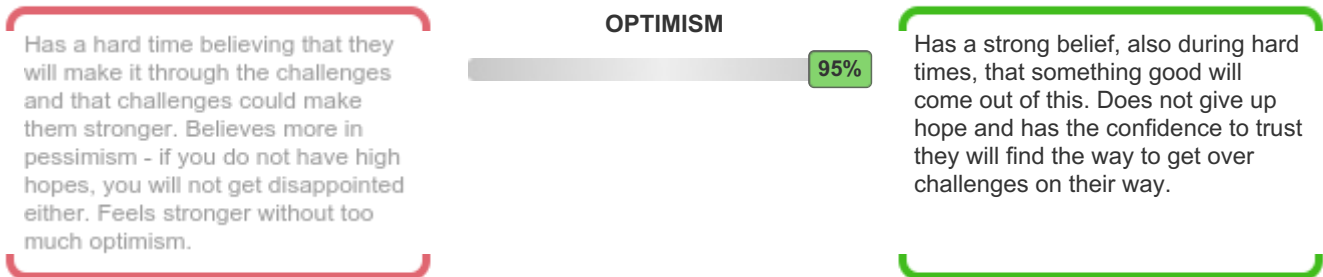
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**OPTIMISM**

How strongly an athlete believes that all good things will happen at the end



Recovering <b>STRONG</b>	Positive thinking <b>GOOD</b>	Power of trust <b>GOOD</b>
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They have a very optimistic way of life and believe in themselves to have the tools to solve any problem. They understand that sport is just one part of life. Even when in deep trouble, they find the power to prevail and never lose hope. They often succeed simply because they did not give up. They have the ability to recover quickly from adversity, come back from injuries and even find something good in them or use them as lessons to learn.

Because they believe in themselves and are always optimistic, they do not often ask for help from others, even though that would sometimes be helpful. Because of their optimistic outlook, they believe they are the strongest in the end. They also give a lot of support to others too. All this makes them prone to burnout without noticing it early enough. Sometimes the most optimistic people might fail into the trap of being a bit too naive, resulting in them realising how things really are, too late.

Optimistic mentality to share their view of life with this athlete. Also a realistic and respected role model who the athlete also listens to during more naive moments. Positive but firm communication style.

**Development Tips for Optimism**

- Converse with this athlete and create a relationship where they can honestly tell if they are getting tired or experiencing pain.
- Make sure you are also there to support them when they need it. This athlete may not ask for help unless it is a real emergency because they trust in their own skills to manage the difficult times.
- When required, and especially when you feel this athlete is relying too much on pure optimism, introduce some realism into their thinking.
- Turn optimism into realism by breaking down in detail what exactly needs to be done to reach the goals.
- Be a step ahead of this athlete in preparing for when things do not go as planned or hoped.
- Make sure you do not break their optimism as it is one of their biggest sources of energy.

**NOTES**

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### SENSING INTELLIGENCE

How sensitive and aware an athlete is for the outer and inner stimuli. How willing and capable is to understand the stimuli.

They are rarely aware of different internal or external stimuli and are not trying to analyse how they influence themselves and the environment.

#### SENSING INTELLIGENCE

86%

Is sensitive to all stimuli around themselves, internal and external. Is aware of different stimuli and how they affect them. They can use their senses and understanding of the situation to their advantage.

Awareness of emotions  
**GOOD**

Adjusting behaviour  
**GOOD**

Managing emotions  
**STRONG**

They are good at also sensing other peoples' emotions and using it in competition or practices. They sense how other people feel. They have good self-awareness and know how emotions and different situations affect them. They are intelligent in what causes different emotions and how it impacts them. They have an understanding of why they feel the way they feel. Like when they are sad one day, they can trace back the experience that caused the sadness and can, therefore, recover quicker.

They may struggle in situations when there are too many considerations to be paid attention to and too many emotions involved. This can easily make them anxious. Because they need time and space to process feelings and what happened, others may consider them rude or distant. They may sometimes fall into overthinking and overanalysing.

Emotionally and socially intelligent coaching style in order to connect with this athlete. Enjoys discussions about inner experiences. Can also communicate with sensitivity without forgetting some firmness.

#### Development Tips for Sensing Intelligence

- Try to create an environment with the right amount of stimuli. Not too many things to worry about but enough to keep their mind working.
- Do not guess how this athlete is feeling, but instead discuss with them regularly. They usually understand much more about their feelings than what they spontaneously express.
- Teach this athlete ways to deal with stress and anxiety if they tend to stress easily. Find out where the stress comes from. Often they already know the source but are just not able to process it appropriately.
- Do not let them be guided by their emotions too much. Teach them that things cannot always feel good, and they still need to push through the challenge.
- Encourage the athlete to have more a consistent level of performance at all times, regardless of what happens around the athlete.
- Try to maintain a happy-go-lucky atmosphere both in practice and competition.

#### NOTES

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## **SPORTS INDEX**

Sports Index measures how well the athlete is aware of their strengths and how strong those strengths are.

The better an athlete is aware of their strengths, the more efficiently they can use those strengths to gain a competitive advantage.

Sports Index typically correlates with age and experience. Very young athletes may not have the perspective to understand and observe their own behaviour, so their Sports Index is often lower.

We do not say an athlete cannot succeed with a low Sports Index, but success is undoubtedly easier to achieve if you know where your strengths are.



**SPORTS INDEX** Overall score how well the athlete is aware of their strengths and how strong those strengths are.

**TRAINING INDEX** An index describing how strong the athlete considers the competences mainly relating to the training environment are.

**COMPETITION INDEX** An index describing how strong the athlete considers the competences mainly relating to the competition environment are.