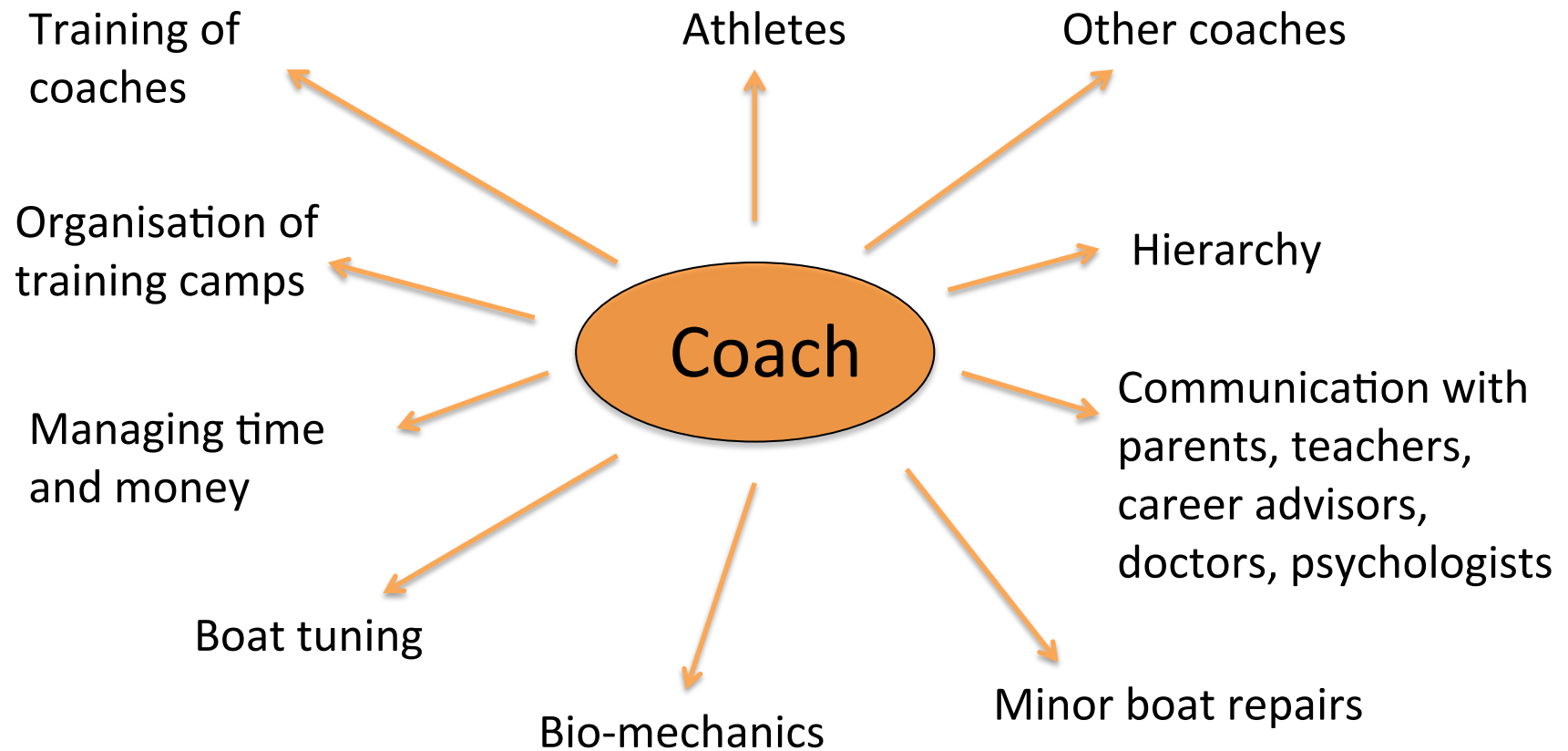


# Coach the Coach

## THE GERMAN CONCEPT





- Individual generic further development
- The starting basis is the requirement profile of national coaches
- Generic competencies determine the national coaches` approach to athletes
- Empowering national coaches to master their wide variety of tasks

- Several years of experience in developing boat classes
- Generic, methodical and analytical understanding
- High leadership motivation, power motivation
- High proactivity
- Creativity: active, situative and performance-oriented approach
- Assertivness combined with empathy
- Capacity for teamwork

- Clear ability and willingness to communicate
- Persistency in asserting goals
- Commitment to the German Rowing Federation as an employer
- Geographically flexible service; mobility
- Open-mindedness towards new topics (willingness to learn and to continue training)
- Intermediate English language proficiency level
- Excellent Microsoft Office package skills

- Facultative offer
- Confidentiality - Professional discretion of psychologists
- Scope approx. 10 hours
- Starting with a potential analysis to identify individual strengths and weaknesses

- Work-based personality test developed in Germany:  
Developed with a view to dealing with the practical questions relating to personality that arise in the workplace.
- Application Areas:
  - Career counselling
  - Personnel selection
  - Development and coaching
  - Feedback processes



Achievement Motivation Power Motivation Leadership Motivation Competitive Motivation	OCCUPATIONAL ORIENTATION		OCCUPATIONAL BEHAVIOUR	Conscientiousness Flexibility Action Orientation Analysis Orientation
<b>PERSONAL APTITUDE REQUIREMENTS</b>				
Social Sensitivity Openness to Contact Sociability Team Orientation Assertiveness Enthusiasm	SOCIAL SKILLS		PSYCHOLOGICAL CONSTITUTION	Emotional Stability Working under Pressure Self-Confidence

Domain	Scale	High score meaning	Item example
<b>Occupational Orientation</b>	<b>Achievement Motivation</b>	<ul style="list-style-type: none"> <li>• sets high demands for own job-related performance</li> <li>• is active in the pursuit of work goals</li> <li>• continually strives to improve own work</li> </ul>	“I am extremely ambitious.“
	<b>Power Motivation</b>	<ul style="list-style-type: none"> <li>• has a deep resolve to make a strong impact at work</li> <li>• is motivated to improve the way things are done (systems and processes)</li> <li>• is driven to implement own ideas</li> </ul>	“I have achieved a great deal in my life.“

Domain	Scale	High score meaning	Item example
<b>Occupational Orientation</b>	<b>Leadership Motivation</b>	<ul style="list-style-type: none"> <li>likes to take managerial responsibility</li> <li>can persuade other people and win them over to own views</li> <li>has an inspiring and stimulating effect on others</li> </ul>	„I exude authority.“
	<b>Competitive Motivation</b>	<ul style="list-style-type: none"> <li>Looks for competitive situations actively</li> <li>Assesses his own success primarily by comparing his own performance with others</li> <li>Motivates himself predominantly by a feeling of being better than others</li> </ul>	„I thoroughly enjoy outdoing others.“

Domain	Scale	High score meaning	Item example
<b>Occupational Behaviour</b>	<b>Conscientiousness</b>	<ul style="list-style-type: none"> <li>• works on tasks with precision and accuracy</li> <li>• can be relied upon</li> <li>• tends towards perfectionism</li> </ul>	“I am very meticulous about things.”
	<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• easily adjusts to new work situations</li> <li>• adapts quickly to changing conditions</li> <li>• tolerates uncertainty well</li> </ul>	“When I am confronted with unforeseen situations I see it as a welcome challenge.”

Domain	Scale	High score meaning	Item example
<b>Occupational Behaviour</b>	<b>Action Orientation</b>	<ul style="list-style-type: none"> <li>• after a decision has been made, starts to implement immediately</li> <li>• does not allow self to be affected by distractions and difficulties in the execution of work</li> <li>• works in a goal-oriented fashion</li> </ul>	“I don’t hesitate to put decisions into effect immediately.”
	<b>Analysis Orientation</b>	<ul style="list-style-type: none"> <li>• Tries to include all potentially influencing factors and to estimate the consequences of decisions</li> <li>• Only wants to make decisions that are highly certain of being best (optimal)</li> </ul>	„I take a lot of time to make proper decisions.“

Domain	Scale	High score meaning	Item example
<b>Social Skills</b>	<b>Social Sensitivity</b>	<ul style="list-style-type: none"> <li>• has a good feeling for other people's moods</li> <li>• can adjust easily to different social situations</li> <li>• is good at assessing own effects on others</li> </ul>	"I am always aware of how other people are feeling."
	<b>Openness to Contact</b>	<ul style="list-style-type: none"> <li>• can approach other people and quickly establish rapport</li> <li>• builds and maintains a network of relationships and contacts</li> <li>• likes to get together with other people</li> </ul>	"I find it easy to make conversation with strangers."
	<b>Sociability</b>	<ul style="list-style-type: none"> <li>• deals with other people in a friendly and considerate manner</li> <li>• values harmony with others at work</li> <li>• is willing to adapt to different people</li> </ul>	"I get on with everybody."

Domain	Scale	High score meaning	Item example
<b>Social Skills</b>	<b>Team Orientation</b>	<ul style="list-style-type: none"> <li>enjoys working in a team</li> <li>looks for cooperation and interchange with others</li> <li>is prepared to accept and support team decisions</li> </ul>	“Working together with others brings out the best of me.”
	<b>Assertiveness</b>	<ul style="list-style-type: none"> <li>keeps the upper hand in job-related debates</li> <li>pushes ideas through</li> <li>expresses opinions forcefully</li> </ul>	“I am able to get people committed to the things in which I believe.”
	<b>Enthusiasm</b>	<ul style="list-style-type: none"> <li>Can be completely absorbed in a task</li> <li>Has the ability to thrill staff and colleagues</li> </ul>	„I’ve a thrilling effect on others.“

Domain	Scale	High score meaning	Item example
<b>Psychological Constitution</b>	<b>Emotional Stability</b>	<ul style="list-style-type: none"> <li>• quickly gets over problems and gets back to work</li> <li>• reacts calmly to difficulties</li> <li>• does not get discouraged</li> </ul>	“I am not easily thrown off balance.”
	<b>Working under Pressure</b>	<ul style="list-style-type: none"> <li>• is resilient to prolonged stress from high work loads</li> <li>• works efficiently even when under pressure</li> <li>• reacts in a business-like manner even to heavy demands</li> </ul>	“I stay calm even when I have to work very hard.”
	<b>Self-Confidence</b>	<ul style="list-style-type: none"> <li>• is self-confident in social dealings</li> <li>• is not overly concerned about the impression made on others</li> <li>• stays calm when in the limelight (job interviews, presentations, meetings with important people etc.)</li> </ul>	“I am self confident.”



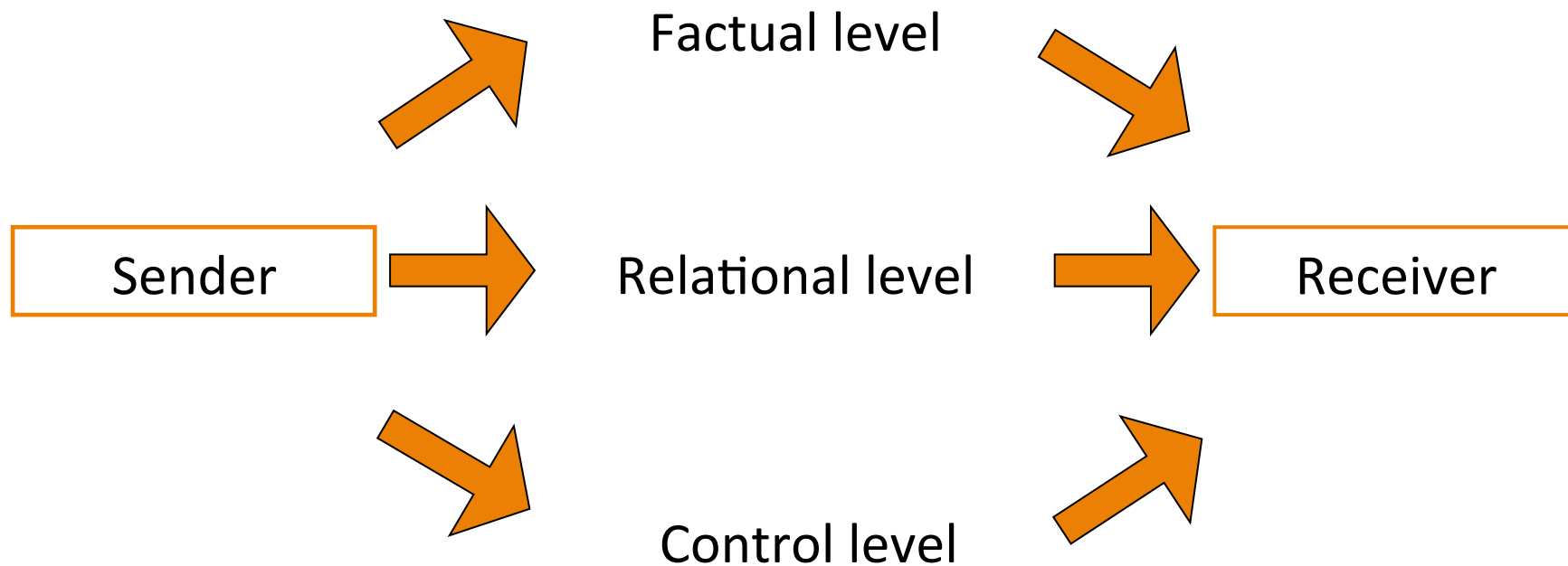


- Specific deficiencies in soft skills
- Success with his athletes in World Rowing Championship in 2013
- Relevant topics:
  - Training of social skills, such as communication, empathy, dealing with conflicts
  - Personality style
  - Work-life balance

- **Motivation / Communication with Athletes**

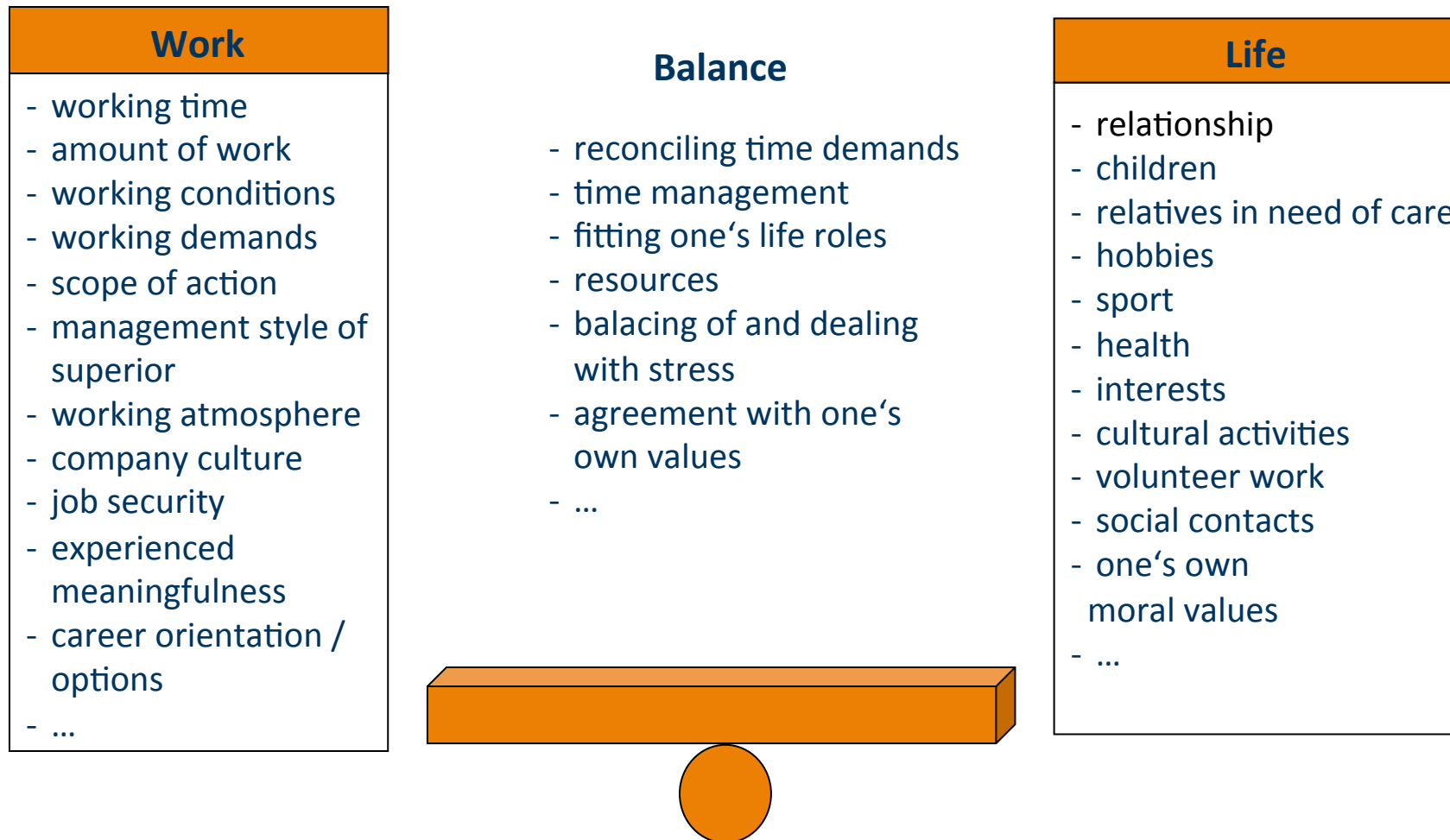
- Coach is a manager / leader
- A leader`s mood and behaviour influences the mood and behaviour of everyone else, especially the direct reports, who are athletes around him
- A leader`s high emotional intelligence is important for team performance
- Communication is one of the most relevant factors of success

## Every message has three levels



<p>Facutal level</p>	<p>“What“ is being communicated</p> <ul style="list-style-type: none"> <li>• What facts are being communicated</li> <li>• Content and personal information</li> </ul>
<p>Relational level</p>	<ul style="list-style-type: none"> <li>• Relational information</li> <li>• What relationship do I have to my interactive partner?</li> <li>• Do I like him? Do I know him well?</li> <li>• Do I trust him? How well do I know him?</li> </ul>
<p>Control level</p>	<ul style="list-style-type: none"> <li>• What do I want to achieve with him?</li> <li>• What do I want him to think, believe and assume?</li> <li>• What do I want him to do or not to do?</li> </ul>

- Learn to communicate positively and to give feedback to improve motivation
- Pessimistic thoughts block actions, reaction speed etc. of one's counterpart
- Learn to communicate authentically at all communication levels (verbal, paraverbal and nonverbal)
- Even completely nonverbal expressiveness can affect other people
- I help to reflect their own behavior – coaching on the job



- **Work-life balance** is the best protecting factor against burnout
  - High achievement motivation and high competitiveness are risk factors for burnout
  - High emotional stability and high ability to work under pressure are further protecting factors against burnout
  - In combination with sub-optimum general working conditions coaches are a particularly endangered occupational group



- **Stress**

- **Eustress**

- Positively experienced tension
    - In this state, one can develop a feeling of exhilaration/ happiness (flow)

- **Disstress**

- Negatively experienced tension
    - The person has the feeling that he cannot cope with the demands placed upon him

- What stresses me? Why does that stress me?
  - What are my typical stress reactions?
  - How do I deal with it?
  - The development of new stress compensation strategies

- **Career Planning**
  - What do I want to achieve professionally long term?
  - How do my personal goals fit in with my professional live?
- **Dealing with failures**
  - What failures have I experienced?
  - How does this effect my own well-being?
  - I use psychological techniques to clarify and minimise dysfunctional convictions
- **Coping with others' tears**
- **Associating with homosexual athletes**

- Promoting open-mindedness with generic topics, such as communication, motivation, dealing with stress
- Improves awareness and understanding of psychological intervention (it's duration, depth and effect)
- Coaches' further personal development in generic topics
- Improves implementation of such topics in coaches' every-day life
- Coaches to recommend psychological intervention to their athletes
- Improvement of cooperation between coach, athletes and psychologist
- My further intention: questioning of athletes on the effects a coach has on them

# Thanks for your attention!!!

For further questions:

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