

This report is based on your answers in the Sports Competence Assessment questionnaire.

Rick

Organization:

Sample Organisation

Date:

24.03.2020



Welcome to the Sports Capacity 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 Sports Capacity Assessment is designed to help discover what are 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 to find their most natural way by identifying where their greatest potential is and what are the potential risks that could prevent them from reaching the top.

This report will not take the athlete to the top. However, we believe the amount of information it contains can help you to help the athlete to become one. We believe this report can provide you with another perspective of the athlete. The athlete may not have recognized that some of their strengths are special and, therefore, they are not using their full potential. Also, they may not have realized 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 next pages will provide you with more insight on 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 huge amount of material for self-study. Even though it is recommended that the athlete also works alone with their report, it may be good if you discussed the content of the report together with the athlete.

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



Note about the pronoun usage:

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

Are you ready?

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

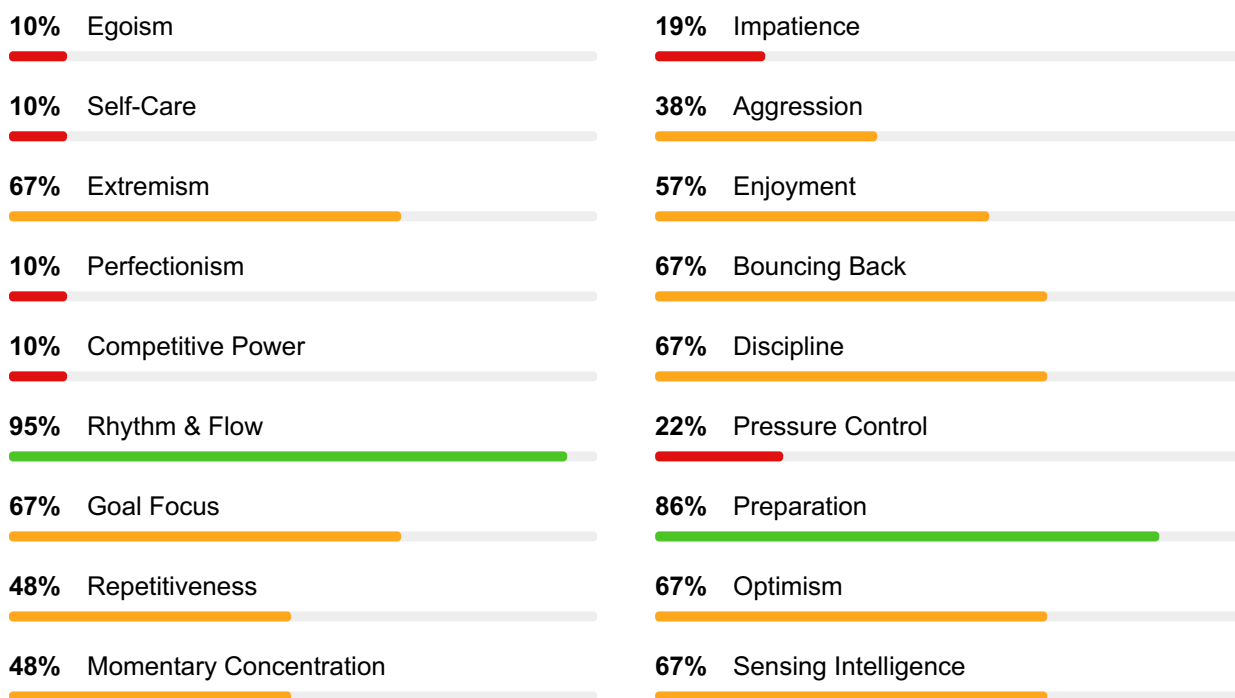
Executive Summary

Sports Capacity 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 what they can most easily gain competitive advantage.

The below table summarizes 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 green color. 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. Red color 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 what those scores mean and how you should perhaps approach them when coaching this athlete.

Overall Scores



NOTES

Sample Coach

Organization: **Sample Organisation**

Date: **Sample Report**

Competence	Score	Components	Value	Supporting	Support	Preventing	Risk
Egoism	10	Getting attention	WEAK	Competitive Power	WEAK	HIGH Optimism	Medium
		Being the best	MEDIOCRE	Goal Focus	MEDIUM	HIGH Sensing Intelligence	Medium
		Focus on myself	WEAK	Aggression	MEDIUM		
Self-Care	10	Respect of limits	WEAK	Perfectionism	WEAK	HIGH Extremism	Medium
		Conscientiousness	MEDIOCRE	Discipline	MEDIUM	HIGH Impatience	No Risk
		Risk avoidance	MEDIOCRE	Preparation	STRONG		
Extremism	67	More	MEDIOCRE				
		Never enough	GOOD				
		Exceeding limits	STRONG				
Perfectionism	10	Never skipping	WEAK	Self-Care	WEAK	HIGH Impatience	No Risk
		Detail focus	MEDIOCRE	Momentary Concentration	MEDIUM	HIGH Enjoyment	Medium
		Getting it right	WEAK	Preparation	STRONG	LOW Pressure Control	Prevents
Competitive Power	10	Winning	WEAK	Extremism	MEDIUM	HIGH Self-Care	No Risk
		Anything to win	WEAK	Goal Focus	MEDIUM	HIGH Perfectionism	No Risk
		Being first	WEAK	Aggression	MEDIUM	HIGH Repetitiveness	Medium
Rhythm & Flow	95	Easy flow	STRONG				
		No thinking	GOOD				
		Rhythm	GOOD				
Goal Focus	67	Goal awareness	GOOD				
		One goal	GOOD				
		Solely the goal	GOOD				
Repetitiveness	48	Liking repetitions	WEAK				
		Power of repetitions	GOOD				
		Just doing it	GOOD				
Momentary Concentration	48	Blocking out	GOOD				
		Peace of mind	GOOD				
		Focus on the moment	MEDIOCRE				
Impatience	19	No waiting	GOOD	Egoism	WEAK	LOW Extremism	Medium
		Being first	MEDIOCRE	Competitive Power	WEAK	HIGH Perfectionism	No Risk
		Now	WEAK	Goal Focus	MEDIUM	HIGH Repetitiveness	Medium
Aggression	38	Ready to challenge	MEDIOCRE				
		Confronting	WEAK				
		Defending oneself	STRONG				
Enjoyment	57	Influencing others	WEAK				
		Power of play	GOOD				
		Having fun	STRONG				
Bouncing Back	67	Motivation from failure	GOOD				
		Not giving up	GOOD				
		As many times as it takes	GOOD				
Discipline	67	No exceptions	GOOD				
		Sticking to the plans	STRONG				
		Doing what is needed	MEDIOCRE				
Pressure Control	22	Keeping the cool	MEDIOCRE	Goal Focus	MEDIUM	HIGH Perfectionism	No Risk
		Pressure performance	MEDIOCRE	Momentary Concentration	MEDIUM	HIGH Enjoyment	Medium
		External pressure	MEDIOCRE	Sensing Intelligence	MEDIUM	LOW Optimism	Medium
Preparation	86	Perfection in preparation	MEDIOCRE				
		Preparing to win	STRONG				
		Routines	STRONG				
Optimism	67	Recovering	MEDIOCRE				
		Positive thinking	GOOD				
		Power of trust	STRONG				
Sensing Intelligence	67	Awareness of emotions	MEDIOCRE				
		Adjusting behavior	GOOD				
		Managing emotions	GOOD				

Competence Summary

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

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

Prefers to take the same approach as others to developing 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 is close to reaching the limits.

Is 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.

Even though likes 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.

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 body control the mind.

EGOISM

10%

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 center of attention, was it good or bad.

SELF-CARE

10%

Even though wants to develop and become better, does not take risks in achieving improvement but instead listens to one's body and feelings and has the ability to take a break when feels it is needed. Allocates plenty of time for preventive exercises.

EXTREMISM

67%

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.

PERFECTIONISM

10%

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.

COMPETITIVE POWER

10%

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

RHYTHM & FLOW

95%

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

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

GOAL FOCUS

67%

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.

Is not a big believer in boring and repetitive practices. Wants to succeed at first try and, when feels "I can do this", is ready to move on. Believes in trying many different ways of practicing 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 to maintain the same level of performance. Believes repetition develops the best skills and a steady level of performance.

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

48%

Has the ability to focus one's mind fully 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.

Can easily wait for one's turn and is ready to change plans if the first plan is difficult to execute. Practices well with others and has no need to be the first in line. Usually waits before takes an action.

IMPATIENCE

19%

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

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

AGGRESSION

38%

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

They do not value socializing 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 and can also express oneself in a direct and challenging manner.

ENJOYMENT

57%

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 spreads the enjoyment also to other members in their team.

Seldon has the grit to continue to reach for challenging goals after setbacks. If something does not work out well, loses motivation quickly. Is not guided by what 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 hard time believing that will make 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.

Is rarely aware of different internal or external stimuli and is not trying to analyze how they influence oneself and the environment.

BOUNCING BACK

67%

Does not take an easy route when wanting to develop certain skill and does not accept it being unattainable. Is ready to work long hours, try different approaches, repeat and repeat until is happy with the end result. If fails, comes back even stronger.

DISCIPLINE

67%

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

22%

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

86%

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

OPTIMISM

67%

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

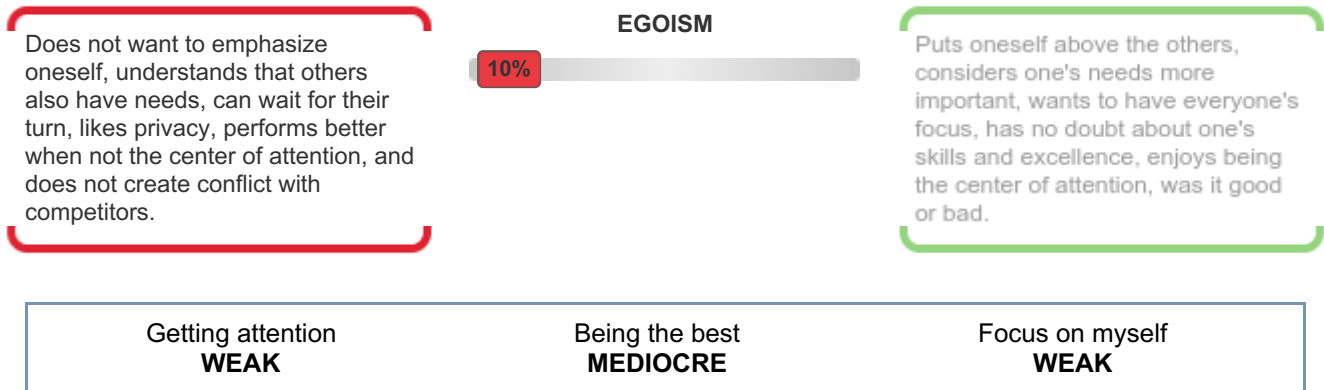
67%

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

Results by Competence

EGOISM

How much focus puts on oneself and ignores the others



They do not need the attention and praise to feel important. They enjoy working for the team and do it with respect to 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 choke in the spotlight because attention disturbs their concentration and performance. They do not mind others being the center of attention. As a result, some people might run 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 own ego.

Someone who understands this modest and hard working person who tends to choke in the spotlight. A coach who acts as and is as one 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 just 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 not to be the last in the line but to be in the front.
- Help them to express their needs.
- Do not defend them. Teach them how to defend themselves.

NOTES

SELF-CARE

How well identifies one's own needs and focuses on prevention exercises to avoid injuries and illnesses and how important considers them

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

10%

SELF-CARE

Even though wants to develop and become better, does not take risks in achieving improvement but instead listens to one's body and feelings and has the ability to take a break when feels it is needed. Allocates plenty of time for preventive exercises.

Respect of limits
WEAK

Conscientiousness
MEDIOCRE

Risk avoidance
MEDIOCRE

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 of their effort in 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 shuts down the signals.

Skills to make this athlete understand the point of taking care of their body and mind. Knowledgeable in holistic understanding of motivation and bodily exercises. Good communication skills in order 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 it makes this athlete to do anything to avoid it.

Development Tips for Self-Care

- Try to make the athlete to 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 cools 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.

NOTES

EXTREMISM

How far is ready to push oneself

Prefers to take the same approach as others to developing 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 is close to reaching the limits.

EXTREMISM

67%

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.

More
MEDIOCRE

Never enough
GOOD

Exceeding limits
STRONG

They do not complain when practicing long hours and simply do their job. They may not always want it or enjoy it but do it nevertheless. Sometimes succeeds to push over the limits but not very consistently or deliberately. They understand that quantity alone is not enough as a goal, but still want to aim for maximum quantity.

Their practice intensity may not be very steady as occasionally they want push over their limits and sometimes they may take it too easy. Challenge is to be able to balance them properly. It may be that they are not so much guided by plans but the way they feel at the time, which may result in inconsistency in developing oneself. Sometimes they practice more but often only on those areas that they are comfortable with.

Ability to teach this athlete the skills to listen to their body, when to push and when to rest. Also knowledgeable in engaging them to develop themselves. Consistent and passionate personality who can support this athlete along the way and get them excited about pushing their limits in a smart way.

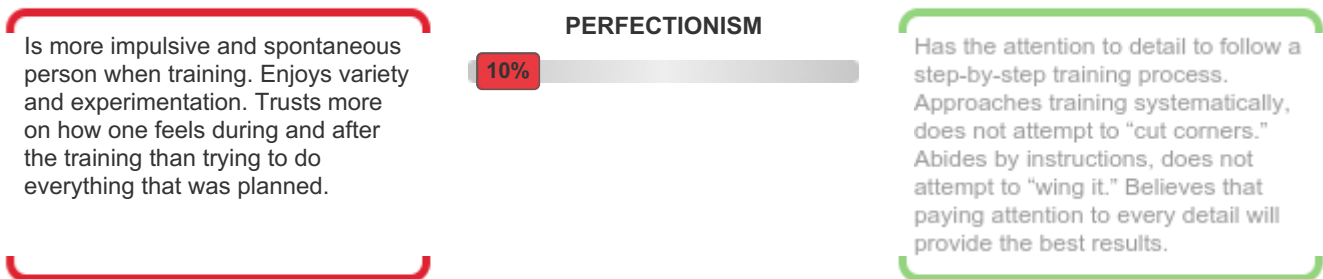
Development Tips for Extremism

- Encourage the athlete to work more also on the unpleasant areas where they are not in their comfort zone to guarantee balanced progress
- Bring in the joy element to the practices for this athlete.
- Push the athlete more often to test their limits in a controlled environment.
- Prepare a plan with them that has a balance between easy and extreme days.
- Help them to identify their limits, both physical and mental.
- Have regular feedback sessions with the athlete to learn where their limits are and to design the upcoming practices.

NOTES

PERFECTIONISM

How much focuses on having every detail in place



Never skipping WEAK	Detail focus MEDIOCRE	Getting it right WEAK
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They do not mind if something goes wrong in their performance or if plans change. After all, they understand that nobody is perfect. They can be considered as an agreeable and flexible team player. They are ok to change their practice plans and can adjust to others' needs. They are less likely to get anxious or depressed because they often have self-compassion and can live with occasional non-performance.

Generally speaking, they do not aim high or set as high standards as some others do. They can sometimes cut some corners and, for example, skip warm ups. It is easier for them to accept less, resulting in them not finding their limits and reaching their full potential.

Good motivational skills to get this athlete to commit more to excellence. Supporter mentality and good communication skills. The goal is to get them to believe in themselves and realize that much more can be possible. Passion and grit mentality could be contagious.

Development Tips for Perfectionism

- Encourage this athlete to aim higher than they would by themselves because they need the encouragement and support to reach higher.
- Demand more effort in some areas, like warm ups. Point out the importance of those areas to achieve some level of commitment to carry out their responsibilities.
- Do not accept their laissez-faire attitude when it clearly hinders their development.
- Set standards together with this athlete and follow up to ensure they understand the process those standards require.
- Support and encourage the athlete when they demonstrate persistence.
- Try to find out what are the most motivating factors for this athlete and start building a more professional approach to sports from them.

NOTES

COMPETITIVE POWER

How hungry is to win

Even though likes 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

10%

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

Winning
WEAK

Anything to win
WEAK

Being first
WEAK

They do not blame others when losing but have a strong enough self-esteem and are smart enough to understand and admit one's own role in the loss. They work hard in order to achieve the goals but are not so much focused on a single victory - they understand the importance of the journey and process. They appreciate the sport and everything that comes with it too. They have a broader focus and understanding of why they are in sports.

Competition situations might be very stressful for them. They may get run over by more competitive players or people. They may not find new and creative ways to succeed since winning is not that important for them. They may give up more easily or be happy with the familiar ways and accept the results that they bring.

A coach with good people skills, easily "approachable". Coach who understands this non-aggressively competing athlete's nature and finds ways to get them committed to work for a win. Calm and relaxed in all situations.

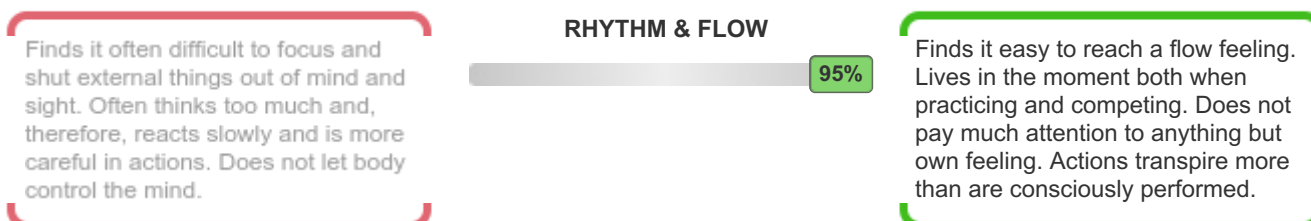
Development Tips for Competitive Power

- Illustrate different techniques to manage stress in competitions with this athlete.
- Help this athlete to recognize their value and assure them that they can be a good athlete even if they do not have the greatest need to win.
- Try to find out why winning is not so important to them. Is it because they are afraid of losing, they are not willing to commit to what it takes to win, they do not believe in their chances or they just do not care about the outcome?
- Discuss with them what they are willing to do and commit to in order to win.
- Find out how important sports is for them and if their true life goals are in sports.
- Include those toughest parts of competition that normally are not present in practices to prepare this athlete for those situations.

NOTES

RHYTHM & FLOW

How easily can achieve and maintain a flow state of mind



Easy flow STRONG	No thinking GOOD	Rhythm GOOD
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Their success in competitions and practices is greatly based on their ability to find and maintain the flow feeling more often than with others. They are able to 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 flow state.

They may not listen or communicate much with coaches or teammates when being in the flow state thus becoming distant from others. Sometimes they may come across as self-centered since they need the 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 in order 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 organizing practices and games to let this athlete focus on their flow state.

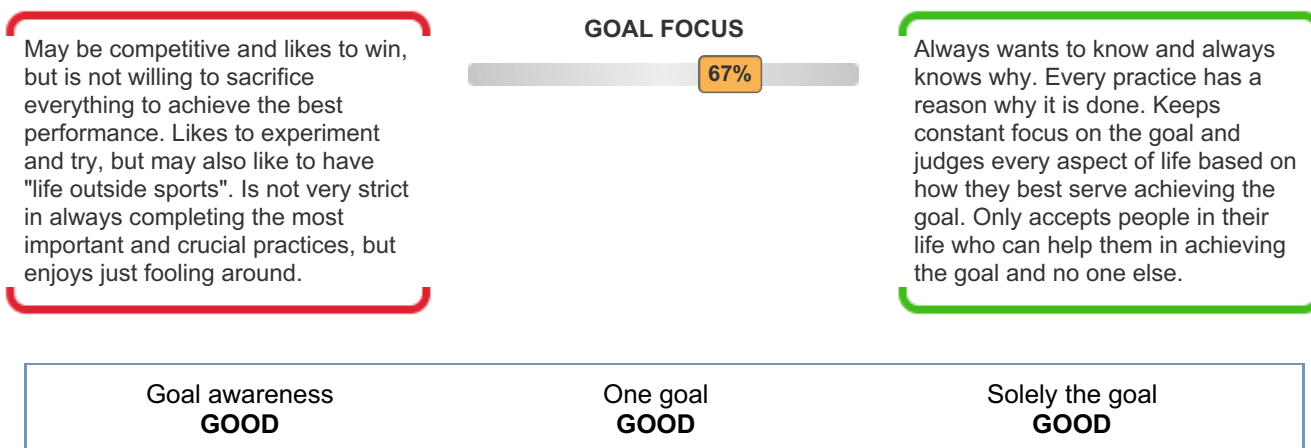
Development Tips for Rhythm & Flow

- 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 a good self-awareness allowing them to analyze their experiences. These discussions might help you to support them achieving the flow state.
- This athlete has figured out the way to achieve the flow feeling. Let them do what they need to in order to get there. Possibly agree on a signal, word or ritual that will be a sign 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 analyze the performance afterward. Do not accept "all felt good" as an answer.

NOTES

GOAL FOCUS

How focused is on the goal and how able is to understand if what you do helps achieving the goal



They like to set goals and reaching for the goals motivates them to do better. However, they are not always willing to sacrifice their whole life for them. They ask questions because they want to understand and need good answers in order to be fully committed. They often want to do the most important things to achieve the goal. They understand that it is still possible to both have fun and also to work hard for the goals.

Sometimes, especially when reaching the goal still seems far away after all the efforts, having fun is more important than trying something new to achieve the goal. They do set the goals but may fail in achieving them since too many other interests interfere with their commitment. Sometimes they can get stuck between two worlds since they are not fully committed to either one.

A coach who is focused and consistent. Can set standards for this athlete and is skilled in discovering their motivation in order to make them more committed to the program and process. Good people skills are required to achieve this. Has the ability to help the athlete to understand what is important in reaching the goal.

Development Tips for Goal Focus

- Help this athlete by setting goals together. At times, this athlete needs a little bit of guidance with the details although they understand the big picture.
- Try to make sure that the goals set by this athlete are the goals they can fully commit to.
- Provide this athlete with the environment and support they need in order to stay committed to the path forward.
- Reinforce the importance of their goals at times when things are not progressing well.
- Help them to understand what are the most important aspects in achieving their goal and to put maximum effort on them.
- Although this athlete likes to focus strongly on their goals, they still need time outside working toward the goals. Help them to take that time off at the right moments.

NOTES

REPETITIVENESS

How well can concentrate on repeating practices

Is not a big believer in boring and repetitive practices. Wants to succeed at first try and, when feels "I can do this", is ready to move on. Believes in trying many different ways of practicing 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 to maintain the same level of performance. Believes repetition develops the best skills and a steady level of performance.

Liking repetitions
WEAK

Power of repetitions
GOOD

Just doing it
GOOD

They understand the importance of repetitive practices, but may not enjoy or focus on them always 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 realize 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. Shows the difference between fully focused, quality training and half-focused, unnecessary training. Skilled in teaching focus and persistence.

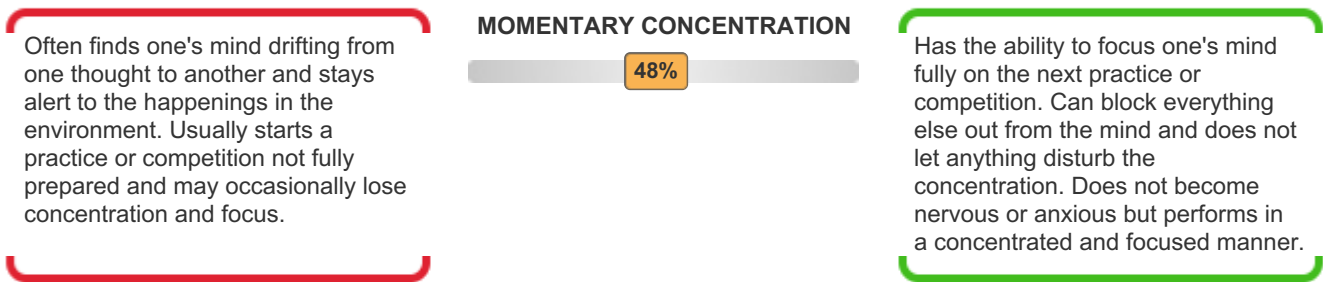
Development Tips for Repetitiveness

- 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 into 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

MOMENTARY CONCENTRATION

How well can concentrate on the current step



Blocking out GOOD	Peace of mind GOOD	Focus on the moment MEDIOCRE
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At times, they are able to concentrate well, but mostly on things that they feel comfortable with or have a lot of experience with them. They are often aware 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 find it sometimes difficult to know what to concentrate on. When they fail to concentrate properly, it may make them nervous, which again makes it more difficult to reach a proper level of concentration. They may lose at the last stages because it becomes more and more difficult to just concentrate when thoughts of the upcoming victory start disturbing the concentration.

A process oriented coach who can provide this athlete with the tools how to better focus on the controllable matters and, especially, at the present moment. Can be an example on a daily basis 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 recognize 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 with them how to deal with interruptions and surprises.
- Create practices that require full concentration.

NOTES

IMPATIENCE

How urgently takes what wants

Can easily wait for one's turn and is ready to change plans if the first plan is difficult to execute. Practices well with others and has no need to be the first in line. Usually waits before takes an action.



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

No waiting GOOD	Being first MEDIOCRE	Now WEAK
---------------------------	--------------------------------	--------------------

Remaining patient gives them emotional freedom and happiness. Seldomly anything is that important that it affects them negatively, even if it requires a longer wait time. They do not get frustrated easily which makes them also a nice athlete to work or practice with. They are confident enough to trust the process and know that their turn will come.

They may sometimes be used or run over by others if they do not stand up for themselves. Taking action may sometimes take them too long. It may be that they do not get everything done during a practice. They get uncomfortable in fast paced situations if they are not prepared for them.

A coach who respects this athlete and their patience. Dares also to challenge the athlete to defend themselves and make quick decisions when needed. Can provide help for them to solve urgent situations so they can avoid getting anxious.

Development Tips for Impatience

- Support and recognize this athlete for their patience. It can also be talent in some situations.
- Encourage this athlete to sometimes act based on their first intuition before the conscious mind steps in.
- Prepare this athlete for situations that require fast decision-making so that they will not freeze in those situations.
- Make sure this athlete understands with what they cannot be accommodating.
- Do not allow this athlete to become passive but encourage them to become more active.
- Create situations when this athlete needs to practice reacting and making decisions quickly.

NOTES

AGGRESSION

How well uses aggression to one's benefit

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

AGGRESSION

38%

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

Ready to challenge
MEDIOCRE

Confronting
WEAK

Defending oneself
STRONG

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 get afraid when facing challenges, although in most situations they would prefer things to cool down without extra aggression. They are assertive and can stand up for themselves most of the time, yet being open for compromises.

Occasionally, they may get irritated and snap at others, but realize the effect of their behavior and understand the need to apologize too. They can get frustrated which sometimes leads to a 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 to get 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 a wrong time.

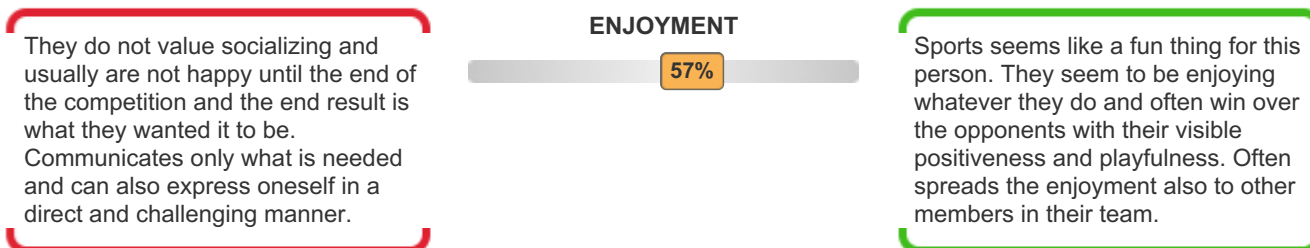
Development Tips for Aggression

- 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 behavior. It helps them to better control themselves.

NOTES

ENJOYMENT

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



Influencing others WEAK	Power of play GOOD	Having fun STRONG
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They understand the importance of having fun in sports and know the benefits of it. They are playful especially when with other playful athletes or staff. They get along well with other people and maintain a good atmosphere. They may not be the one who can turn the negative mood into positive, but are definitely among the first ones to support those who can do that. They are often satisfied with practices and competition if they had fun or the end result was good. They can find the positive in both.

They may be in a positive mood, but do not always express it to others. They would like to have fun and enjoy but do not always know how to. They may simply not know how to influence the mindsets of other people. They are not always spreading the enjoyment but focus more on their own efforts and concerns.

Creative, positive coaching style that can strengthen this athlete' ability to experience joy and spread it around especially when needed. Open communication style. Understands humor and can joke around especially when the athlete has more down moments.

Development Tips for Enjoyment

- This athlete may need a safe environment before feeling fully confident to communicate in front of the group. Creating a familiar and safe environment helps this athlete to communicate more actively.
- Help this athlete when they start to lose joy in their performing and try to bring it back to the practices and competitions.
- Remove the pressure for results from this athlete's shoulders to help them focus on the areas they can control.
- Show with your own example when it is ok to fool around and when it is time to focus and take it seriously.
- Give them positive feedback when you notice that they have positively influenced the moods of other people.
- Remember that having fun is not the most important thing for this athlete. They can easily endure tougher periods of training without someone trying to make jokes all the the time.

NOTES

BOUNCING BACK

How long continues fighting against failures and setbacks

Seldon has the grit to continue to reach for challenging goals after setbacks. If something does not work out well, loses motivation quickly. Is not guided by what 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

67%

Does not take an easy route when wanting to develop certain skill and does not accept it being unattainable. Is ready to work long hours, try different approaches, repeat and repeat until is happy with the end result. If fails, comes back even stronger.

Motivation from failure
GOOD

Not giving up
GOOD

As many times as it takes
GOOD

They are willing to put much time and effort to achieving goals but setbacks, such as injuries, might slow them down for awhile 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 planned and hoped for. 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 athlete' willpower and motivation especially in the moments of setbacks.

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 that 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 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 toward the goal at full effort or not at all.
- After they have decided to give up on something, discuss with them 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 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.

DISCIPLINE

67%

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
GOOD

Sticking to the plans
STRONG

Doing what is needed
MEDIOCRE

They stay disciplined in matters they consider important but not in every little detail and not in all situations. They need some freedom from the plans. They have the ability to adapt and adjust if situations change. It may need some time before they can refocus and reorganize everything again. They have a good combination of self-discipline and self-compassion. They understand the benefits of being flexible.

Sometimes they can lose focus if something does not go according to their plans and routines until they learn how to refocus and reorganize. They have hard time saying "no" to people and other interesting opportunities even though they know they should. They worry about things that should be done and never feel ready unless they have clearly defined goals and standards for each day.

A coach who is skilled in goal setting and motivation to get this athlete committed to the little goals. Can show the meaning and example of prioritizing. Quite straightforward but also friendly communication style to get this athlete to listen.

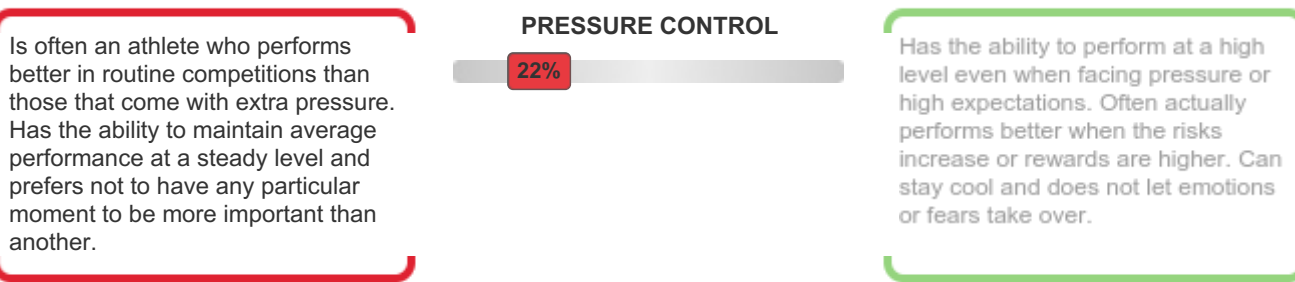
Development Tips for Discipline

- Teach this athlete how and when to say "no".
- Support this athlete when they show the best sides of themselves - demanding performance but also understanding to be compassionate toward themselves.
- Help this athlete to prioritize their time and effort. Make also clear what you want from them so that there are no misunderstandings.
- Make a list of details and responsibilities this athlete cannot be flexible with.
- Ask the athlete to write down their goals and teach them to always analyze if something is important for achieving a goal or not.
- After this athlete has skipped something or did not do it properly, analyze the situation; what effect did it have on their development or performance.

NOTES

PRESSURE CONTROL

How much can take pressure without pressure affecting their performance



Keeping the cool MEDIOCRE	Pressure performance MEDIOCRE	External pressure MEDIOCRE
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They are very stable at practices. They usually have their best moments in practices and when nobody is watching them. They may push other people to perform better in practices because they are a “practice performer” who gives their all in everyday situations. They do not need special motivation to excel but perform at their best in normal and routine situations.

They may fail to handle the pressure. Knowing this makes it even harder for them to control the pressure. This may lead to underperformance. They may take it very hard if they underperform in situations when others expected them to perform well. They may not be trusted among the team members after failing in a pressure situation. They struggle with self-confidence after failing a few times under pressure and fall into “I can’t handle pressure” mode.

Excellent knowledge in mental skills to communicate pressure management techniques to this athlete in a way that does not frighten them but instead improves their performance and especially when in competition. Recognizes the phenomenon of choking. Is someone who this athlete can trust.

Development Tips for Pressure Control

- Teach this athlete from the beginning what is internal and external pressure and how to deal with both of them.
- Try to foster the self-confidence of this athlete.
- Recognize and support this athlete every time they succeed under pressure so that they will also notice it. Help them to collect evidence that they can succeed under pressure and change their perception of “I cannot make it under pressure”.
- If required, advice them to visit a mental trainer/sports psychologist who can help them with handling pressure.
- Improve their skills and to trust those skills. Help them to focus on using those skills in competition instead of thinking about the pressure.
- Encourage them.

NOTES

PREPARATION

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

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.

PREPARATION

86%

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

Perfection in preparation
MEDIOCRE

Preparing to win
STRONG

Routines
STRONG

They are prepared for everything at all times, leaving nothing up to chance. This gives them competitive advantage over those who come to competition not as prepared. They do not feel they are sacrificing anything even though they always show up early for everything and pay extra attention to being ready. They are a great example of professionalism, taking care of the things that are under their control as well as possible. They gain extra confidence with their preparation routines.

They may put too much focus on preparing themselves for all possible situations and outcomes. The distracted attention may actually reduce their level of performance. Getting ready may become more important than the actual performance. It may also be very energy consuming to always be perfectly prepared for everything. They lose confidence if they were not able to fully perform their preparation routines. For example, if they do not get the same snack before a competition, they may "decide" their body is not properly prepared for the competition.

A trustworthy, well-prepared coach who has a broad understanding of the mastery of the sport so this athlete can trust the coach. Can point out what aspects truly require perfect preparation and what do not. Clear communication style.

Development Tips for Preparation

- Alternate practices sometimes to get this athlete out of their comfort zone by surprising them.
- Teach this athlete how to adjust if something does not go as planned.
- Notice the hard work this athlete puts in to being prepared. Try to also notice if the preparing is consuming too much energy from the actual performance.
- Make sure they are not using incomplete preparation as an excuse for not performing well.
- Help them to evaluate the importance of different preparation routines to the actual performance in competition.
- Make this athlete understand that over-preparing and over-thinking about the upcoming competition do not allow the athlete to relax and gain energy that will be needed at the competition.

NOTES

OPTIMISM

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

Has hard time believing that will make 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.

OPTIMISM

67%

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.

Recovering
MEDIOCRE

Positive thinking
GOOD

Power of trust
STRONG

They have an optimistic attitude in some matters in their life and, in general, are more optimistic than pessimistic. When difficult times persist, they may need some time and help to regain their optimism. They do possess it but may temporarily lose it. For example, they may take losses very seriously and let them bug them more than they should. However, after a while, they usually get the faith back. They believe that something good can come out of difficult times but occasionally find it hard to come back from the difficulties.

They may spend too much time in negativity when facing adversity. They will find their way out eventually, but that could have been done quicker. Sometimes they are doubting and accusing themselves too much of being too optimistic and wish to be more pessimistic the next time something bad happens. Or vice versa, they accuse themselves of being too pessimistic and wish they will be more optimistic the next time. They do not prepare themselves enough for adversities as they believe they will not lose faith in themselves. However, sometimes this happens leaving them with no plan B.

Optimistic and influential coaching style that can inspire this athlete to trust themselves also during difficult times. Can communicate with energy and clarity. Walks the talk.

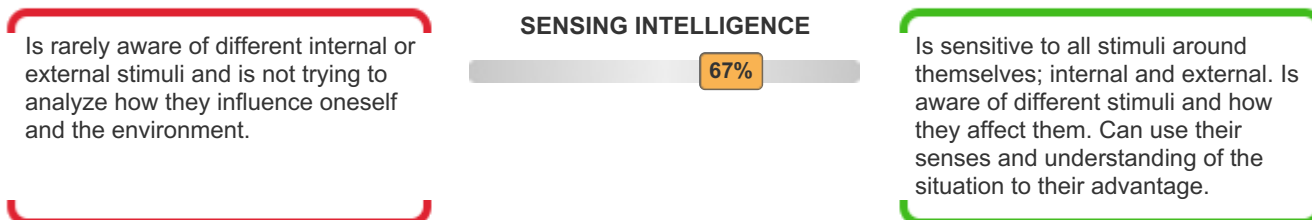
Development Tips for Optimism

- Try to get this athlete to trust their optimism more unconditionally as that would help them face losses and getting over then more quickly.
- Teach this athlete ways to deal also with negative emotions instead of possibly considering them as “not useful”.
- Encourage this athlete to trust others and create a network around them who they can trust.
- At times of disappointments, reinforce their optimism.
- Show them evidence that believing in oneself produced the good results.
- When they fall into despair, break the failure into details to find out the exact reason for failure. This is to make sure they do not lose faith in themselves.

NOTES

SENSING INTELLIGENCE

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



Awareness of emotions MEDIOCRE	Adjusting behavior GOOD	Managing emotions GOOD
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They can often recognize important, invisible things in their environment. They understand why they themselves and others behave and feel the way they do, but do not always know how to utilize that knowledge. They can analyze their behavior and emotions in some situations, especially if they have the time. This helps them adjust their behavior better.

They understand themselves and others quite well, but when rushed, may still fail to apply the best behavior or make the best decisions. They may get lost in worrying and over-analyzing because they are not completely aware and comfortable with who they are or how they are behaving. If they get offended by comments of a fellow teammate or coach, they may not be able to let it go. Instead, they let it affect their performance.

Has good people skills and knowledge about human behavior. Can influence this athlete to try to let go of judgmental behavior more often. Can provide systematic approach to teaching this.

Development Tips for Sensing Intelligence

- Coach this athlete ways to let go of over-worrying and over-thinking.
- Try to have this athlete also to understand that others' behavior is not controllable but they can control their own reaction to it.
- Give this athlete credit when they manage to let go of negative self-talk.
- Support them at times of disappointment and turn the discussion into the future to avoid unnecessary dwelling in bad emotions.
- Discuss with them about emotions only when it seems they are not feeling emotionally balanced. Help them to understand where those negative emotions come from.
- Make sure this athlete always decides on their actions based on how well the actions support achieving the goals.

NOTES

Benchmark Comparison

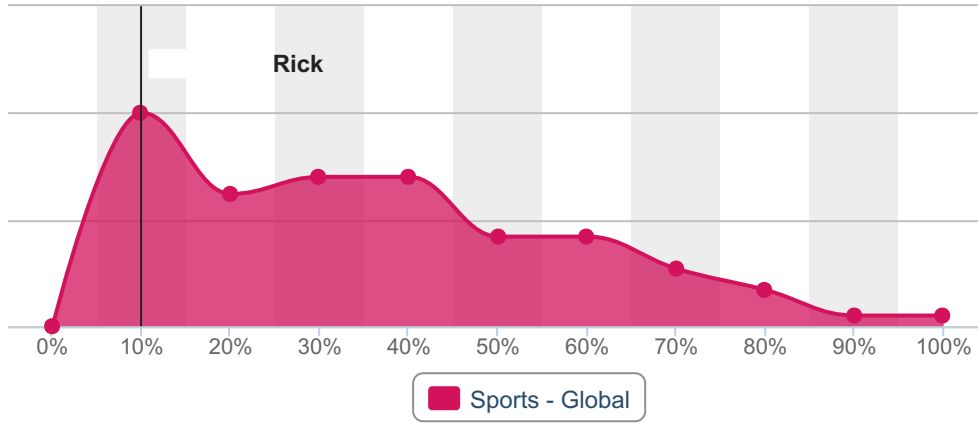
The following pages compare this person's results against the selected benchmark. The purpose of a benchmark comparison is to identify how this person compares against a selected population. It does not directly tell us anything about this person's sports abilities, only how they compare against another group of people. It is important to use a benchmark population that this person could be part of (based on the selection criteria of the population).

The percentage indicates the percentage of the population that scored less than this person. For example, 25% would mean that 25% of the population has a lower score than this person, and 75% has a higher score.

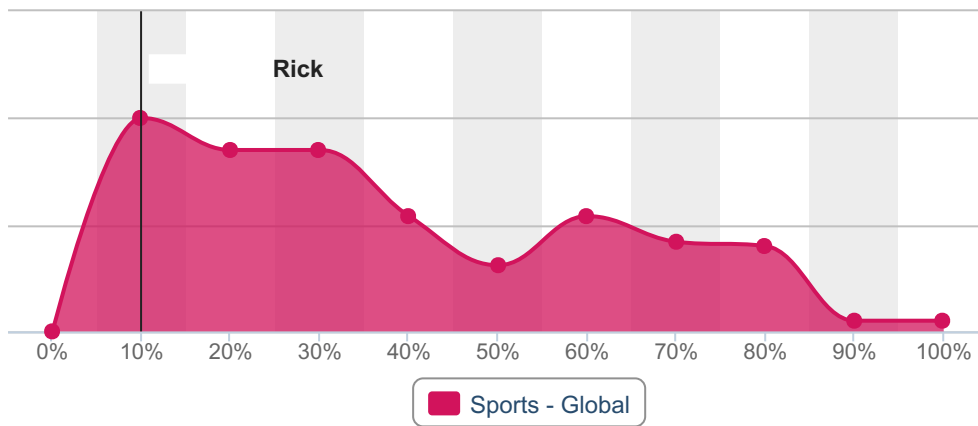
Benchmark Summary Table

	Rick	Score	Sports - Global
Egoism		10%	0%
Self-Care		10%	0%
Extremism		67%	63%
Perfectionism		10%	0%
Competitive Power		10%	0%
Rhythm & Flow		95%	90%
Goal Focus		67%	63%
Repetitiveness		48%	35%
Momentary Concentration		48%	48%
Impatience		19%	33%
Aggression		38%	42%
Enjoyment		57%	38%
Bouncing Back		67%	36%
Discipline		67%	59%
Pressure Control		22%	41%
Preparation		86%	82%
Optimism		67%	50%
Sensing Intelligence		67%	45%

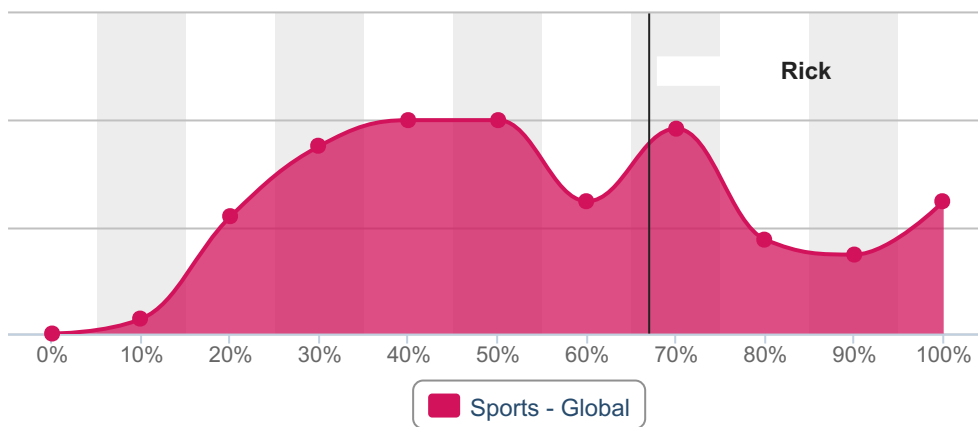
EGOISM



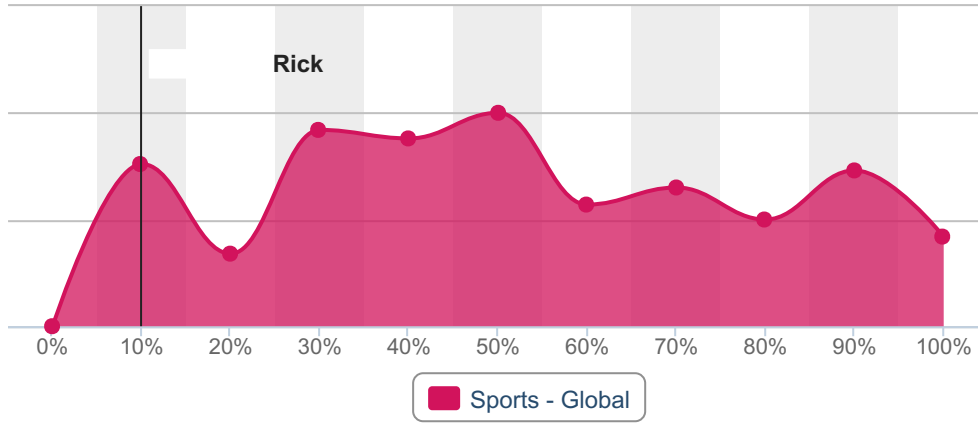
SELF-CARE



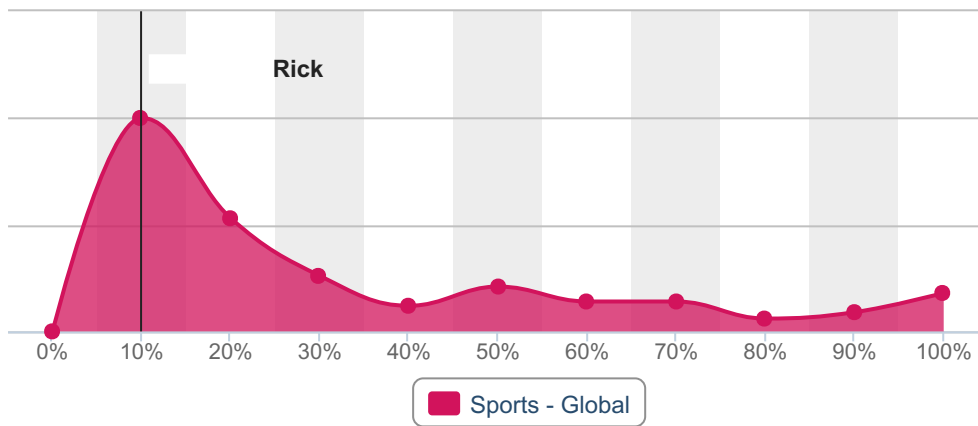
EXTREMISM



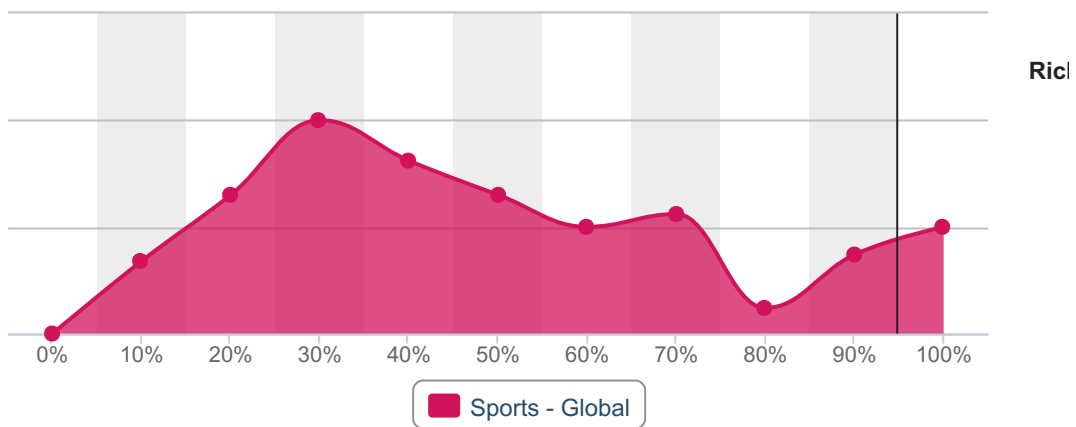
PERFECTIONISM



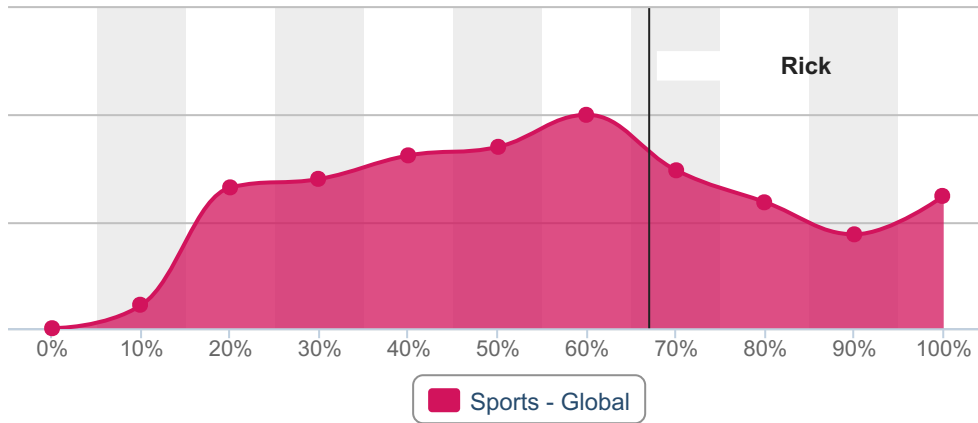
COMPETITIVE POWER



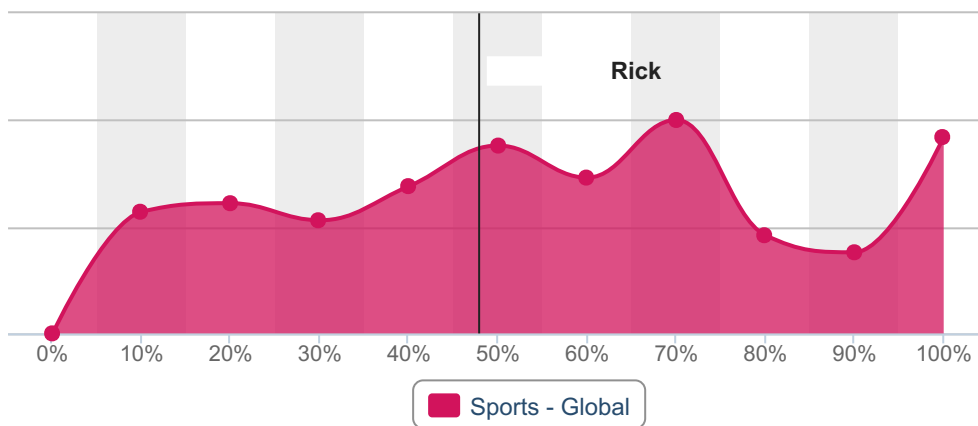
RHYTHM & FLOW



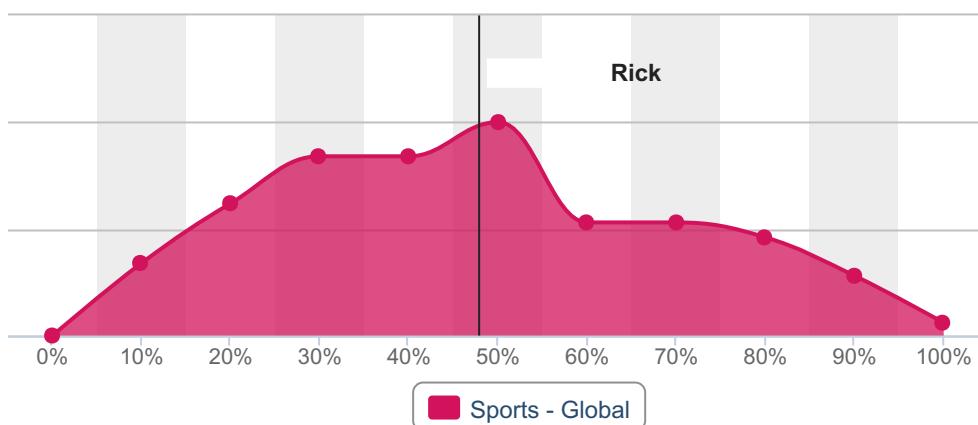
GOAL FOCUS



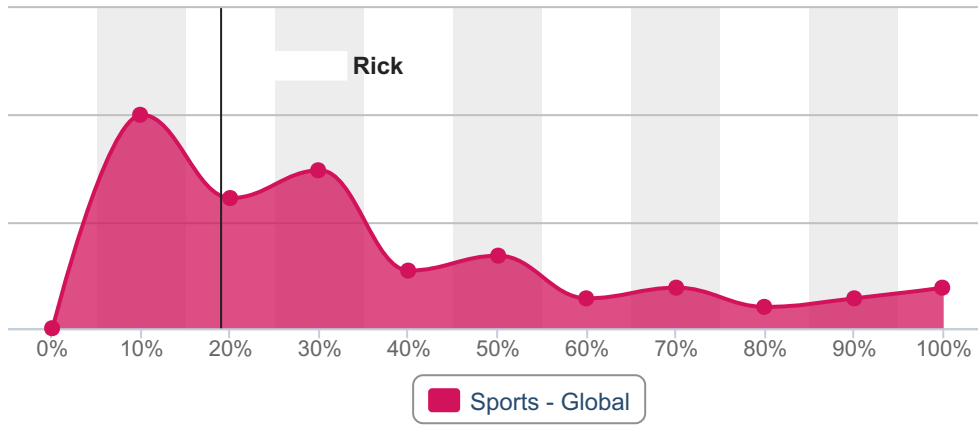
REPETITIVENESS



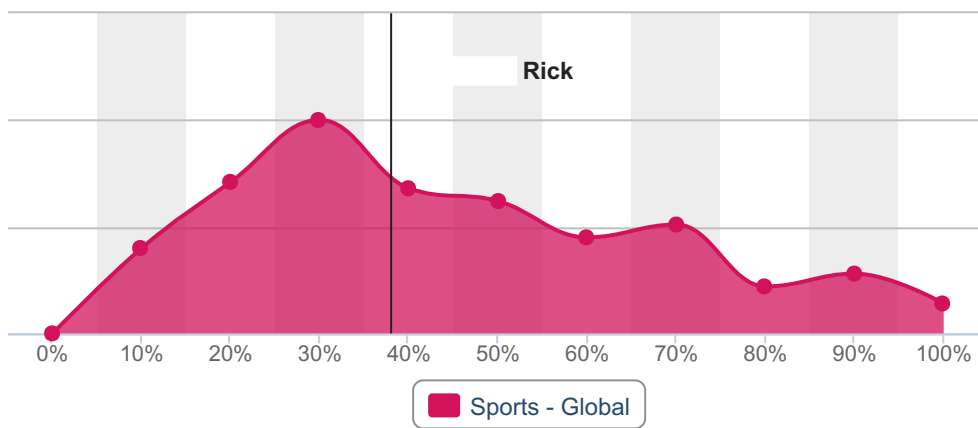
MOMENTARY CONCENTRATION



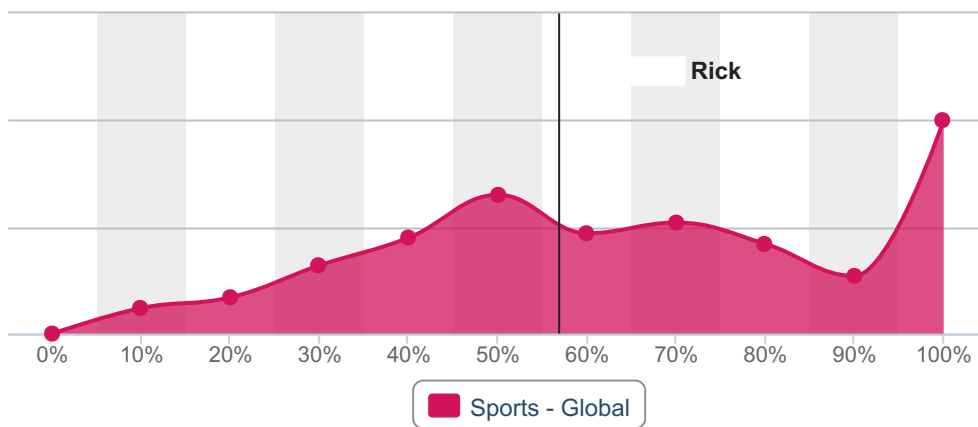
IMPATIENCE



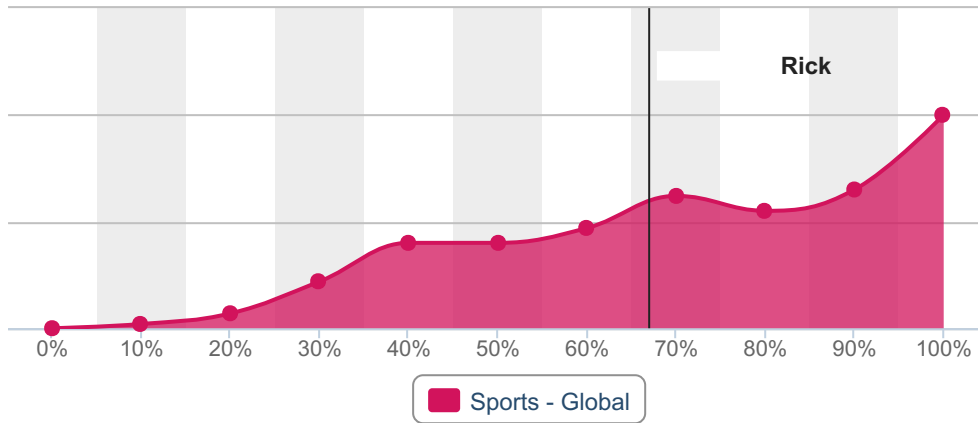
AGGRESSION



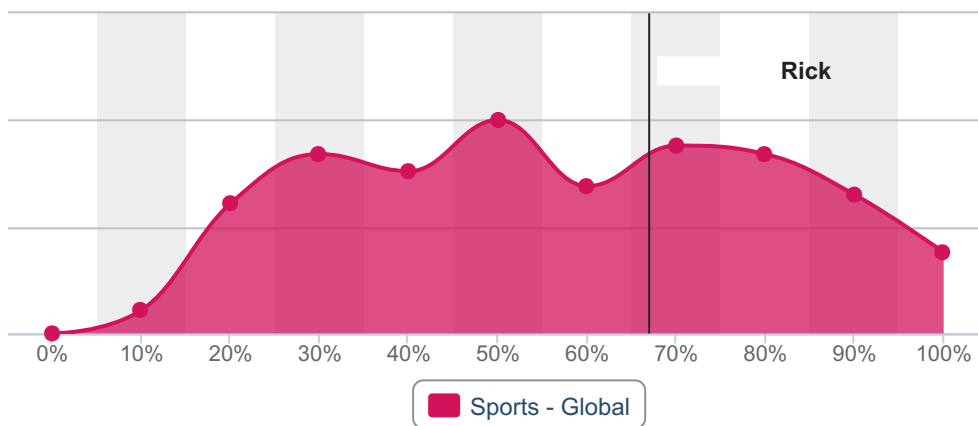
ENJOYMENT



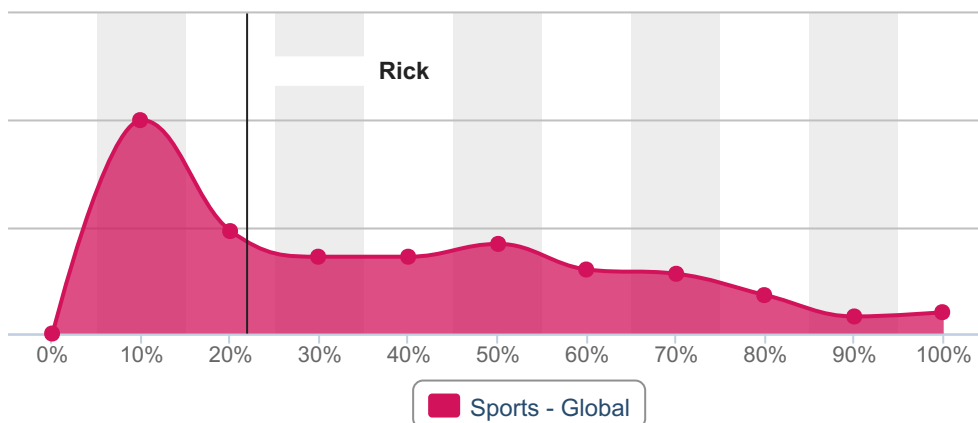
BOUNCING BACK



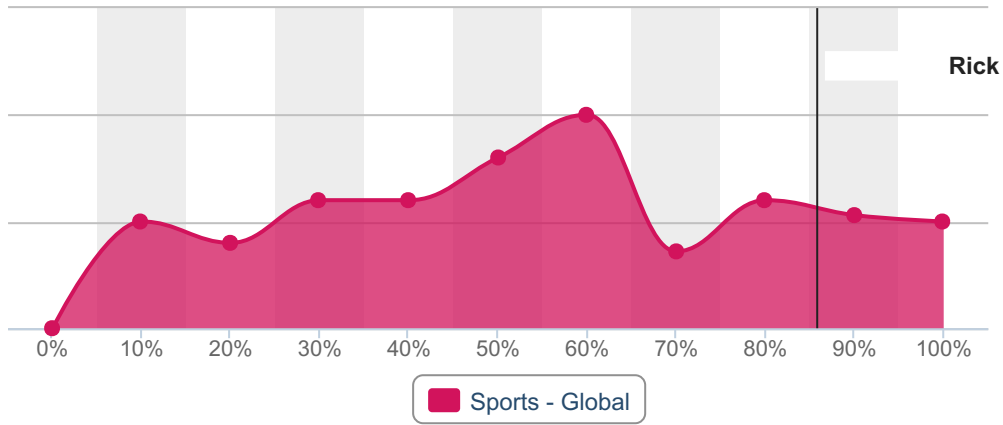
DISCIPLINE



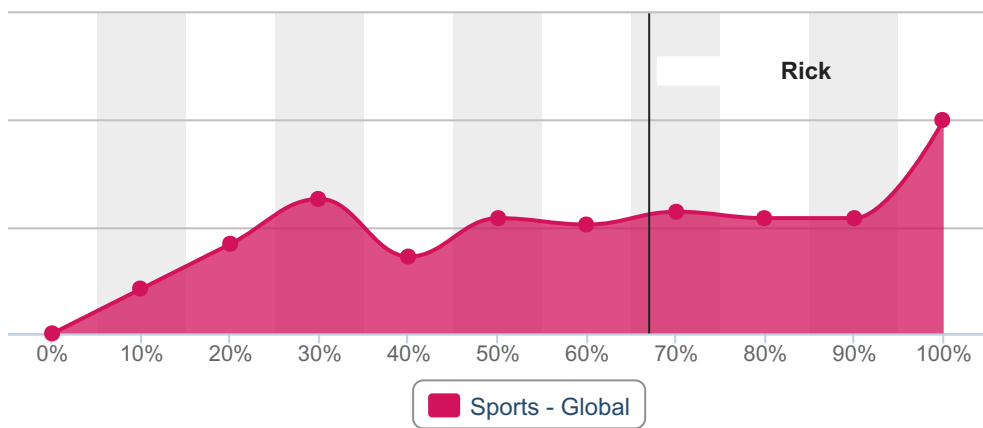
PRESSURE CONTROL



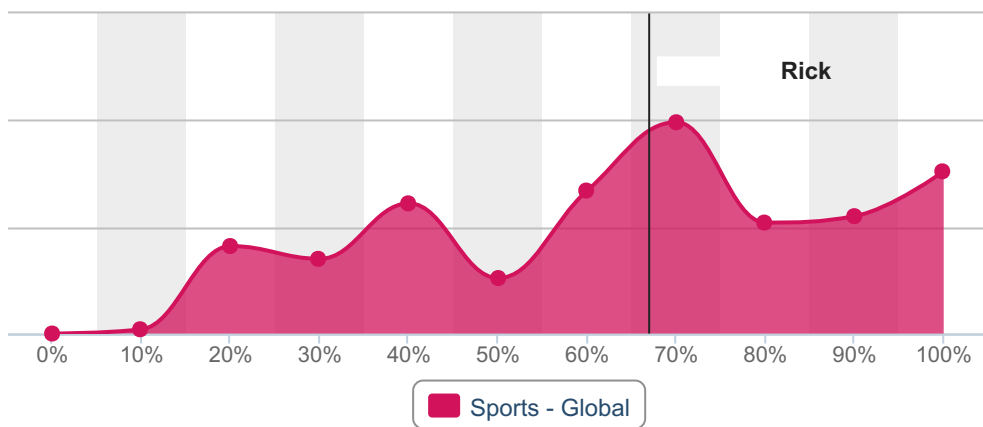
PREPARATION



OPTIMISM



SENSING INTELLIGENCE



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 competitive advantage.

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

We do not say an athlete cannot succeed with low Sports Index, but the success is surely 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 mostly relating to training environment are.

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