Seminar: 6

Title: Emotional Intelligence and Leadership

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PART A. THEORETICAL DEVELOPMENT OF THE TOPIC

I N T R O D U C T I O N

This module is divided into two interrelated topics that offer the coaches the possibility to broaden and improve their skills. Firstly, we will start with **Emotional Intelligence (EI)** and then continue with the topic of **leadership**. Both topics are important for coaches and players alike, as it is beneficial to understand the management processes that exist within the team.

The content of this module is aimed at coaches because of the benefit it offers them to manage the team and the players, who by improving their knowledge on the subject can achieve an improvement in their performance, apart from being able to work in a favorable and positive environment. However, the topics covered are also interesting for the personal development of the players and they can put into practice many of the concepts to also improve their performance.

We will start with EI, as this will provide us with a frame of reference that will allow us to progress in a structured way throughout the module. This first topic will put us in context and define what EI means, and then we will go into the four pillars that form it, where we will be able to see the connection between all of them and the recommended chronological order to follow.

This module is designed to be understood as a journey that goes from a more personal to a more social part and that in both cases will force us to reflect on different issues.

It is important to understand that the learning offered here starts from a very general basis, linked in many cases to the world of business and which we have transferred to the field of sport due to the similarities that exist between the two.

If in the first topic we have understood what to do on certain occasions, in the second topic we will focus more on how to do it and what type of leadership it is advisable to use.

We will start by explaining what leadership is and then we will go into the main types of leadership that exist. The aim of this topic is again to make you reflect on your skills.

At the end of this module, we will provide tools that can be put into use by the staff/players.

OBJECTIVES AND CONTENTS

1. Understand the importance of EI. To know how to differentiate its four pillars and their order - Meaning, stages, impact.

2. Apply the use of EI in sport. To know how to identify the most frequent moments of use - Main uses for our target group.

3. Understand the importance of leadership. To know how to distinguish between the different types - Meaning, different types of leadership.

4. Adapt the types of leadership to our character. To know how to choose the type of leadership in an appropriate and natural way according to the requirements of the situations - Acquisition of reflection and management skills.

1. EI and its potential

Topic focused on EI where its meaning is explained, and a clear vision of its constituent parts is offered. Best cases are presented where its use is shown in a practical way.

1.1. What is IE?

Several studies conducted by experts in the field affirm that EI is a key element in the development of competencies and that it plays a fundamental role in our performance. But to understand this, the first thing we need to know is what exactly EI means. To do so, we will draw on the publications of what is considered by many to be one of the fathers of EI, psychologist Daniel Goleman.

EI is the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with and relate to others effectively and constructively.

EI is related to better social competence and higher quality social relationships, as well as fewer conflicts and negative relationships and higher quality relationships with parents. EI offers resources for developing quality interpersonal relationships, which is resolved as a fundamental aspect of academic, personal, and professional success, given that cooperation, collaboration and positive interdependence are demanded in all domains to achieve success.

Another study conducted with adolescents showed that those with lower EI were more at risk for discipline and behavioral problems at school. Students with low EI scores showed high levels of impulsivity and developed antisocial behaviours. All these disruptive behaviors can prove to be an impediment to academic, personal, and professional success, as well as a drag on cooperative relationships and positive interdependence, and even on one's own well-being and personal development.

Although more research is needed on how EI is related to achievement, it does seem clear that it has a bearing on other aspects that are fundamental for students to function well in school.

Understanding that emotions are a natural mechanism of our body, EI is not about controlling them, but about learning to manage them. The more aware we are about what we feel, the more likely we are to manage them optimally.

1.2 Pillars of EI

With this in mind, we can see how in this description there are concepts that belong to different domains, or as some experts point out, to 4 main pillars: self-knowledge, self-management, social awareness, and relationship management.

1.2.1 Self-awareness

This is the first pillar of EI because the first thing we have to achieve before getting deeper into management issues is to know ourselves well. It is essential to have a clear picture of who we are in order to be able to adapt the resources we acquire in an appropriate way.

This part of the quadrant is centered on the self and must begin with an exercise of introspection that allows us. We must be able to recognize our feelings and understand them in order to be sure of what is happening to us.

This is the sequence we usually encounter:

1. Sense the emotion (feeling)
2. Acknowledge the feeling
3. Identify more facts
4. Accept the feeling

5. Reflect on why the emotion is showing up in that moment. Notice what other feelings are present or came before it. Ask yourself what its purpose might be, what it is communicating, demonstrating, or trying to teach you.

6. Act – bring your thoughts and feelings up and take appropriate action, if needed.

7. Reflect on the usefulness of the response and what lesson you would like to take away.

A study showed that whether we are aware of it or not, our body can transmit our mood through non-verbal communication, whether positive or negative.

Within self-awareness we can distinguish three interconnected points, similar but distinct:

-   Emotional self-awareness: understanding what happens to us and why it happens.
-   Accurate self-assessment: knowing ourselves well, knowing our strengths and weaknesses.
-   Self-confidence: showing confidence in who we are.

1.2.2 Self-regulation

Leaders who regulate themselves effectively rarely verbally attack others, make rushed or emotional decisions, stereotype people, or compromise their values. Self-regulation is all about staying in control.

This element of EI, according to Goleman, also covers a leader's flexibility and commitment to personal accountability.

So, how can you improve your ability to self-regulate?

- Know your values. Do you have a clear idea of where you absolutely will not compromise? Do you know what values are most important to you? Spend some time examining your "code of ethics." If you know what's most

important to you, then you probably won't have to think twice when you face a moral or ethical decision – you'll make the right choice.

- Hold yourself accountable. If you tend to blame others when something goes wrong, stop. Make a commitment to admit to your mistakes and to face the consequences, whatever they are. You'll probably sleep better at night, and you'll quickly earn the respect of those around you.

- Practice being calm. The next time you're in a challenging situation, be very aware of how you act. Do you relieve your stress by shouting at someone else? Practice deep-breathing exercises to calm yourself. Also, try to write down all of the negative things you want to say, and then rip it up and throw it away. Expressing these emotions on paper is better than speaking them aloud to your team.

It is a question of finding a strategy to manage the emotions that we have previously recognised.

1.2.3 Social awareness

Social awareness enables you to recognize and interpret the mainly nonverbal cues others are constantly using to communicate with you. These cues let you know how others are really feeling, how their emotional state is changing from moment to moment, and what's truly important to them.

When groups of people send out similar nonverbal cues, you're able to read and understand the power dynamics and shared emotional experiences of the group. In short, you're empathetic and socially comfortable.

When we try to communicate with others something goes astray. We say one thing, the other person hears something else, and misunderstandings, frustration, and conflicts ensue. This can cause problems in your school, sport practice and relationships.

1.2.4 Relationship management

Working well with others is a process that begins with emotional awareness and your ability to recognize and understand what other people are experiencing. Once emotional awareness is in play, you can effectively develop additional social/emotional skills that will make your relationships more effective, fruitful, and fulfilling.

The ability to take one's own emotions, the emotions of others, and the context to manage social interactions successfully. This quadrant pulls together the other 3 dimensions and creates the final product – relationship management. Often if we have the other three dimensions figured out, this will flow more naturally.

Some of the points to consider in order to improve our relationship management may be: Being aware of how effectively we use non-verbal communication, using humor and play to relieve stress and learning to see conflict as an opportunity to get closer to others.

2. EI in sport

Topic focused on the application of the general use of EI to the field of sport. Review of each of its pillars with a focus on performance and sport development.

The difference between coaches who know how to read the needs of a match and coaches who know how to lead a team usually lies in characteristics that have nothing to do with technical-tactical concepts but with relationship skills. Specifically with the use of EI and leadership styles.

A study indicates that 2 coaches who are competent to regulate their own emotions would perceive high beliefs of efficacy to stimulate and to enhance positive attitudes of their athletes, and this is reflected in more positive (e.g., positive reactions by the coach to desirable athletes' performances) and less negative behaviors (e.g., negative responses by the coach following undesirable athletes' actions) during the game.

Key findings of the included studies indicated coaches are more effective if they are able to recognize and comprehend their emotions, those of others, and the probable after-effects of their relations. Furthermore, it

appears that emotional competence may be an essential skill for coaching effectiveness. Hence the importance of managing the EI pillars well.

For a coach (leader), low EI may contribute to poor interpersonal skills and the inability to develop a trustworthy and inspiring relationship with their staff or athletes. Hence, EI seems invaluable for the high-performance coach as it contributes to effective leadership. This is the scenario where no coach wants to be seen and over the years interpersonal skills are becoming more and more important within teams.

With this in mind, it can be said that Coaches are more effective if they are able to recognize and comprehend their emotions, those of others, and the probable after-effects of their relations. Furthermore, it appears that emotional competence may be an essential skill for coaching effectiveness and a factor influencing sport performance.

And as well as the benefits listed for coaches, EI may be important in differentiating among athletes at the highest levels. In fact, inter-group differences were observed in emotional recognition, or the ability to distinguish and recognize the emotions that are generated during a competition. In addition, there is some evidence that confirms that emotions influence sport performance and may help athletes to cope better with stress.

3. Leadership

Topic aimed at offering a broad and concrete vision of the meaning of leadership in the world of sport and the impact it has on work teams. The most commonly used types of leadership are explained and developed here.

3.1 What does leadership mean?

The meaning of leadership is very broad, and many different meanings can be found. We have chosen a very concise and clear one proposed by the Oxford Dictionary ¨ Leadership is he action of leading a group of people or an organization (a team in our case) ¨.

An Organizational Health Index by McKinsey study of more than 200,000 people claimed that there are four types of behavior that account for 89 percent of leadership effectiveness:
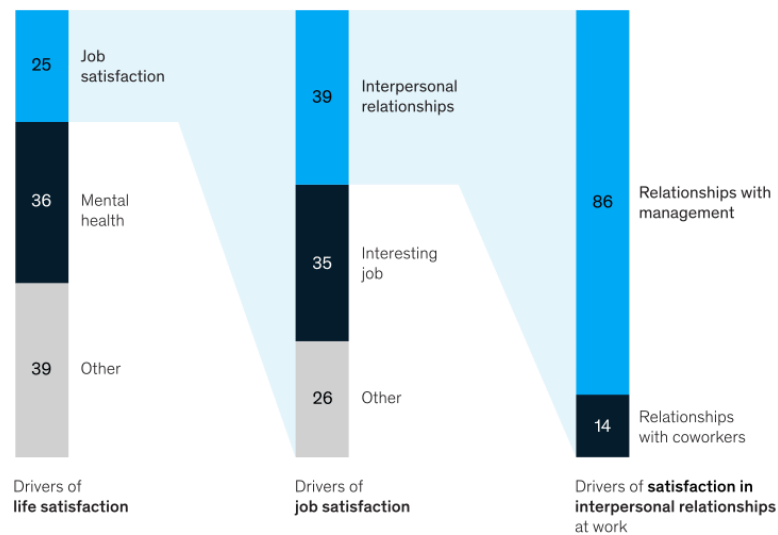
- being supportive
- operating with a strong results orientation
- seeking different perspectives
- solving problems effectively

Other McKinsey studies show that having a good boss (in our case, a good coach) increases the chances of good performance.

Satisfaction, as the following graph shows, is closely linked to interpersonal relations, specifically relations with management.

Relationships with management are a critical factor in employees' life satisfaction.

Share of satisfaction explained by each factor,[1] %

Drivers of **life satisfaction**	Drivers of **job satisfaction**	Drivers of **satisfaction in interpersonal relationships** at work
25 Job satisfaction	39 Interpersonal relationships	86 Relationships with management
36 Mental health	35 Interesting job	14 Relationships with coworkers
39 Other	26 Other	

[1]Drivers of life satisfaction based on various UK and European surveys; drivers of job satisfaction and satisfaction in interpersonal relationships based on a 2015 International Social Survey Programme Work Orientations module (n = 27,732 respondents across 37 countries).

Source: Jan-Emmanuel De Neve et al., "Work and well-being: A global perspective," *Global Happiness Policy Report 2018*, February 10, 2018, happinesscouncil.org; Richard Layard, *Can we be happier?: Evidence and ethics*, London, UK: Pelican Books, 2020; McKinsey analysis

McKinsey & Company

3.2 The Six Leadership Styles

Understanding the value that leadership has in any company or team, we are going to focus on the model proposed by Daniel Goleman to go into the most commonly used styles in both the business and in the sporting field.

The Six Leadership styles by Daniel Goleman are commanding, visionary, pacesetting, affiliative, democratic, and coaching leadership which should be used situationally in order to provide resonant leadership which is based on emotional intelligence.

- Commanding leadership style
- Visionary leadership style
- Democratic leadership style
- Coaching leadership style
- Affiliative leadership style
- Pacesetting leadership style

To understand the different types of leadership we have to keep in mind the concept of Resonant Leadership, which is the ability of a leader to create a positive emotional impact using Emotional Intelligence. Resonant leadership imprints positive and energetic emotions and brings people into emotional synchrony. Successful implementation of resonant leadership in a team results in emotional comfort, cooperation, exchange of ideas and strong emotional bonds that help the team in difficult times.
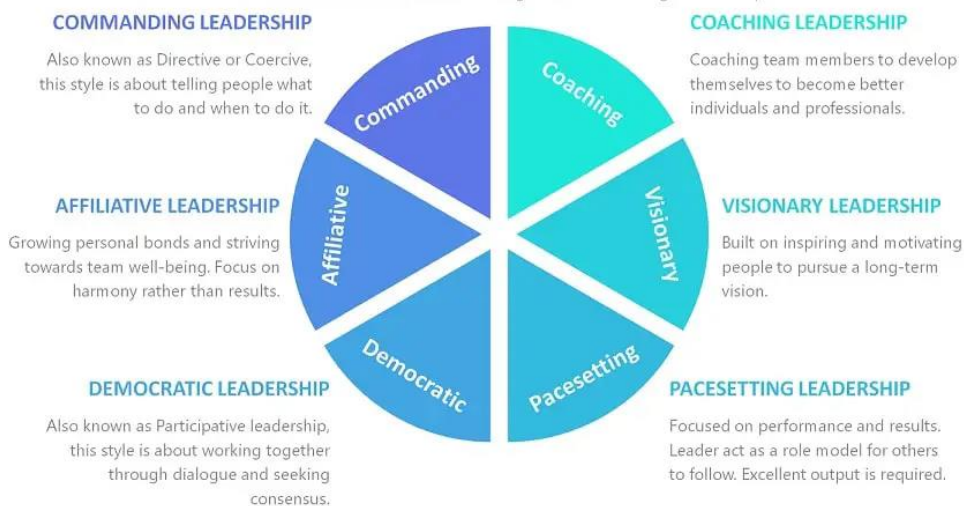
The good leader does not use just one leadership style but has the ability to use all of them depending on the situation at hand.

We will see how some of the leadership styles have negative connotations but are effective in a short space of time and we will also see how other styles have only positive connotations, but that an abuse of their use can lead to negative consequences for the performance of the team.

Six Leadership Styles by Daniel Goleman

USE AS MANY OF THESE STYLES AS POSSIBLE DEPENDING ON THE CIRCUMSTANCES!
Be extra careful with Commanding and Pacesetting leadership!

COMMANDING LEADERSHIP

Also known as Directive or Coercive, this style is about telling people what to do and when to do it.

COACHING LEADERSHIP

Coaching team members to develop themselves to become better individuals and professionals.

AFFILIATIVE LEADERSHIP

Growing personal bonds and striving towards team well-being. Focus on harmony rather than results.

VISIONARY LEADERSHIP

Built on inspiring and motivating people to pursue a long-term vision.

DEMOCRATIC LEADERSHIP

Also known as Participative leadership, this style is about working together through dialogue and seeking consensus.

PACESETTING LEADERSHIP

Focused on performance and results. Leader act as a role model for others to follow. Excellent output is required.

https://www.leadershipahoy.com/the-six-leadership-styles-by-daniel-goleman/

3.2.1 Commanding leadership style

In this style, the leader makes all the decisions and gives orders to his or her team without explanations. Close and tight control and follow-up combined with high clarity in rules, roles, and expectations are core parts of the commanding leadership style. Commanding leadership can in fact be efficient, but with few exceptions only in low-skilled teams, and when decisions must be made very quickly. Commanding leadership can easily lead to micromanagement, which is negative for employee engagement, especially in teams with high skills in complex environments.

This style drives resonance since it can reduce fears and panic in critical situations through high clarity and high execution speed. Outside of these situations, it quickly leads to dissonance with people feeling overrun, disrespected, treated like machines, victimized, and generally unhappy and unmotivated. According to research by Daniel Goleman, Commanding leadership has a negative correlation with team climate and is especially detrimental to concepts of flexibility and responsibility in the team.

A common problem with the commanding leadership style is that it is the image of how a boss should be according to lots of people. It is the "Now that I`m finally the boss, I`m going to set people straight around here and make them work hard!" mentality that borders on dictatorship or autocratic leadership. If you use this style all the time, I will say you are using the behavioral leadership style called autocratic leadership. Autocratic leadership is known for low productivity, low engagement, fear, and high turnover.

3.2.2 The visionary leadership style

This leadership style is sometimes also referred to as the authoritative leadership style.

A visionary leader truly understands the big picture and sets a long-term path for the organization. When applying a visionary leadership style, the long-term vision is also properly communicated and explained to the organization's members. A great visionary leader manages to communicate and market the vision so that members of the organization feel inspired and understand how they will benefit from its realization. Achieving this is often much more difficult than it sounds, especially if there are many layers in the organization where the vision can be misconstrued, diluted, or misunderstood while cascaded downwards. Visionary leadership is also about reaching that vision, so it has a portion of execution and getting things done within it. Implementing visionary leadership in a genuinely great way requires quite a bit of Emotional Intelligence on the leaders' part. This style more than others requires powerful communication skills.

The Visionary leadership style drives resonance by bringing people together and working cooperatively towards the same end goal. Research shows a strong correlation with flexibility, clarity, commitment, rewards, and pretty much all aspects of a team climate.

Although this is a genuinely good leadership style, it still shouldn`t be overused. Too much of this can result in inattention to shorter-term activities and operational topics. In turn, that could hurt the organization and prevent the team from fulfilling the vision anyway.

3.2.3 The affiliative leadership style

It focuses more on relationships and people. While focusing on keeping all team members happy, the affiliative leader builds strong relationships and bonds with the team members and between them. The affiliative leadership

style leads to trust and harmony in the team, taking teamwork to the next level. There is a lot of feedback, recognition, and rewards in this leadership style, which helps build team spirit and cohesion. Like the other styles, overusing affiliative leadership can have terrible effects. Too much of this, and you will seize being a leader and manager and instead become best buddies with your direct reports. Gone too far, affiliative leadership can lead to fear of conflicts and lack of accountability and productivity since team harmony and being friends has gotten too much priority. Here is our video on Affiliative Leadership.

The affiliative leadership style contributes to resonant leadership by bringing people closer together and creating a harmonious working environment with a lot of trust and emotional support. Goleman has found a positive correlation between affiliative leadership and clarity, rewards, standards, and other conceptual areas of a team`s climate. As with the visionary style, no negative correlation to team climate has been found.

3.2.4 The democratic leadership style

This style is part of several other leadership styles frameworks such as the Kurt Lewin Leadership styles which you can find in our leadership styles portal. It is also a style of many names, as I have seen it referred to as participative style, cooperative style, and several other names.

Democratic leadership is when an empowered team takes full part in the decision-making process. Any team member can bring forward ideas and suggestions, and there is a strive for consensus in decision making. In the end, the democratic leader approves or makes the decision. Democratic leadership is an effective leadership style but can sometimes be too slow when fast decisions are needed. Use it at the right time and to the proper extent, and it can prompt astounding creativity and idea generation. It can build sizeable commitment and bring people together as a team with significant reductions in blame games and politics as a result.

The democratic leadership style creates resonance by valuing input from everyone. This degree of participation most often leads to high commitment and engagement within the team. The research by Goleman et al. shows a positive correlation between democratic leadership and all aspects of team climate.

3.2.5 The pacesetting leadership style

This style has a complete focus on performance and results. This leader expects nothing but excellence from team members and employees. Please note that the pacesetting leader expects the same, or even more, from him or herself and leads by example. Hence, it is more of a "see how I do it" rather than bullying others to work harder. All others are expected to work as hard and be as productive as the pacesetting leader.

The pacesetting leadership style is excellent for short spurts when results are all that matter, but it can be exhausting for everybody in the long run and lead to demotivation and burnout within the team. Long-term pace setting can be devastating for morale and lead to high stress levels and high turnover rates – people feel like they are asked to perform beyond what is possible.

Pacesetting leadership contributes to the team's resonance by meeting challenges and goals together, giving the sense of accomplishment and feeling capable. If this is your only style or you simply use it too much, it will quickly start to erode resonance and build dissonance instead. As with the commanding style, research shows a negative correlation with most aspects of team climate.

3.2.6 The coaching leadership style

This style shows when the leader coaches team members to develop themselves in the long term to become better individuals and professionals. Using this leadership style, you can create a very high commitment, engagement, and loyalty in your team. Developing the team members will eventually nurture them to become coaching leaders themselves. That next generation of coaches can continue to coach others, leading to even better improvement in performance in the long run. Coaching leadership is time-consuming and requires a lot of skill on the part of the leader. It will only work if the individual receiving coaching is motivated and open to feedback. Forcing this style on someone who thinks they have nothing to learn from being coached by you might have negative effects.

According to Goleman, coaching leadership builds resonance by creating strong connections between the organization's goals and any personal goals. Just as with affiliative, democratic, visionary, i.e., the other three styles of building resonance, coaching leadership positively correlates with all aspects of a team`s climate.

3.3 How to create our own leadership system.

By now, you should have a clear picture of the importance of Emotional Intelligence in building resonant leadership. It is not the leadership style that is used, but the ability to use the right one as the situation requires. In addition to this, we have to take into account which type of leadership best suits my character, as we have to understand leadership as a tool to be used in the long term, with which we have to feel comfortable while leading.

The main thing is to manage the different pillars of EI in order to have a big picture of who we are and to be able to understand which leadership style is the most appropriate for me as the most frequent leadership style. Without really knowing who we are, it is very difficult to find stability when leading the team and in the long term it is difficult to get the most out of it.

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PART B. MONITORING PROPOSAL

ACTIONS OR DYNAMICS

ACTION 1

Name: Mood Meter

Target group: Female players, coaches, staff

Description/Deployment/Timing

You have to choose one of the emotions that the Mood Meter has distributed in its four quadrants - red, blue, green and yellow - which represents a different set of feelings. Depending on the position of the chosen feeling, there is a different energy level, being higher in the higher positions and lower in the lower ones. In the same way, when the chosen feeling is more in the left zone, it will be less pleasant and in the right zone more pleasant.

https://www.marcbrackett.com/wp-content/uploads/2021/06/Mood_Meter_Marc_Brackett_Permission-to-Feel.pdf

The choice of the feeling that most closely matches our state of mind should be made once before the training/match and a second time at the end of the training/match. In this way we can see if the strategies followed in the activity have managed to improve our mood.

This tool is mainly designed to know the mood of the team and for each of the players to learn to recognise it. This information allows coaches to know what state the players are in and adapt their methods and/or training plan to the current needs if necessary.

The ideal is to have a circular piece of paper with the number of each player and have the player put it in the corresponding place, then take a photo of it to remember where she has placed it. At the end of the training session players can reposition their piece if their mood has changed.

Duration:

It will depend on the number of players the team has, but it should not take more than 2' to perform. As it is done several times and the players become familiar with the different feelings it should take less time.

Materials:

- A board (can be a DIN A3) with the quadrants.
- Circular pieces of paper (it can be laminated paper) with the numbers of each player.

Achievements

Put it into practice before and after training until it becomes an integral part of your training.

General coach's attitude

Proactive

Other considerations

ACTION 2

Name: Tracking Tool

Target group: Coaches, staff

Description/Deployment/Timing

The Tracking Tool was designed in 2021 as one of the tools of the Erasmus+ Project *¨Coaches With Skills¨*. This tool brings together some of the factors that influence the coach's performance. Knowing how to manage the different parameters well allows us to regulate our emotional state and achieve the necessary balance to properly lead the team. The objective is to collect data that allow us to know ourselves better and show us which factors help us to achieve our objectives. In this case, the objectives are to reduce the level of stress and increase the level of satisfaction. These two parameters will be the result of the good management of the other four.

The use of this tool allows to become familiar with the most frequent types of leadership and to understand them better.

This tool is a living document that can be modified if necessary by adding relevant factors. However, it is advisable to include too many factors to make it easy to use.

Tracking system

Productivity level	Satisfaction level	Most used leadership style	Number of individual interventions	Number of problems experienced	Stress level
0	0	Coercive	1-3	1-3	0
1	1	Authoritative	4-7	4-7	1
2	2	Affiliative	8-11	8-11	2
3	3	Democratic	12-15	12-15	3
4	4	Pacesetting	16-19	16-19	4
5	5	Coaching	<19	<19	5

Source: Athletes Inspire Children

How does it work?

The coach, once the training/match has finished, has to mark the corresponding option for each factor in the document. It is advisable to have a physical list in laminated DIN A4 size to mark with a marker pen quickly, and then transfer the data to an Excel file that allows us to save it by dates and thus see the evolution that is obtained over time.

In order to fill in the document, it is necessary to be aware of what is happening in the training/match and this requires a reflection exercise. You have to select the options that you consider most appropriate, but keep in mind that these data are approximate as the focus will be on leading the training/match.

After a few weeks of use, the first conclusions can be drawn on how to modify the factors to get closer to the objectives. This information will allow us to know the type of coach we are and thus understand, among other things, the type of leadership that suits us best.

Duration:

Filling in the document is a quick and easy procedure that should not take more than 2'.

Material:

- Printed and laminated document
- Excel file

Achievements

Put it into practice before and after training until it becomes an integral part of your training.

General coach's attitude

Proactive

ACTION 3

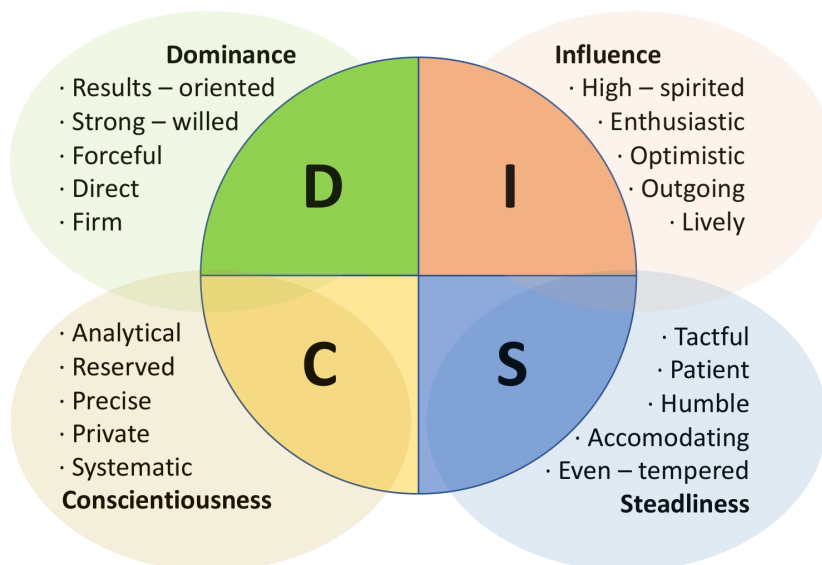**Name:** DISC Model Theory

Target group: Coaches, staff

Description/Deployment/Timing

The DiSC Model Theory, which was developed in 1928 by Dr. William Moulton Marston, provides a basis for us to understand different personality types and, consequently, their favored method of work and communication.
No personality is inherently bad for the workplace. In fact, it's often poor management and a lack of variety that are detrimental.

By understanding and incorporating various personality types into your company, you'll have people whose traits complement each other and thus work well together, you can better manage interpersonal conflicts, and you'll understand how employees learn best for trainings.

As a result, you'll have a better motivated, more satisfied organization and stronger teams.
The DISC Model states there are four personality types: Dominant, Influential (or Inductive), Steady, and Conscientious (or Compliant).

Dominance
· Results – oriented
· Strong – willed
· Forceful
· Direct
· Firm

D

Influence
· High – spirited
· Enthusiastic
· Optimistic
· Outgoing
· Lively

I

· Analytical
· Reserved
· Precise
· Private
· Systematic
Conscientiousness

C

· Tactful
· Patient
· Humble
· Accomodating
· Even – tempered
Steadliness

S

Source: Athletes Inspire Children

How does it work?

DiSC identifies and clarifies strengths and opportunities around team interactions. This profile centers on four different behavioral traits: dominance, influence, steadiness, and conscientiousness.

Dominance describes the way you deal with problems, assert yourself, and control situations. In a team environment, someone who is a strong D will be direct, decisive, and a doer. In a conflict situation, this trait exhibits as domineering and demanding.

Influence describes the way you deal with people and the way you communicate and relate to others. In a team environment, someone who is a strong I will be inspirational, interactive, and interesting. In a conflict situation, this trait exhibits as compulsive and irritating.

Steadiness describes your temperament – patience, persistence, and thoughtfulness. In a team environment, someone who is a strong S will be stable, supportive, and sincere. In a conflict situation, this trait exhibits as slow and sensitive.

Conscientiousness describes how you approach and organize your activity, procedures, and responsibilities. In a team environment, someone who is a strong C will be cautious, careful, and conscientious. In a conflict situation, this trait exhibits as calculating and condescending.

By observing the players during training and matches, it is necessary to identify what type of players they are. This will allow us to get to know them better and understand the role they can play in different situations.

This will also allow us to know the type of player the team needs in terms of character.

Duration?

It is an ongoing process that can last several weeks and will depend on the situations the players face.

It may be that some players evolve and adapt their character over time. It will be necessary to be attentive and to review the results from time to time.

It is recommended to do a weekly for 3 months and then a six-monthly review.

Materials?

A simple document with the name of the players and the corresponding letter next to it.

Achievements

Put it into practice before and after training until it becomes an integral part of your training

General coach's attitude

Proactive

Other considerations