



# Performance Profile for Athletes

How do you decide/select which  
PST to use?



# Introduction to Performance Profiling Technique

- PP is a client-centered assessment procedure that encourages athletes to identify qualities they deem important to performance and then rate their ability on each of those qualities
- Traditionally, athletes take a passive role in decision-making process
  - SPC often takes the lead in PST
- Passive role can undermine intrinsic motivation
  - Adherence to PST may be weakened
- PP allows athlete-driven understanding of what it takes to excel



# Introduction to Performance Profiling Technique

- Embedded within framework of Personal Construct Theory (PCT)
  - Individuals make sense of their own world by constructing their own theories
  - Individuals seek to construct meaning by searching for repeated themes in the events before them
  - Defining constructs

# Introduction to Performance Profiling Technique

- Imperative to seek clarification of precisely what each construct means
  - Central tenet of PCT
- Can prove enlightening for athletes and performers
  - In accord with PCT predictions
- Account for individual differences to optimize PST



# Introduction to Performance Profiling Technique

- PP technique can be used to:
  1. To highlight areas of perceived weakness
  2. To monitor change
  3. To detect incongruence b/w the athlete and coach's performance rating
  4. To assess athlete's view of what might realistically be expected through obtaining an evaluation of a top performance along the various qualities
  5. To help in the debriefing process

# Impacts of PP

- Enhanced self-awareness (Butler & Hardy 1992; Dale & Wrisberg, 1996, Palmer et al., 1996; Weston, 2005)
- Developing intrinsic motivation (Jones, 1993; D'Urso et al., 2002)
- Developing confidence (Butler, 1993)
- Useful basis for goal-setting (Butler, 1997)
- Performance monitoring and evaluation (Butler & Hardy, 1992; Doyle & Parfitt, 1997; Weston, 2005)
- Enhanced team communication (Dale & Wrisberg, 1996)
- Intrinsic motivation, confidence (Chow et al., 2019)



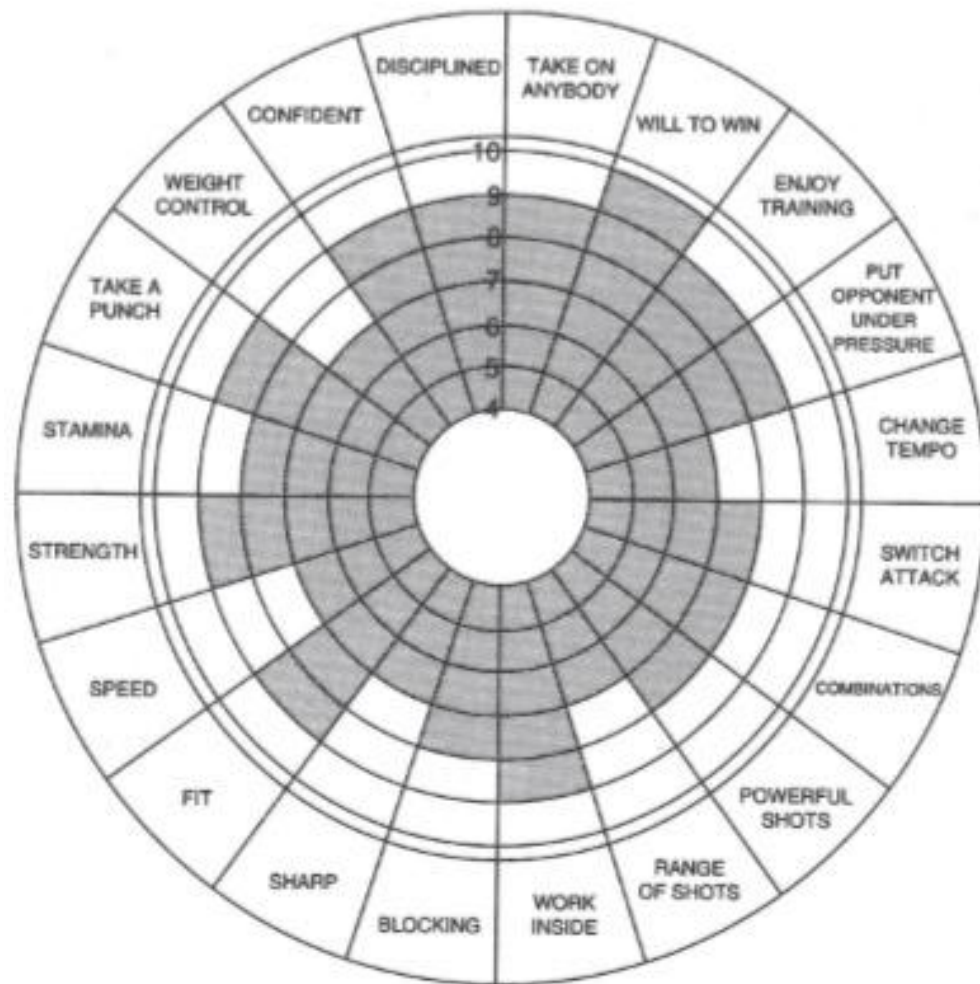
# Stages of PP

1. Introducing the Idea
  - PP is presented to the athlete(s)
  - Completed profiles as examples
  - No right/wrong answers
2. Eliciting constructs
  - On individual level or via small group discussions
3. Assessment
  - Performers assess themselves
  - Visual profile



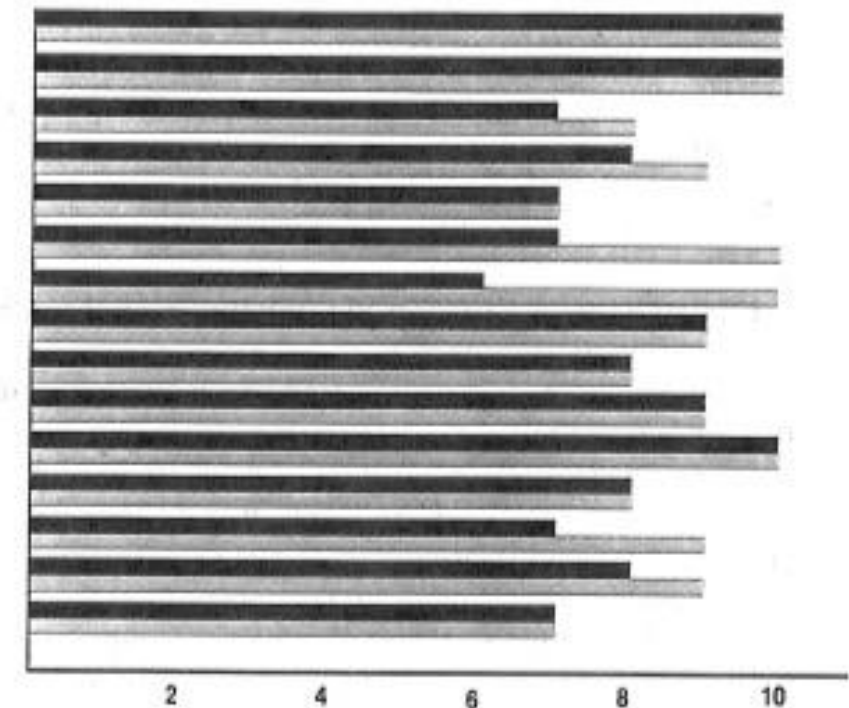


# Introduction to Performance Profiling Technique



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- Confidence in Practice
- Confidence in Competition
- Relaxation Skill
- Aerobic Fitness
- Anaerobic Power
- Anaerobic Endurance
- Imagination
- Determination
- Concentration
- Motivation
- Enjoyment
- Technical Ability
- Originality
- Will to Win
- Flexibility

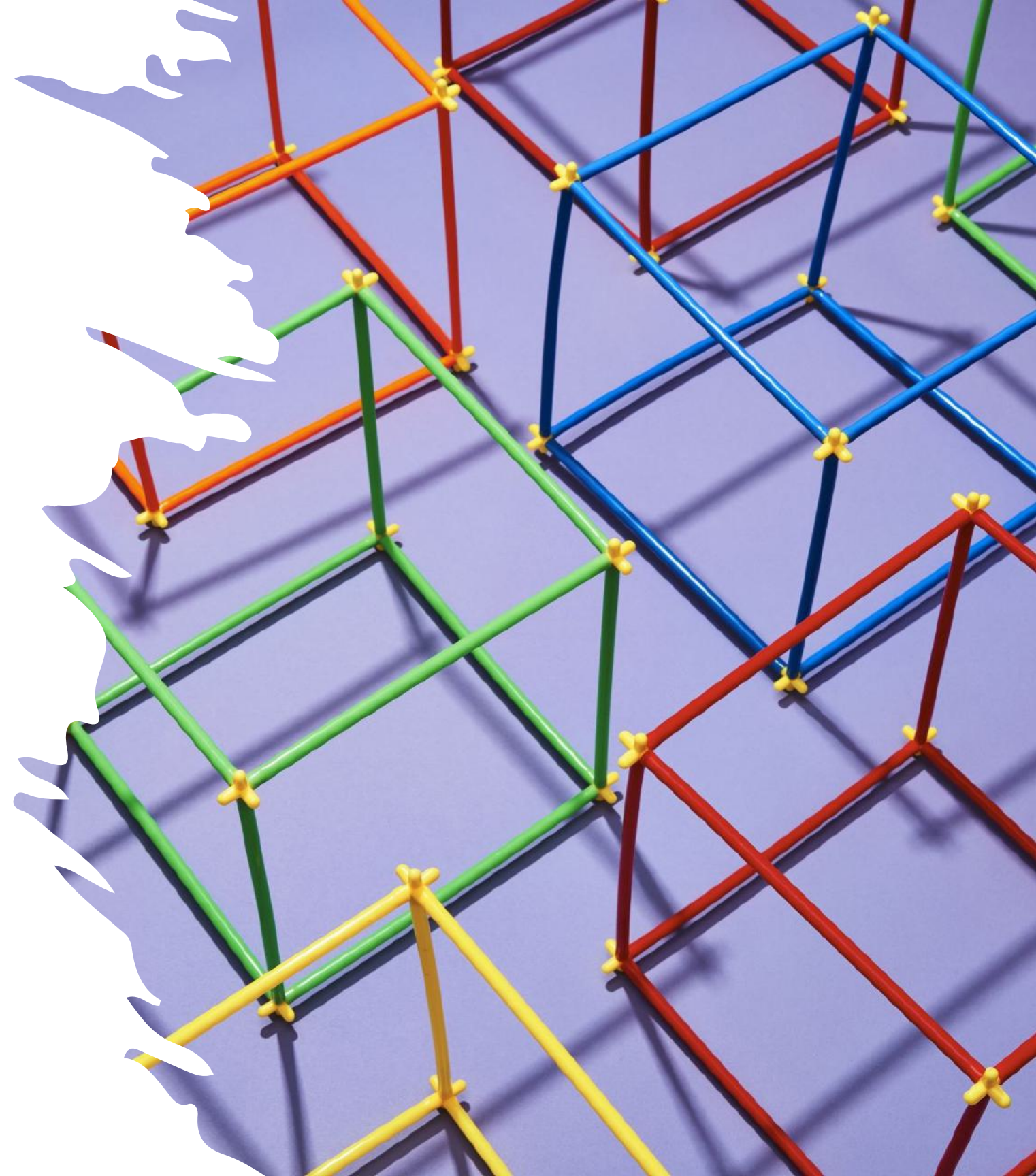


KEY

- Skater's ideal
- Trainer's ideal

# The Revised Performance Profile Technique

- Based on Gucciardi & Gordon (2009)
- Stage 1 - Introduce the technique
- Stage 2 - Construct elicitation
  - Athlete create emergent pole
  - Generate description and personal meaning
  - Elicit contrast pole
  - Generate description and personal meaning
- Stage 3 - Construct assessment



# Stage 1: Intro

- Introduce PP and rationale
- Make athlete aware of strength/improvement approach of PP
- No right or wrong answer
- Show examples of completed PP and generated data
- Make athletes aware of positive implications
  - Self-awareness
  - Motivation
  - GS
  - Monitoring progress



# Stage 2: Construct Elicitation

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“Someone who is not [*emergent pole*] would be...?”

Contrast Pole	What does this quality or characteristic mean to you	
Uncertainty	<i>Lacking confidence and belief in my abilities to reach my goals</i>	rd
Agitation	<i>Letting my emotions and pressure affect me during competition</i>	
Tightness	<i>Lacking range of movement and smooth execution</i>	

# Stage 2: Construct Elicitation

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Emergent Pole	What does this quality or characteristic mean to you	Contrast Pole	What does this quality or characteristic mean to you
Self-belief	<i>Believing in my physical and mental ability in reaching my goals</i>	Uncertainty	<i>Lacking confidence and belief in my abilities to reach my goals</i>
Calm	<i>Being able to control my emotions</i>	Agitation	<i>Letting my emotions and pressure affect me during competition</i>
Flexibility	<i>Ability to have wide range of movement</i>	Tightness	<i>Lacking range of movement and smooth execution</i>

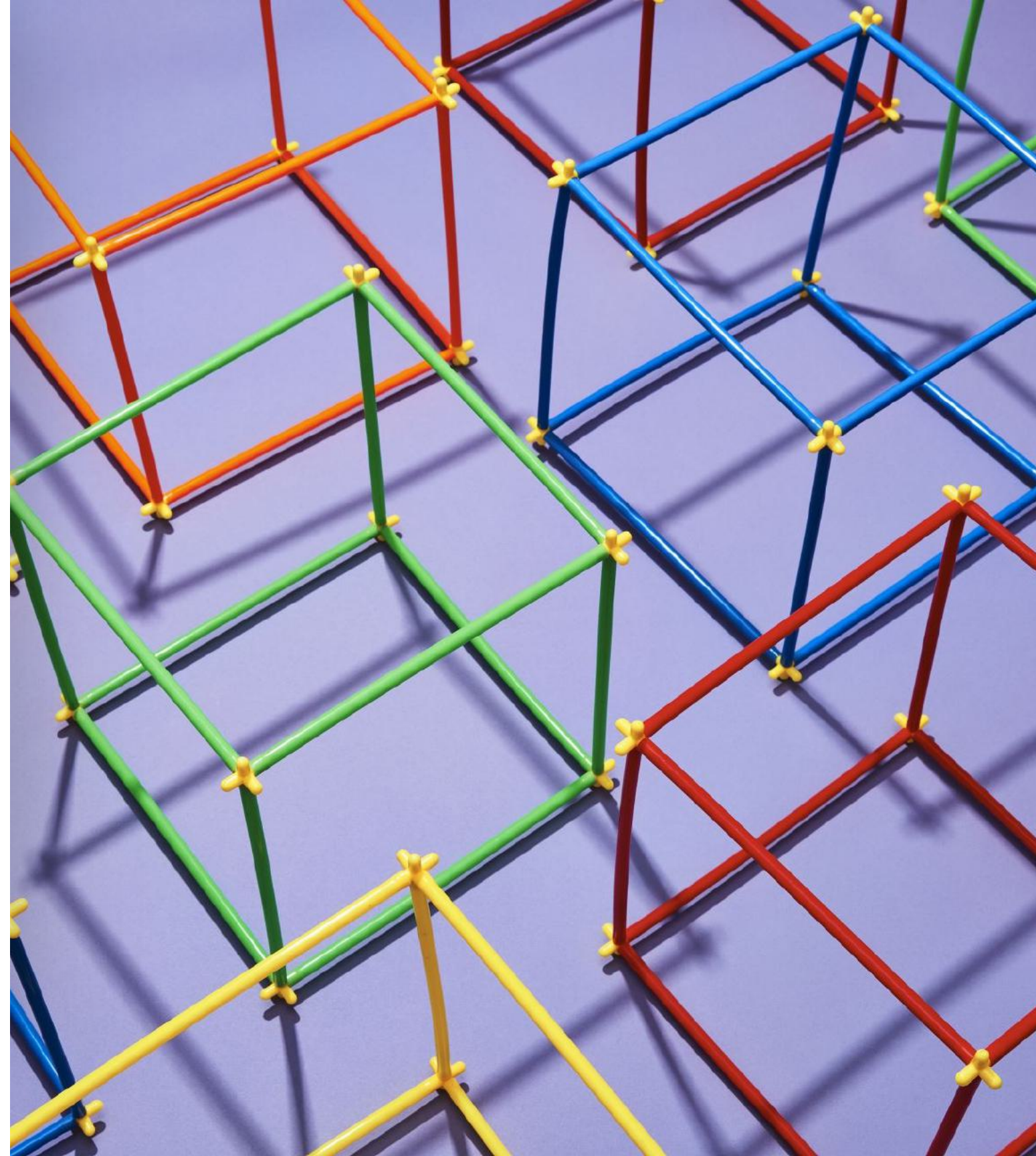
# Stage 2: Construct Elicitation

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Rank Order of Importance	Emergent Pole	[...]	Contrast Pole	[...]	General Importance (1-10)
1	Self-belief	[...]	Uncertainty	[...]	10
3	Calm	[...]	Agitation	[...]	6
2	Flexibility	[...]	Tightness	[...]	7

# Stage 3: Construct Assessment

- Switching focus from ideal performer to the athlete
- Current self-assessment on each bipolar construct
  - From contrast to emergent pole
  - e.g., from 1 (*Agitation*) to 7 (*Calm*)



# Stage 3: Construct Assessment

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Rank Order of Importance	Emergent Pole	[...]	Contrast Pole	[...]	General Importance (1-10)	<u>Current Self-Assessment (1-7)</u>
1	Self-belief	[...]	Uncertainty	[...]	10	<u>4</u>
3	Calm	[...]	Agitation	[...]	6	<u>3</u>
2	Flexibility	[...]	Tightness	[...]	7	<u>6</u>





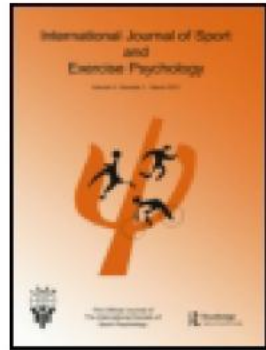
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## Variations

- Compare athlete's self-assessment with assessment from significant others
- Have athlete compare current state vs.
  - best performance
  - Ideal self
  - others (coach, teammate, parent)

# Further reading...

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**Implementation and evaluation of a standardised performance profile intervention with collegiate athletes**

Graig M. Chow, Elmer A. Castillo, Matteo Luzzeri & Matthew D. Bird

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**Performance Profiling: Theoretical Foundations, Applied Implementations and Practitioner Reflections**

Matthew D. Bird, Elmer A. Castillo & Matteo Luzzeri

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Questions - Comments