

# CONNECTION BEFORE CORRECTION: THE DEVELOPMENT OF INDIVIDUAL INTEREST AND PERFORMANCE IN ROWING

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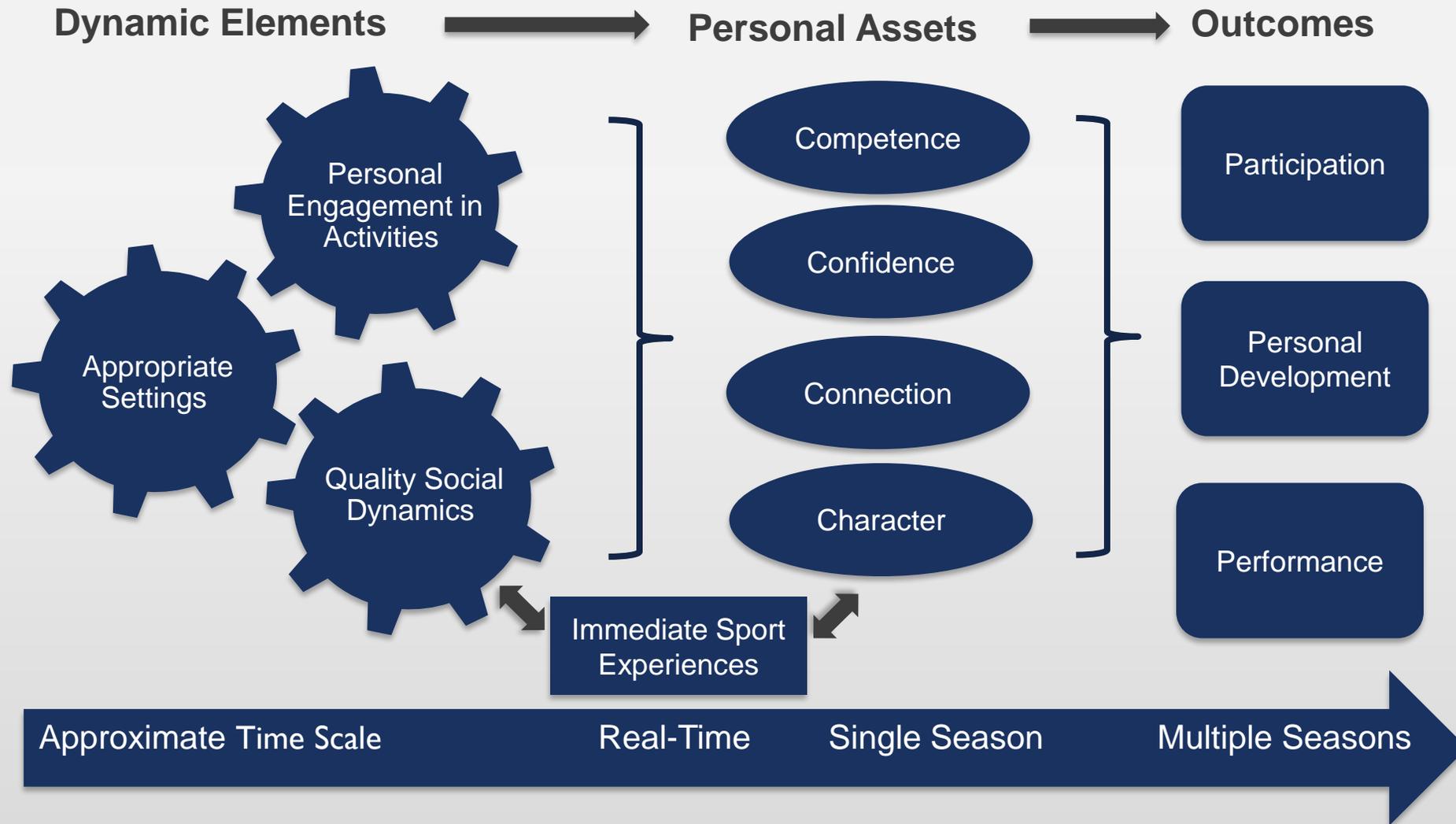
# DEVELOPMENT IS THE PRODUCT OF INTERACTING SYSTEMS

- Important to consider sport (rowing) within a system perspective, so that rowing is not seen as a distinctive activity of young people independent of other contexts.
- The interaction of different systems over time will determine the impact that rowing can have on immediate, short-term, and long-term development and performance.



## PURPOSE OF THIS TALK

1. Take a "developmental systems" perspective to describe how different dynamic elements affect performance, participation and personal development through sport.
2. Use the dynamic elements (settings, activities, and social dynamics) as "lenses" with different "resolutions" that describe the determinants of sport involvement.
3. Introduce evidence-based building blocks associated with positive outcomes in sport.



(Côté, Turnnidge, & Evans, 2014; Vierimaa, Turnnidge, Bruner, & Côté, 2017)

# LONG-TERM OUTCOMES (MULTIPLE SEASONS): 3Ps

## 1. Performance:

- Develop rowing skills and capabilities for future elite athletes

## 2. Participation:

- Improve physical health and continued participation

## 3. Personal Development:

- Contribute to positive youth development and developmental assets such as initiative, self-control, leadership, and cooperation

# SHORT-TERM OUTCOMES (SINGLE SEASON): 4Cs

1. **Competence:**
  - Learning rowing specific skills and capabilities, competing, and performing
2. **Confidence:**
  - An internal sense of positive self-worth when rowing
3. **Connection:**
  - Positive bonds with people and institutions in sport
4. **Character:**
  - Respect for rules, integrity, and empathy for others

# IMMEDIATE EXPERIENCE: INTEREST

## Situational Interest

- Focus of attention
- Affective reaction
- Triggered by environmental stimuli such as novelty, surprise, complexity or variability



## Individual Interest

- Desire to re-engage into an activity
- Enduring predispositions and invested psychological state
- Development of values and positive feelings

# INTEREST DEVELOPMENT

1. **Situational Interest:** refers to focused attention and the affective reaction that is triggered in the moment by environmental stimuli, which may or may not last over time (Hidi, 1990).
2. **Individual Interest:** refers to a person's relatively enduring predispositions to reengage in particular content over time, as well as to the immediate psychological state when this predisposition has been activated (Renninger, 2000).

# THE 4 PHASE MODEL OF INTEREST DEVELOPMENT

## Stage 1: **Triggered Situational Interest**

- Results from short-term/one time changes in affective and cognitive processes

## Stage 2: **Maintained Situational Interest**

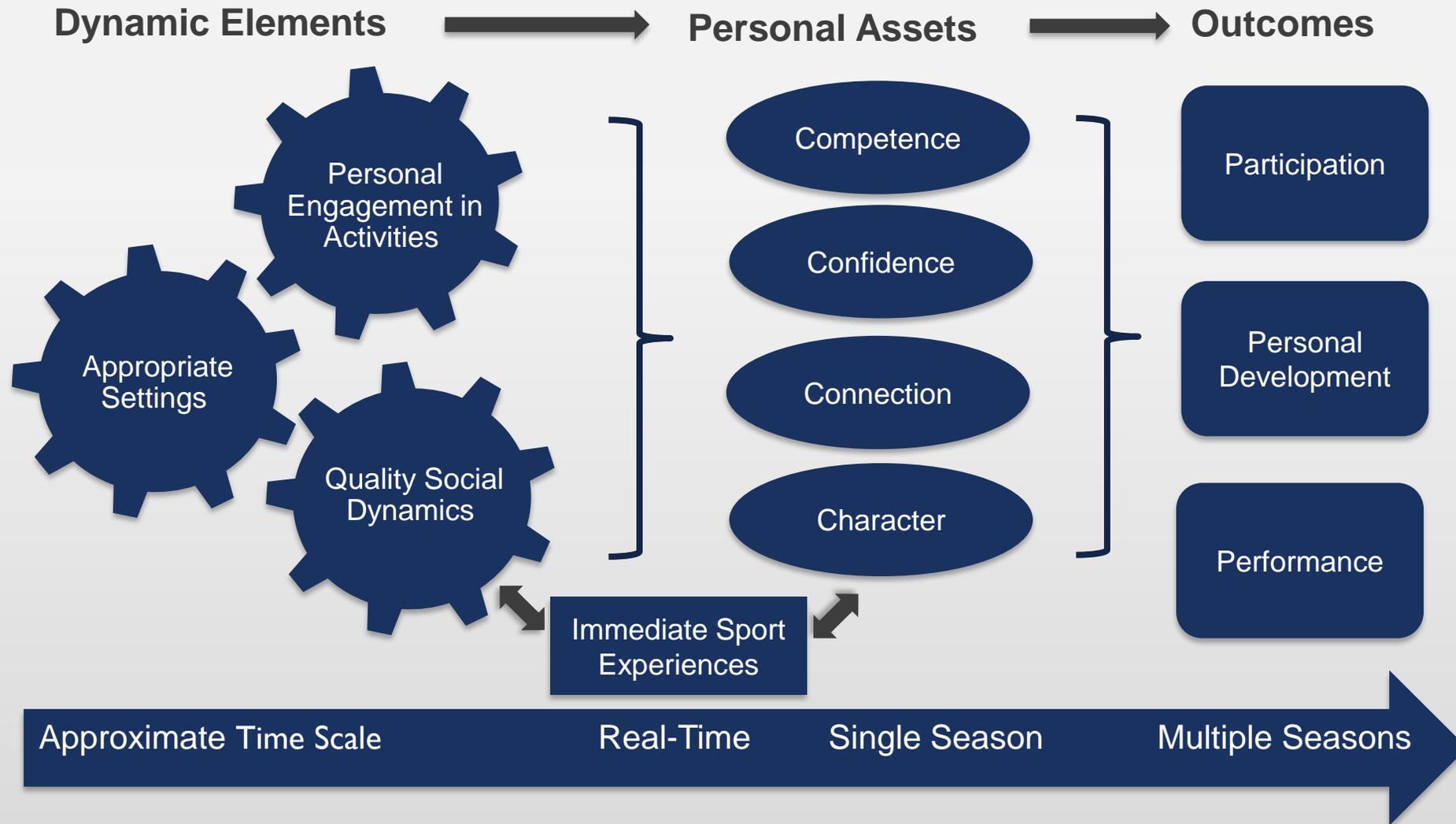
- Involves focused attention and persistence over reoccurring events

## Stage 3: **Emerging Individual Interest**

- Beginning phase of a relatively enduring predisposition to seek repeated engagement

## Stage 4: **Well-developed Individual Interest**

- Enduring predisposition to reengage with a particular activity



(Côté, Turnnidge, & Evans, 2014; Vierimaa, Turnnidge, Bruner, & Côté, 2017)

# THE DYNAMICS ELEMENTS

## 1. **Appropriate Settings**

- The physical and competitive structure in which rowing activities are happening (e.g., course, club, city, age grouping)

## 2. **Personal Engagement in Activities**

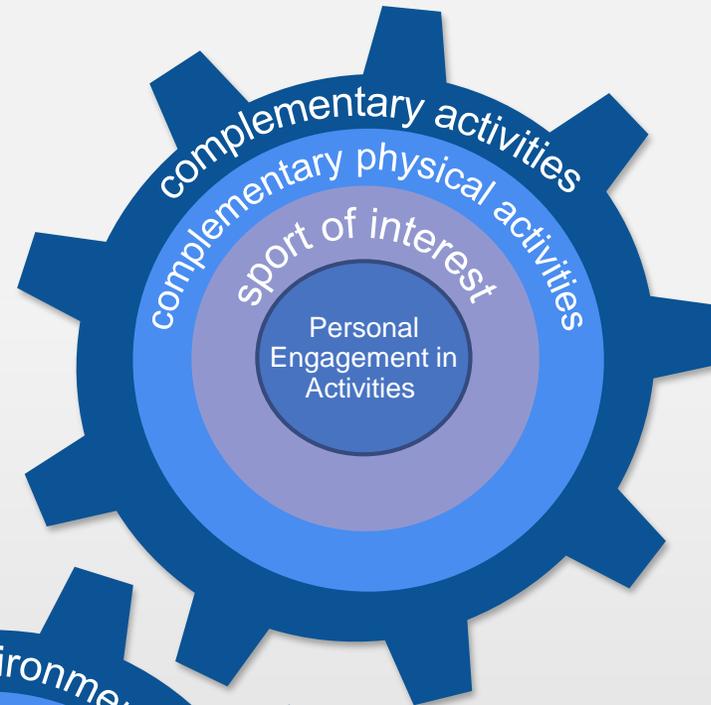
- The everyday “activities” of rowing and life (e.g., training, play, school)

## 3. **Quality Social Dynamics**

- The relationships and interactions that take place in rowing and daily activities

## 4. **Time**

- Changes occurring over time (e.g., age)



## Appropriate Settings

### *Playing field/course*

- Size/length of course
- number of athletes
- competitive structure

### *Club/organization structure*

- size of club
- proximity of club
- accessibility
- athletes' grouping

### *Community/League structure*

- size of community
- integration of club in community
- athletes selection

## Personal Engagement in Activities

### *Sport of interest*

- play
- games
- race
- practice

### *Complementary physical activities*

- other sports
- physical education
- recreational leisure

### *Complementary activities*

- arts
- music
- school

## Quality Social Dynamics

### *Relationships*

- coach-athlete
- athlete-athlete
- athlete-parents

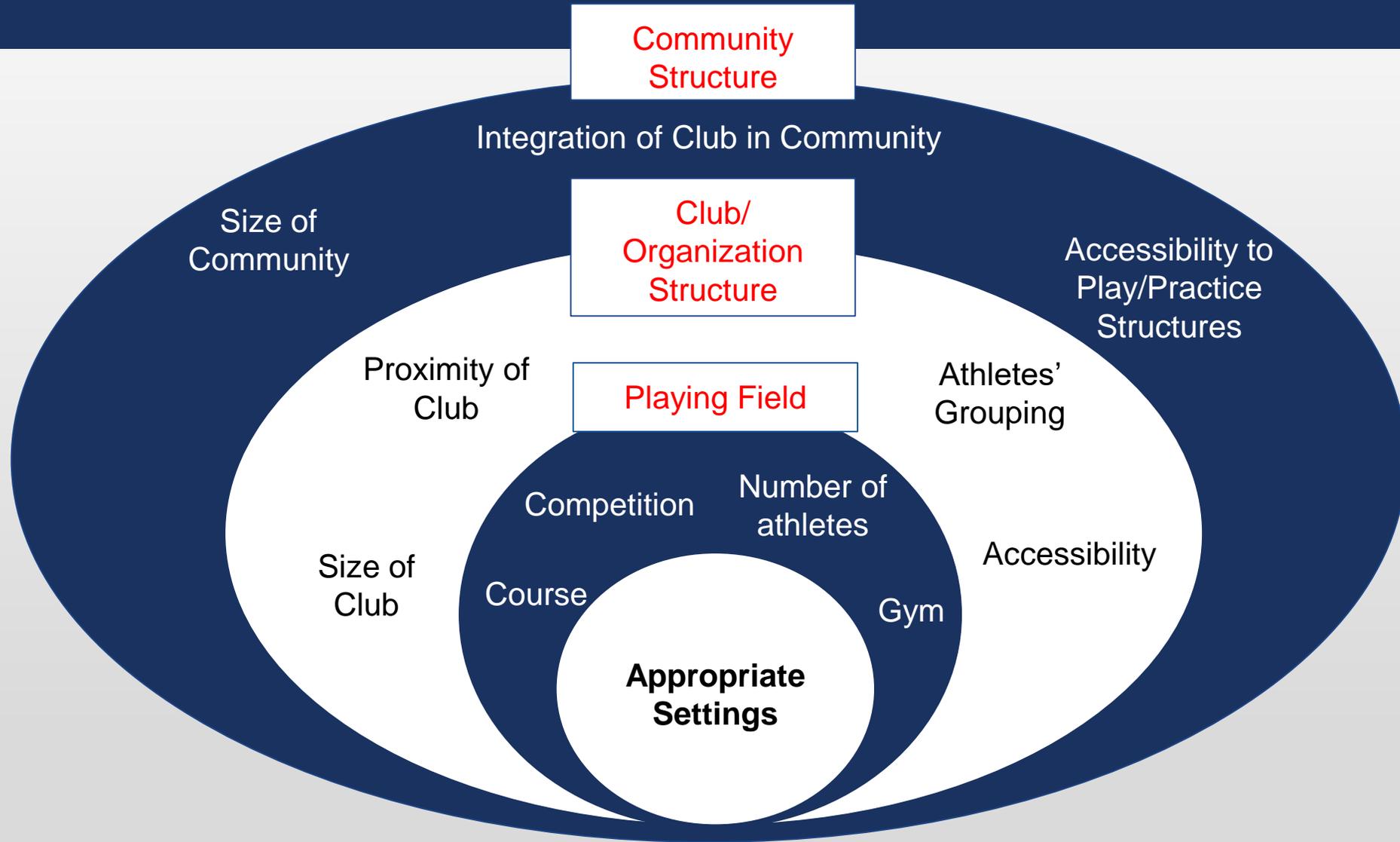
### *Team Dynamics*

- cohesion
- role perceptions
- interdependence
- norms
- identity

### *Social Environment*

- spectators
- referee(s)
- sponsors

# DIMENSIONS OF APPROPRIATE SETTINGS



# DIMENSIONS OF APPROPRIATE SETTINGS

- Level 1

**Playing field/course:** **Competitive engineering** (Burton, Gillham, & Hammermeister, 2011; McCalpin, Evans, & Côté, 2017), **small-sided games and modified environments** (Timmerman, Savelsbergh, & Farrow, 2019).

- Level 2

**Club/organization structure:** **Athletes' grouping** (Cumming et al., 2018; Musch & Grondin, 2001); **successful and less successful clubs** (Henricksen, Stambulova, & Roessler, 2010; Fraser-Thomas, Côté, & MacDonald, 2010); **school size and achievements** (Barker & Gump, 1964; Cotton, 1996).

- Level 3

**Community/league structure:** **Birthplace** (Côté, MacDonald, Baker, & Abernethy, 2006); **urban-rural affordances** (Kytta, 2002).

# DIMENSIONS OF APPROPRIATE SETTINGS:

COMMON THEME ACROSS LEVELS 1, 2, AND 3

**Size, accessibility, and competitive structure influence athletes' immediate experience and longer-term outcomes**

# DIMENSIONS OF APPROPRIATE SETTINGS: EXAMPLE LEVEL 1 AND 2 – COMPETITIVE ENGINEERING

1. Facility modifications (e.g. curve course, sheltered bay)
2. Equipment modifications (e.g. smaller more stable boats for kids)
3. Choice of competition level (e.g. meaningful races)

# DIMENSIONS OF APPROPRIATE SETTINGS: EXAMPLE LEVEL 3 – BIRTHPLACE

2 key aspects of the community settings that influence athletes' development:

- Size of city
- Accessibility (proximity) to a club

(Balish & Côté, 2013; Balish, Rainham, & Blanchard, 2015; Bruner, Pickett, & Côté, 2011; Côté, MacDonald, Baker, & Abernethy, 2006; Hancock, Coutinho, Côté, & Mesquita, 2017; Finnegan, Richardson, Littlewood, McArdle, 2017; Fraser-Thomas, Côté, & MacDonald, 2010; Hancock, Coutinho, Côté, & Mesquita, 2017; Imtiaz, Hancock, Vierimaa, & Côté, 2014; MacDonald, King, Côté, & Abernethy, 2009; Pennell, Cassidy, & Gilbert, 2017; Rossing, Nielsen, Elbe, & Karbing, 2016; Turnnidge, Hancock, & Côté, 2014)

# APPROPRIATE SETTINGS

## SIZE, ACCESSIBILITY, COMPETITIVE STRUCTURE

- Physical and competitive settings affect a host of other variables related to activities (e.g., opportunity to play and practice, safety, sampling, specialization, etc.) and social dynamics (e.g., relationships and social structure).



Variables of the physical and competitive environment at the levels of the course, club, and community.

- Size
- Accessibility
- Competitive structure



### Activities

- Time on task
- Opportunity to play and practice

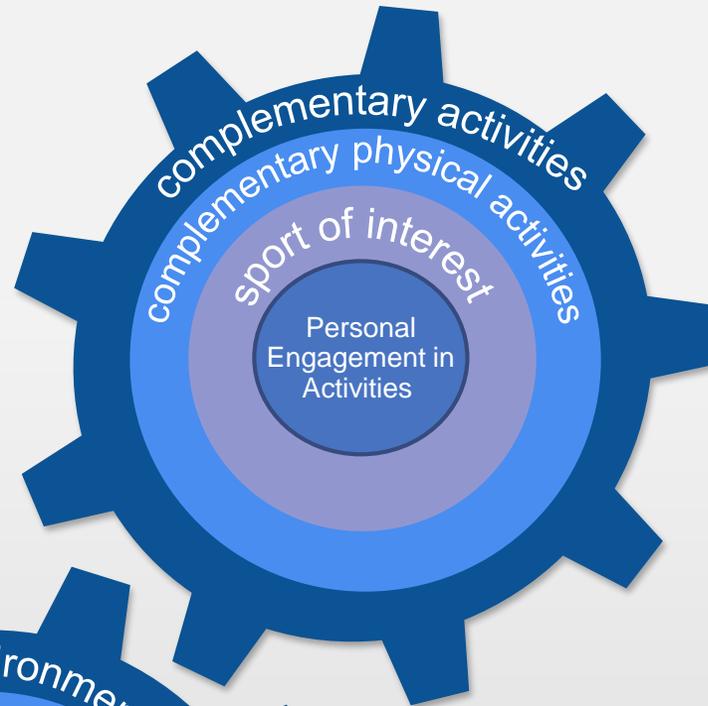
### Relationships

- Peers
- Parents
- Coaches

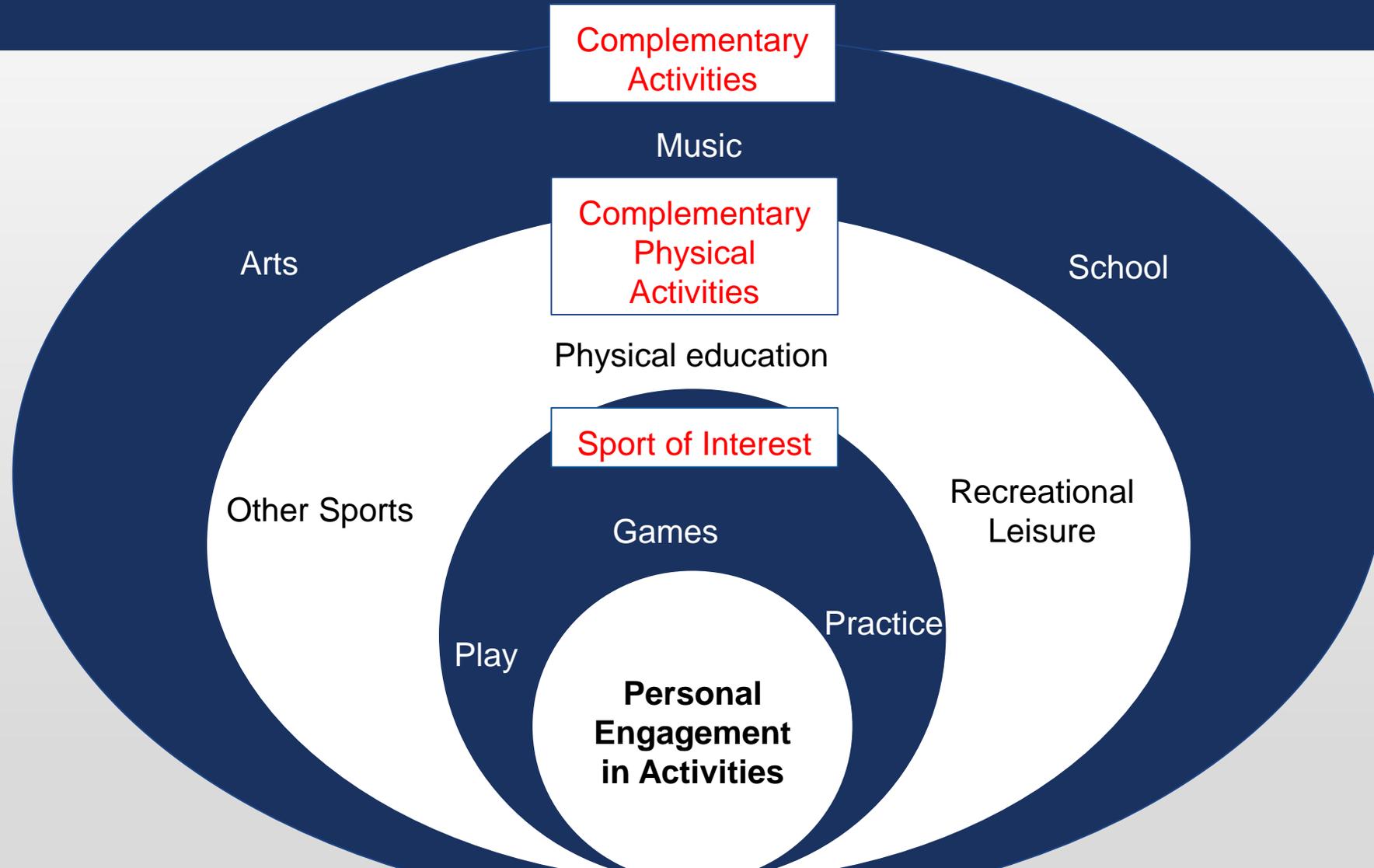
### Social environment

- Social norms
- Motivational climate
- Role models





# DIMENSIONS OF PERSONAL ENGAGEMENT IN ACTIVITIES



# DIMENSIONS OF PERSONAL ENGAGEMENT IN ACTIVITIES

- Level 1

**Sport of interest:** **Deliberate practice** (Ward, Hodges, Starkes, & Williams, 2007); **deliberate play** (Côté, 1999); **Non-linear pedagogy** (Chow, Davids, Button, Shuttleworth, Renshaw, & Araùjo, 2006).

- Level 2

**Complementary physical activities:** **Early sampling** (Côté, 1999; Côté & Vierimaa, 2014; Berry, Côté, & Abernethy, 2008; Güllich, 2016); **early specialization** (Ford & Williams, 2012).

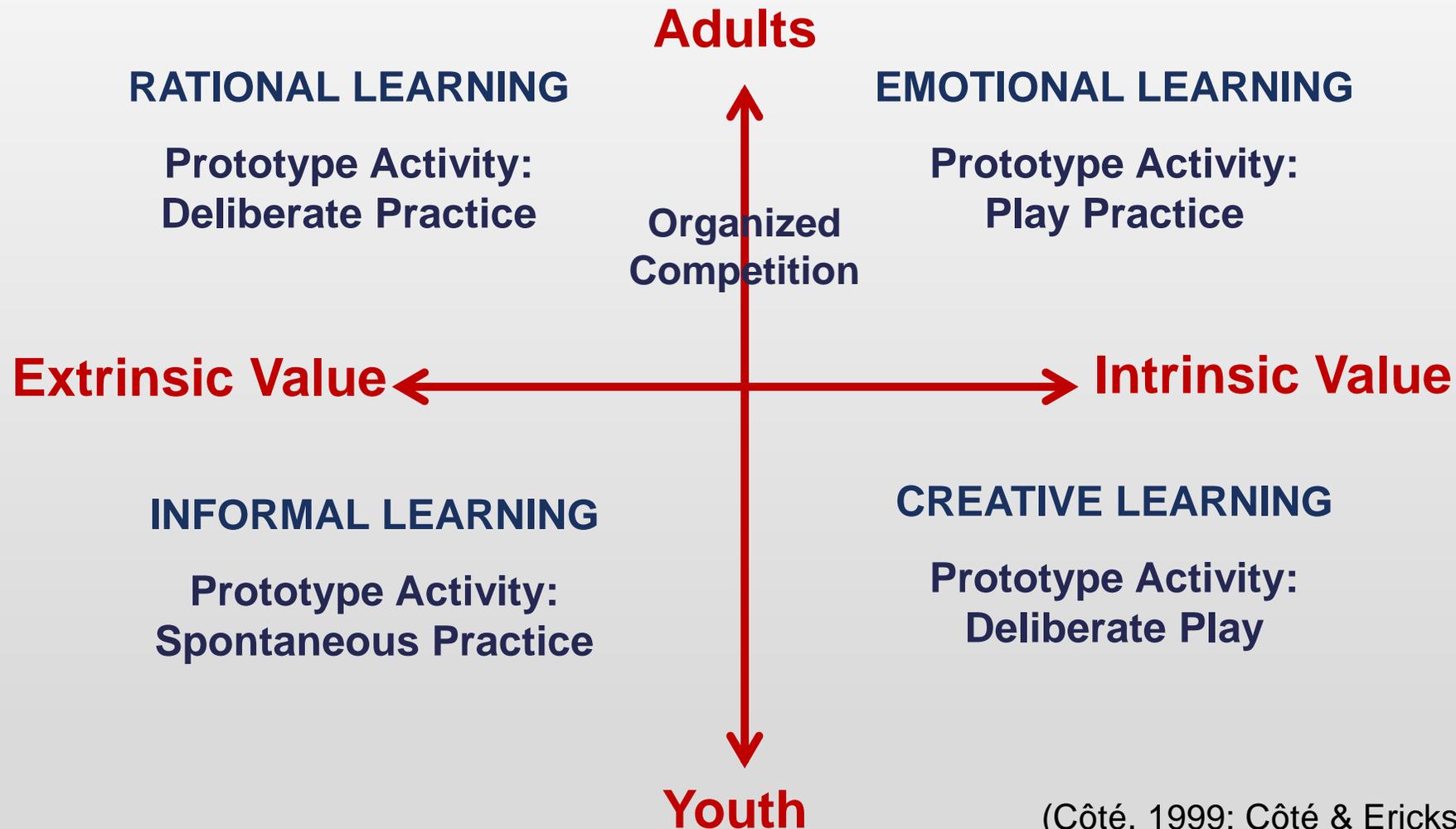
- Level 3

**Complementary activities:** **Engagement in diverse activities and personal development** (Busseri, Rose-Krasnor, Willoughby, & Chalmers, 2006; Fredricks & Eccles, 2006); **sleep and performance** (Fullagar, Skorski, Duffield, Hammes, Coutts, & Meyer, 2015).

**DIMENSIONS OF PERSONAL ENGAGEMENT IN ACTIVITIES:**  
COMMON THEME ACROSS LEVELS 1, 2, AND 3

**Diversity**

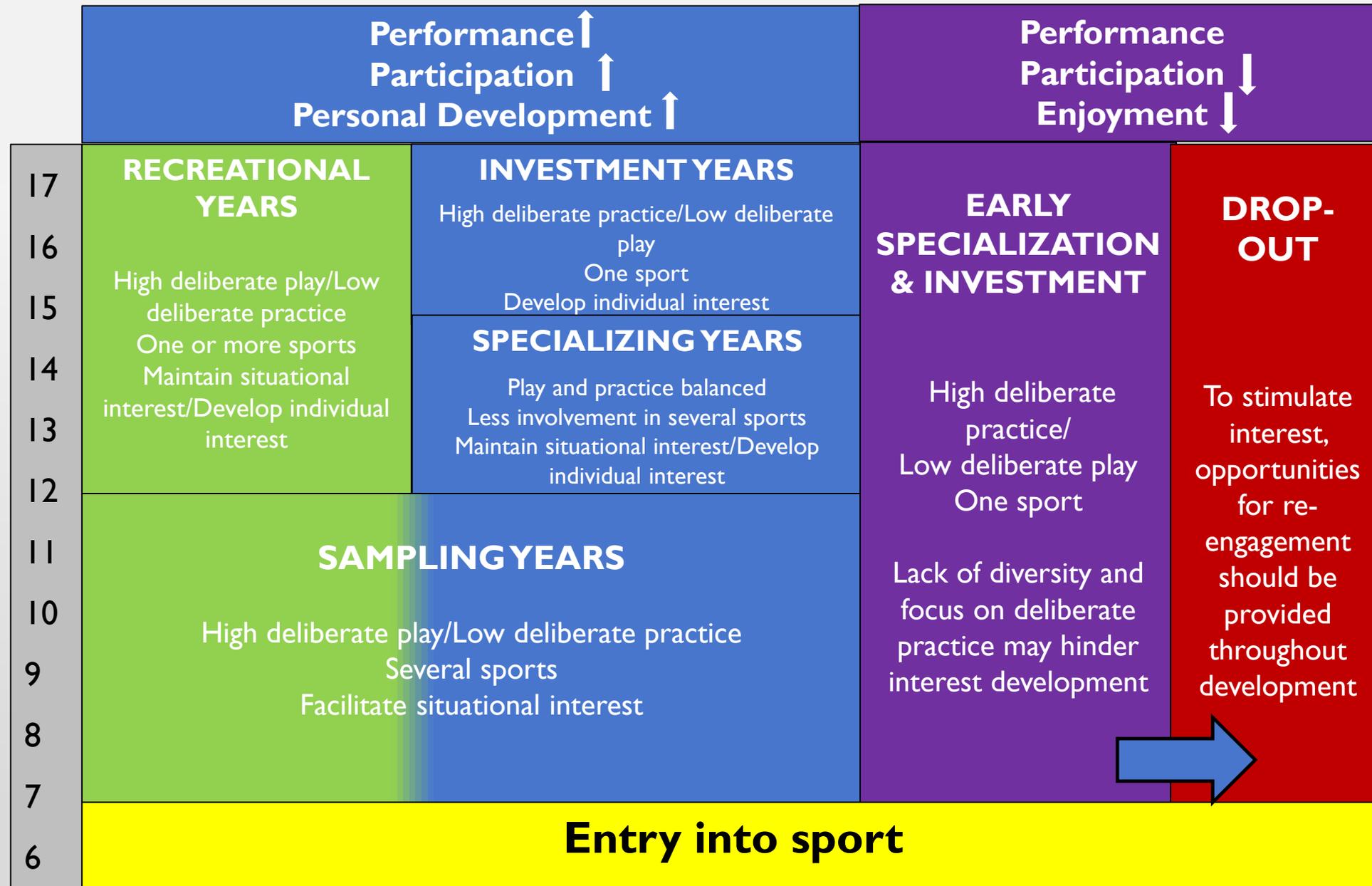
# DIMENSIONS OF PERSONAL ENGAGEMENT IN ACTIVITIES: EXAMPLE FROM LEVEL 1 – DIVERSITY WITHIN



# DIMENSIONS OF PERSONAL ENGAGEMENT IN ACTIVITIES: EXAMPLE FROM LEVEL 2 – DIVERSITY BETWEEN

- Exploring a diversity of sports allows athletes to:
  - 1) learn different skills
  - 2) experience different social settings
- The exploration of different sports and different activities before committing to a particular sport is linked to interest development, competence, confidence, self regulation skills, and interpersonal skills.

# DMSPP (Côté, 1999; Côté & Vierimaa, 2015)





# The NBA and Youth Basketball: Recommendations for Promoting a Healthy and Positive Experience

Authors

[Authors and affiliations](#)

John P. DiFiori , Arne Güllich, Joel S. Brenner, Jean Côté, Brian Hainline, Edv

Downloaded from <http://bjsm.bmj.com/> on February 1, 2017 - Publish

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First Online: 30 June 2018

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## Editorials

# Debunking early single sport specialisation and reshaping the youth sport experience: an NBA perspective

John P DiFiori,<sup>1,2</sup> Joel S Brenner,<sup>3</sup> Dawn Comstock,<sup>4</sup> Jean Côté,<sup>5</sup> Arne Güllich,<sup>6</sup> Brian Hainline,<sup>7</sup> Robert Malina<sup>8</sup>

## Abstract

Participation in sports offers both short-term and long-term benefits for children and adolescents. However, an overemphasis on early specialisation may limit the benefits of participation, and could increase the risk of injury, burnout, and disengagement from physical activity. The National Basketball Association and USA Basketball recently assembled a group of leading experts to share their applied research and practices to address these issues. This review includes the group’s analysis of the existing body of research regarding youth sports participation and the related health, performance, and psychosocial outcomes. Based upon this, age-specific recommendations for basketball participation are provided that aim to promote a healthy and positive experience for youth basketball players.

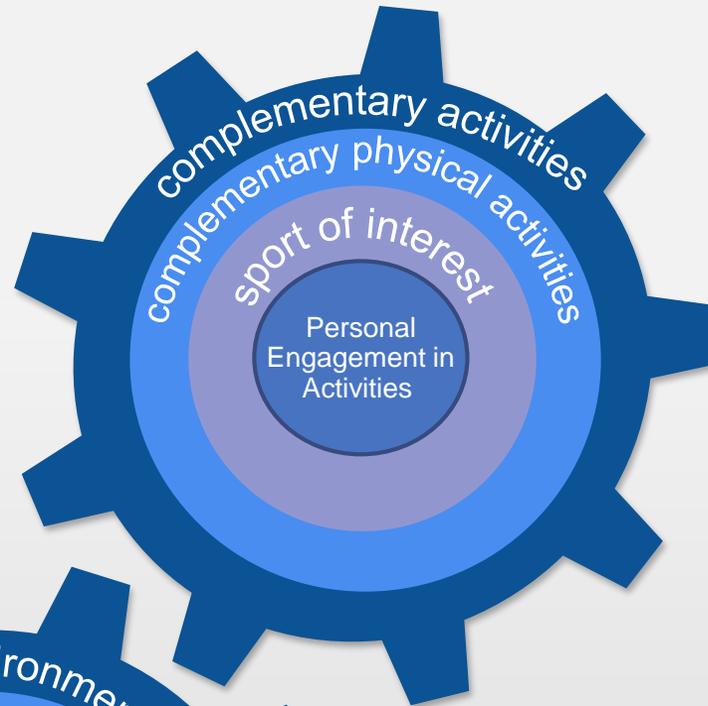
# **AOSSM Early Sport Specialization Consensus Statement**

Robert F. LaPrade,<sup>\*</sup> MD, PhD, Julie Agel,<sup>†‡</sup> MA, ATC, Joseph Baker,<sup>§</sup> PhD, Joel S. Brenner,<sup>||¶</sup> MD, MPH, Frank A. Cordasco,<sup>##\*</sup> MD, MS, Jean Côté,<sup>††</sup> PhD, Lars Engebretsen,<sup>‡‡§§llll</sup> MD, PhD, Brian T. Feeley,<sup>¶¶</sup> MD, Daniel Gould,<sup>##</sup> PhD, Brian Hainline,<sup>ab</sup> MD, Timothy Hewett,<sup>c</sup> PhD, Neeru Jayanthi,<sup>d</sup> MD, Mininder S. Kocher,<sup>ef</sup> MD, MPH, Gregory D. Myer,<sup>ghij</sup> PhD, FACSM, CSCS\*D, Carl W. Nissen,<sup>klm</sup> MD, Marc J. Philippon,<sup>nopq</sup> MD, and Matthew T. Provencher,<sup>rstu</sup> MD, CDR, MC, USNR

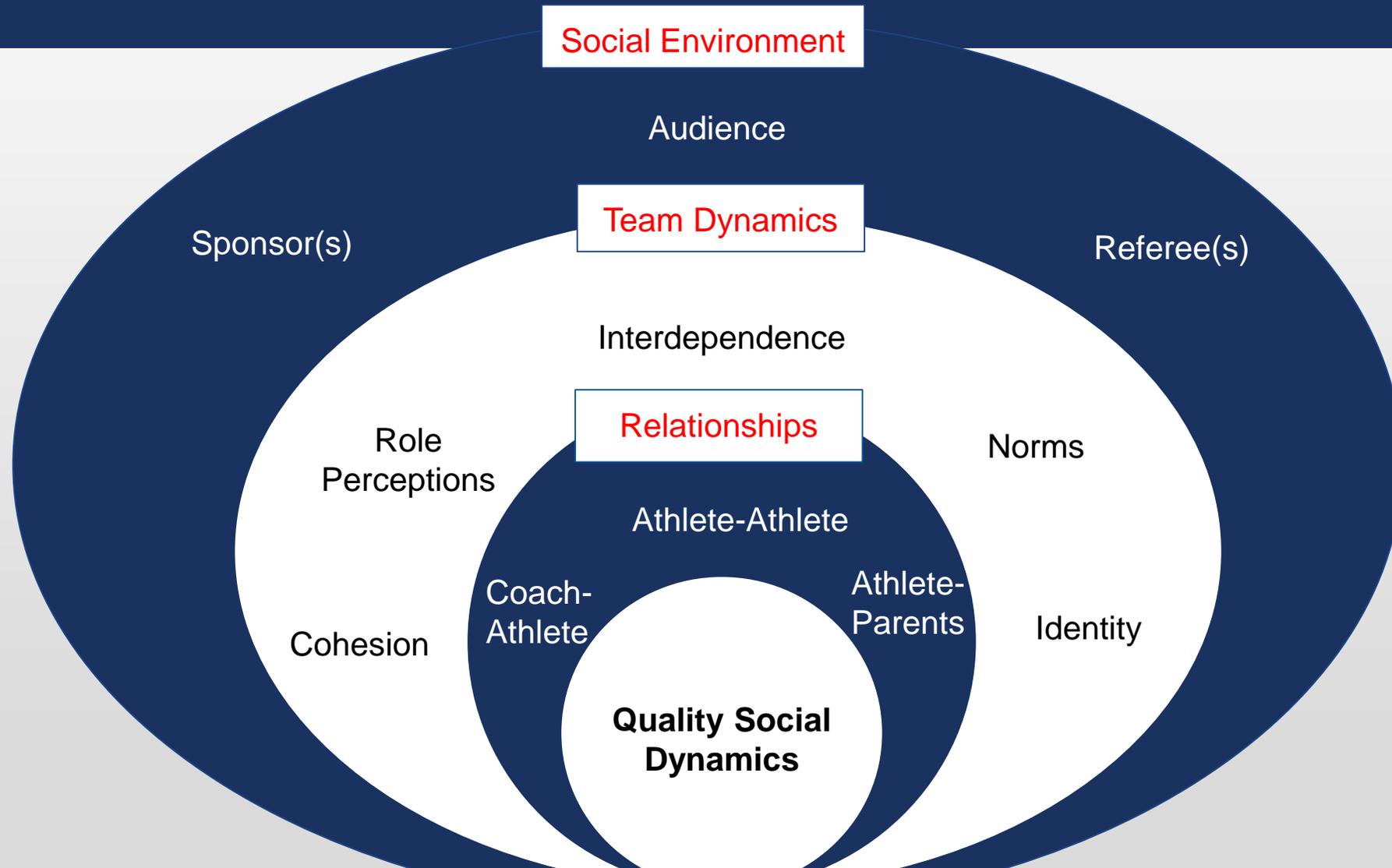
The Orthopaedic Journal of Sports Medicine, 4(4), 2325967116644241

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# DIMENSIONS OF QUALITY SOCIAL DYNAMICS



# DIMENSIONS OF QUALITY SOCIAL DYNAMICS

- Level 1

**Relationships:** **Relationship quality** (Jowett, 2007; Jowett & Ntoumanis, 2004); **autonomy supportive coaching** (Mageau & Vallerand, 2003); **transformational coaching** (Turnnidge & Côté, 2018); **parents' support** (Holt & Knight, 2014).

- Level 2

**Team Dynamics:** **Cohesion** (Carron, Bray, & Eys, 2002); **motivational climate** (Harwood & Beauchamp, 2007); **team work** (McEwan & Beauchamp, 2009) **social identity** (Martin, Balderson, Hawkins, Wilson, & Bruner, 2018).

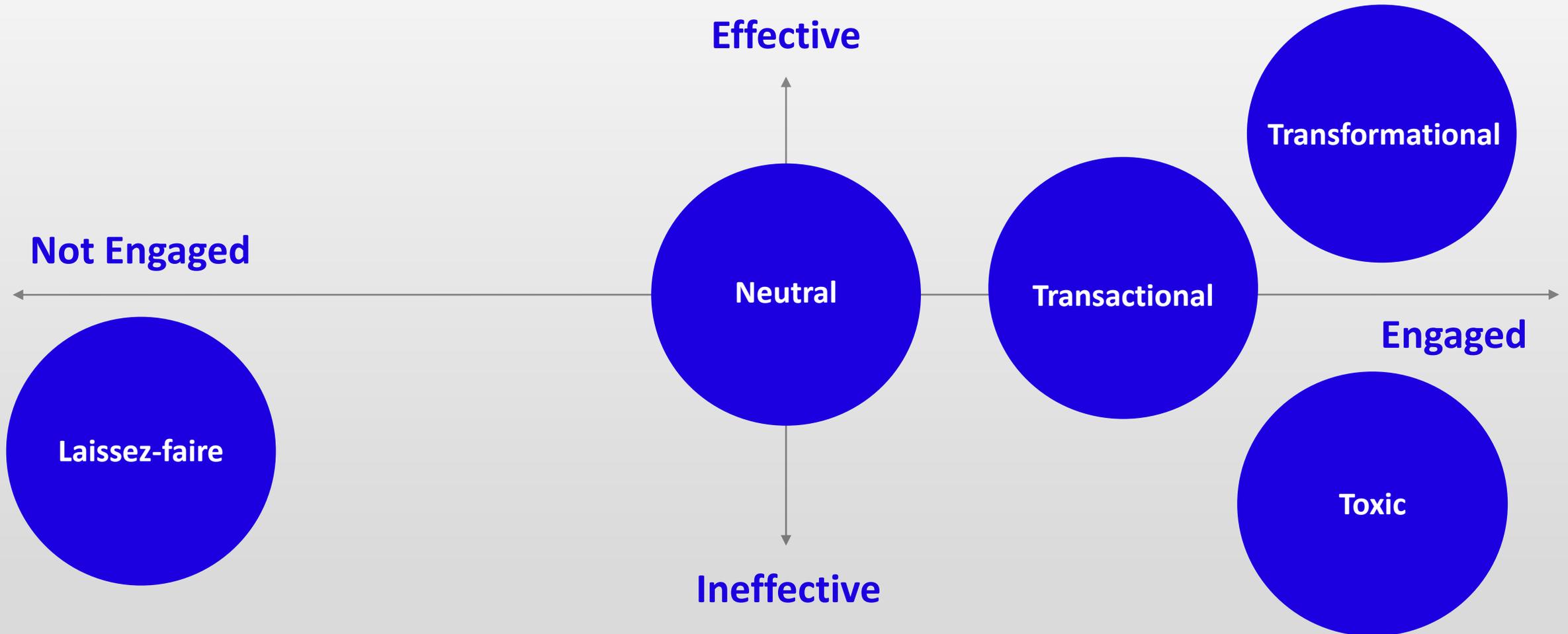
- Level 3

**Social Environment:** **Peer interactions** (Vierimaa, Bruner, & Côté, 2018; Keegan, Harwood, Spray, & Lavalley, 2009); **organizational sport psychology** (Wagstaff & Larner, 2015).

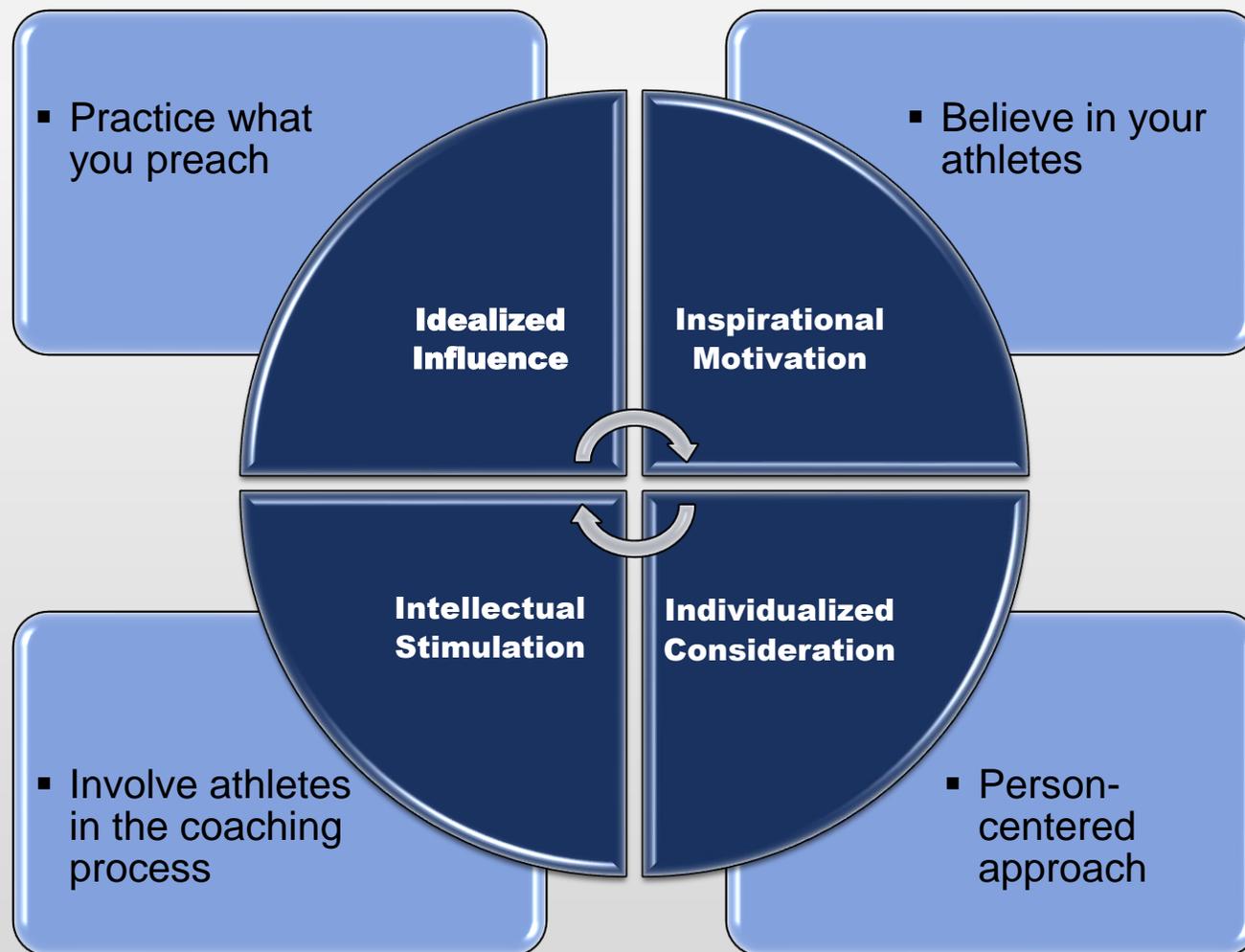
# DIMENSIONS OF QUALITY SOCIAL DYNAMICS: COMMON THEME ACROSS LEVELS 1, 2, AND 3

**Social dynamics should help athletes feel that they are important and what they do is important.**

# DIMENSIONS OF SOCIAL DYNAMICS: EXAMPLE FROM LEVEL 1 – TRANSFORMATIONAL LEADERSHIP



# TRANSFORMATIONAL LEADERSHIP



# Transformational Coaching Behaviours

| Transformational Coaching Behaviours                       | 4 I's                        |
|--|------------------------------|
| 1- Discussing and modelling prosocial values or behaviours | Idealized Influence          |
| 2- Showing vulnerability and humility                      |                              |
| 3- Discussing goals and expectations                       | Inspirational Motivation     |
| 4- Expressing confidence                                   |                              |
| 5- Implementing a collective vision                        |                              |
| 6- Providing meaningful and challenging tasks and roles    |                              |
| 7- Eliciting input   | Intellectual Stimulation     |
| 8- Sharing decision making and leadership                  |                              |
| 9- Emphasizing the learning process                        |                              |
| 10- Showing interest                                       | Individualized Consideration |
| 11- Recognizing accomplishments                            |                              |

# THE COACH LEADERSHIP ASSESSMENT SYSTEM (CLAS)

| Higher Order Dimension  | Lower Order Dimension               | Leadership Tone Behaviours   |
|-------------------------|-------------------------------------|--|
| <b>Transformational</b> | <b>Idealized Influence</b>          | 1- Discussing and modelling pro-social values or behaviours<br>2- Showing vulnerability and humility   |
|                         | <b>Inspirational Motivation</b>     | 3- Discussing goals and expectations<br>4- Expressing confidence in athletes' capabilities<br>5- Implementing a collective vision<br>6- Providing meaningful and challenging tasks and roles |
|                         | <b>Intellectual Stimulation</b>     | 7- Eliciting athlete input<br>8- Sharing decision making and leadership responsibilities<br>9- Emphasizing the learning process  |
|                         | <b>Individualized Consideration</b> | 10- Showing interest in athletes' feelings and perspectives<br>11- Recognizing athlete accomplishments and contributions   |
| <b>Transactional</b>    |                                     | 12- Discussing rewards/penalties<br>13- Searching for/responding to deviations from rules or standards   |
| <b>Neutral</b>          |                                     | 14- Neutral  |
| <b>Laissez-Faire</b>    |                                     | 15- Showing Disinterest  |
| <b>Toxic</b>            |                                     | 16- Expressing anger/hostility<br>17- Modeling anti-social behaviours  |
| <b>N/A</b>              |                                     | 18- Uncodable  |

# TRANSFORMATIONAL COACHING

*International Sport Coaching Journal*, 2017, 4, 314-325  
<https://doi.org/10.1123/iscj.2017-0046>  
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BEST PRACTICES



Measurement in Physical Education and Exercise Science

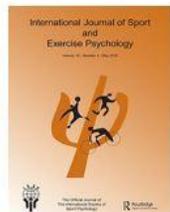
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ISSN: 1091-367X (Print) 1532-7841 (Online) Journal homepage: <https://www.tandfonline.com/loi/hmpe20>

## Transformational Coaching Workshop: Applying a Person-Centred Approach to Coach Development Programs

Jennifer Turnnidge and Jean Côté  
Queen's University

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International Journal of Sport and Exercise Psychology

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### Applying transformational leadership theory to coaching research in youth sport: A systematic literature review

Jennifer Turnnidge & Jean Côté

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To link to this article: <https://doi.org/10.1080/1612197X.2016.1189948>

### Observing Coaches' Leadership Behaviours: the Development of the Coach Leadership Assessment System (CLAS)

Jennifer Turnnidge & Jean Côté

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Journal of Applied Sport Psychology

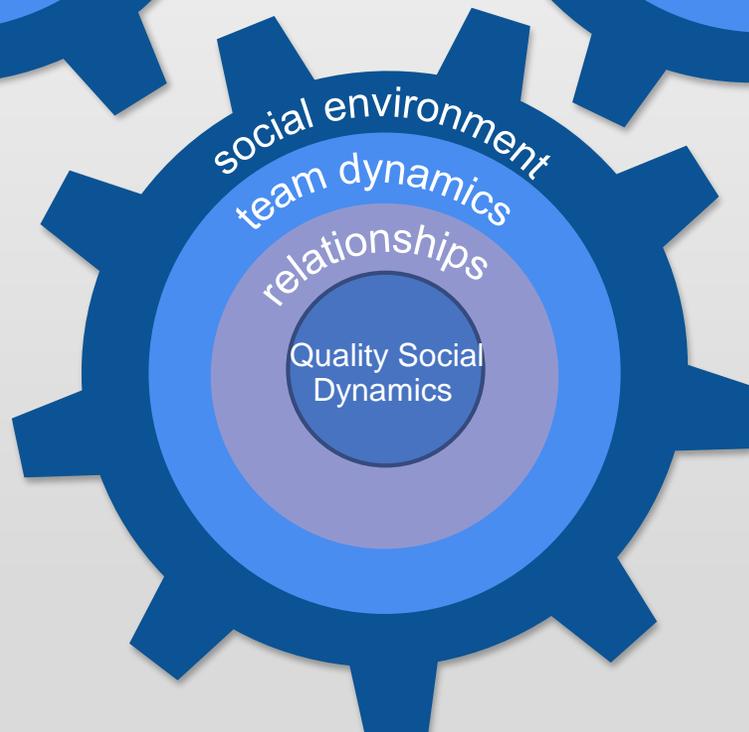
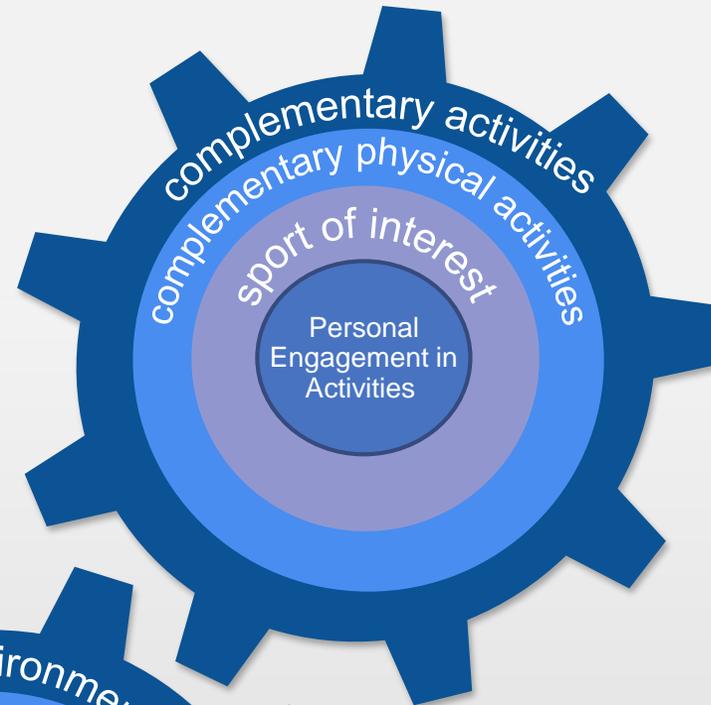
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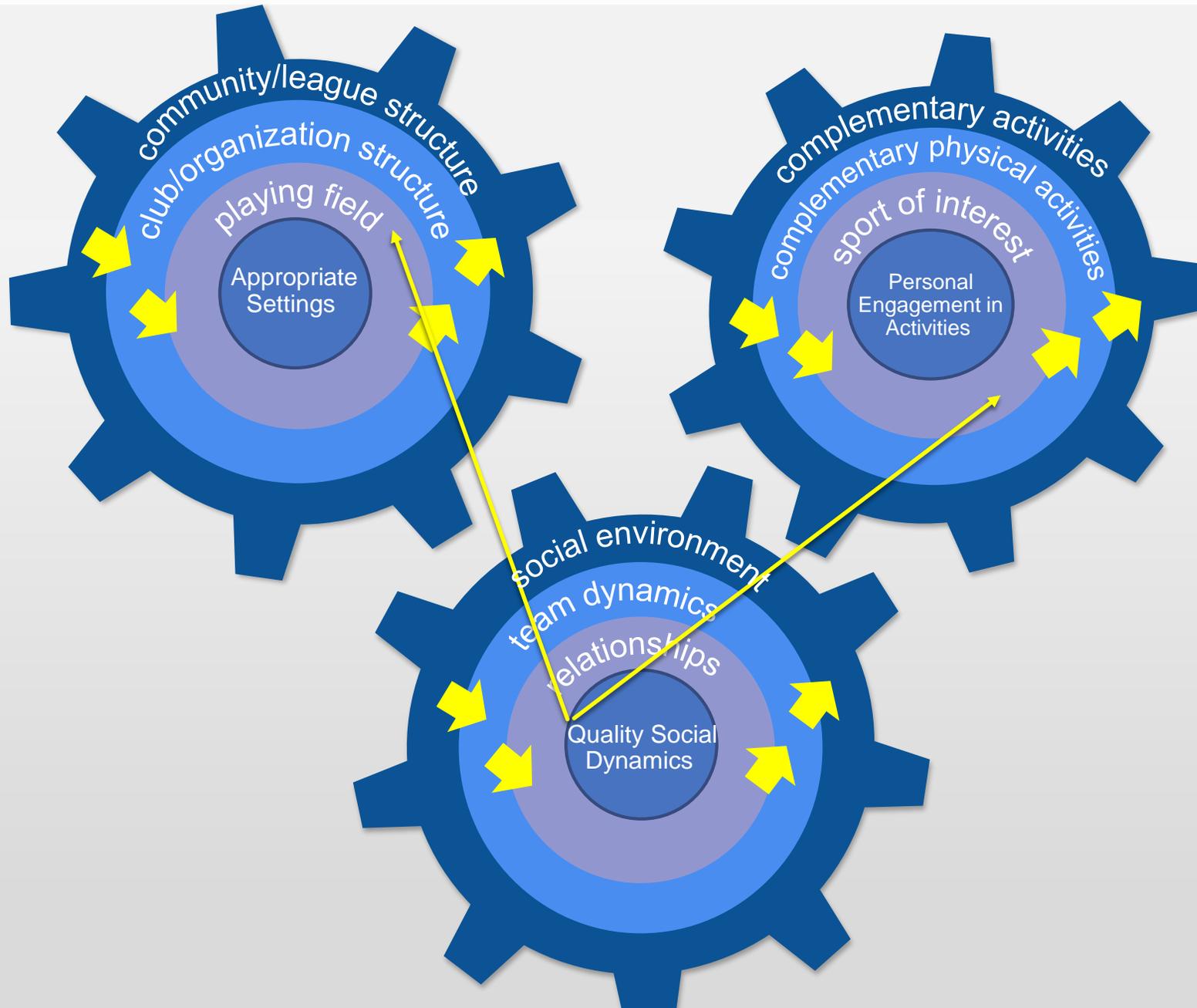
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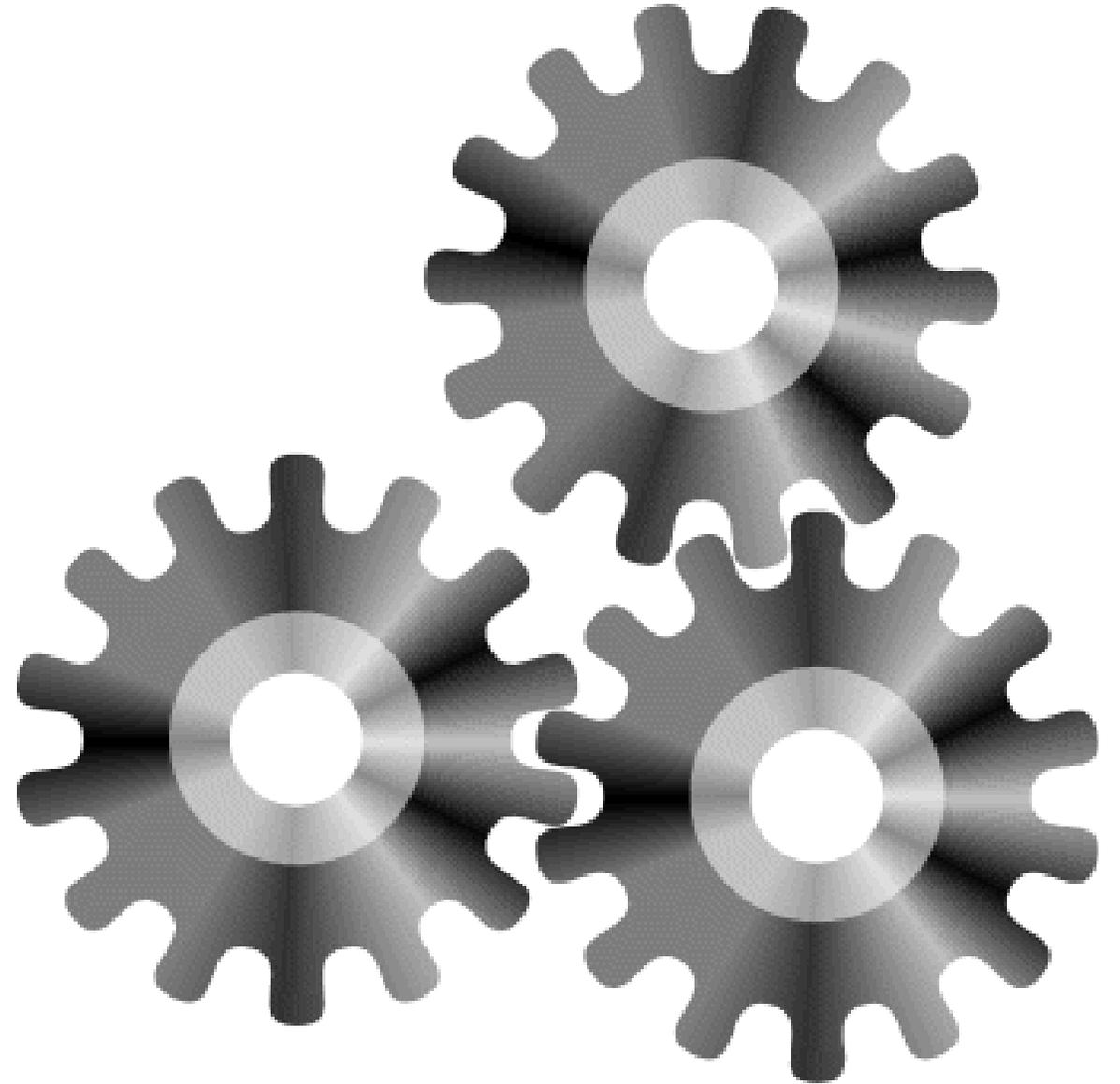
### A Systematic Observation of Coach Leadership Behaviors in Youth Sport

Jordan Sylvain Lefebvre, Jennifer Turnnidge & Jean Côté

To cite this article: Jordan Sylvain Lefebvre, Jennifer Turnnidge & Jean Côté (2019): A Systematic

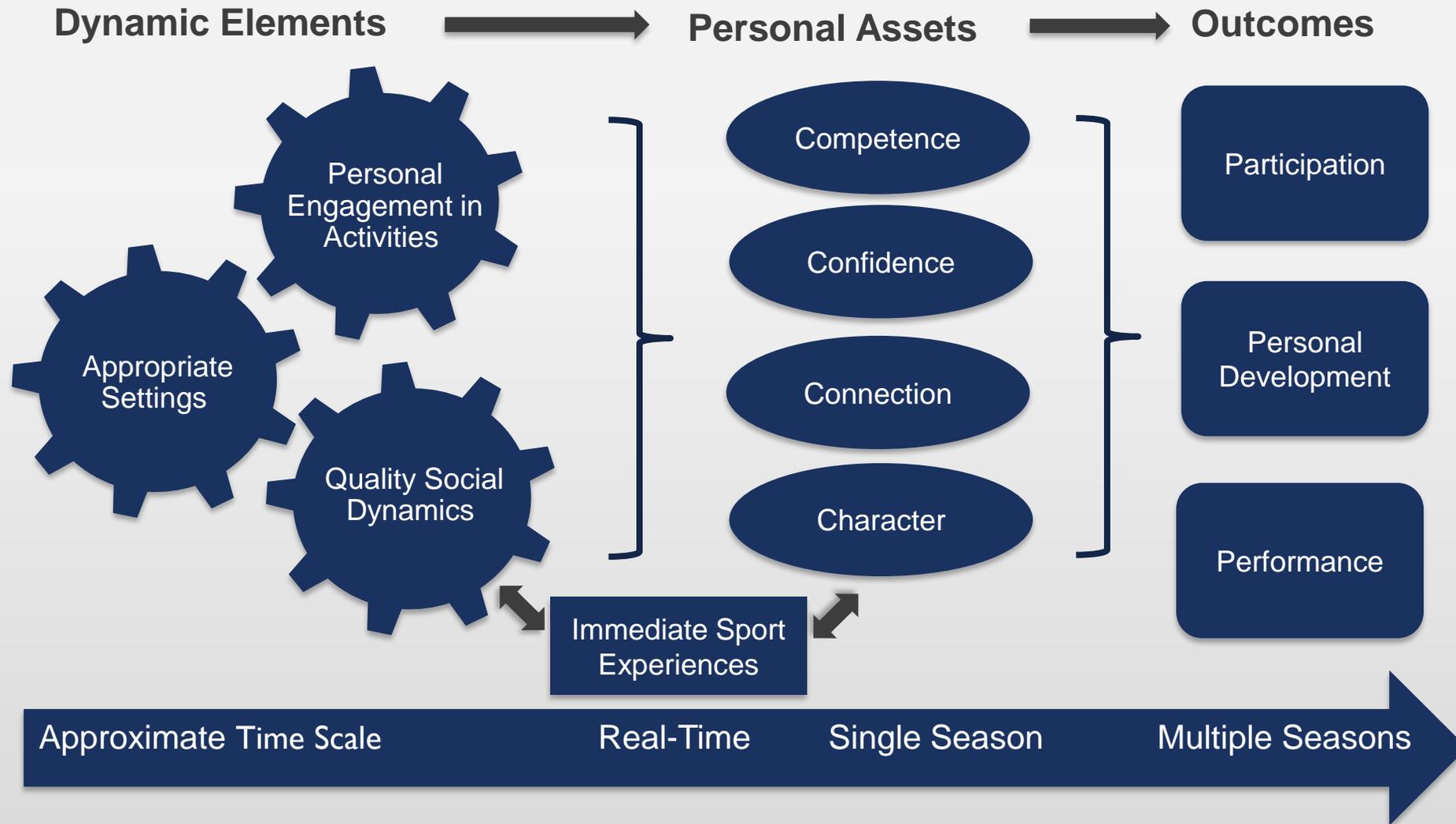




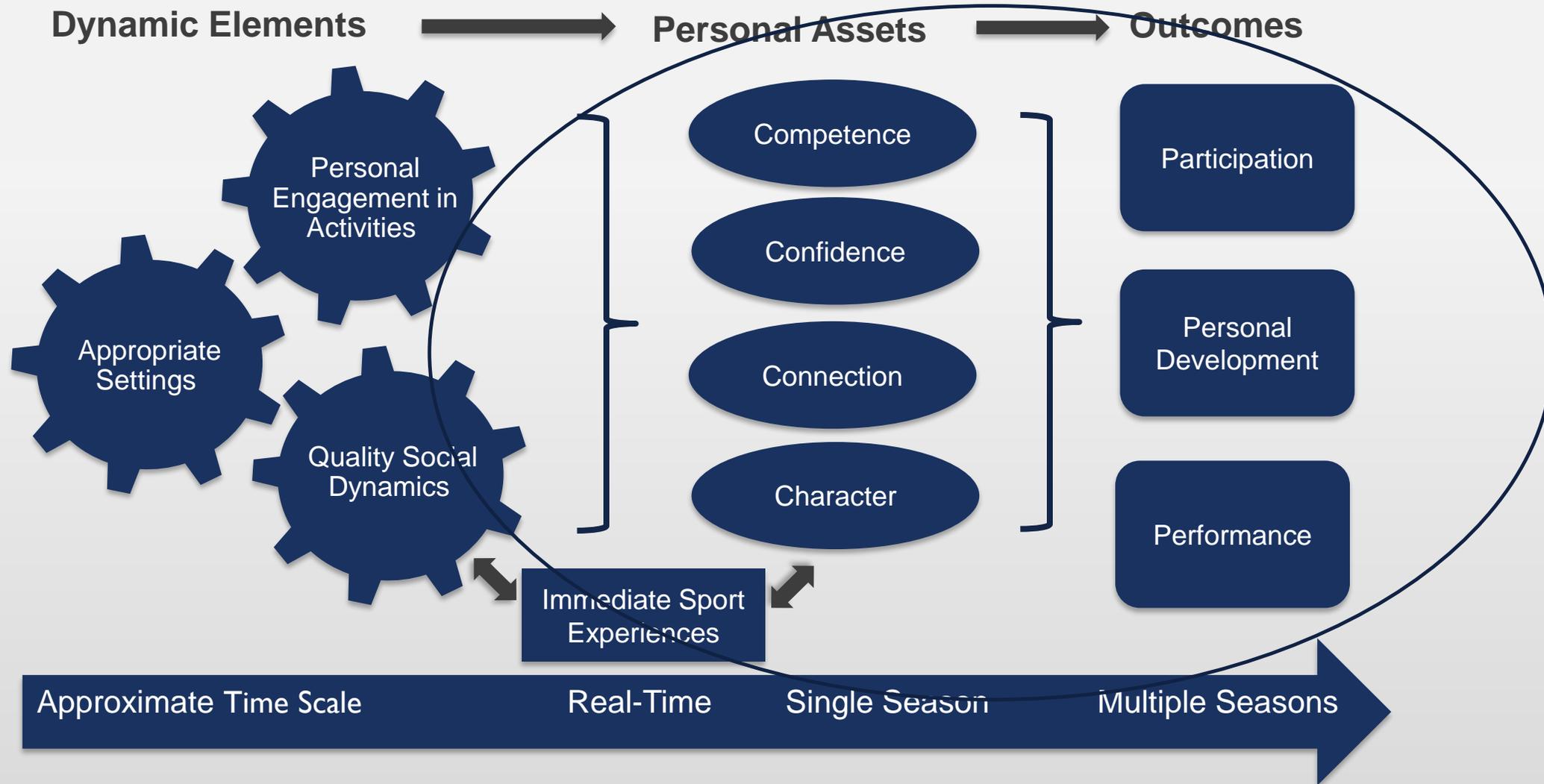


# CONCLUSION





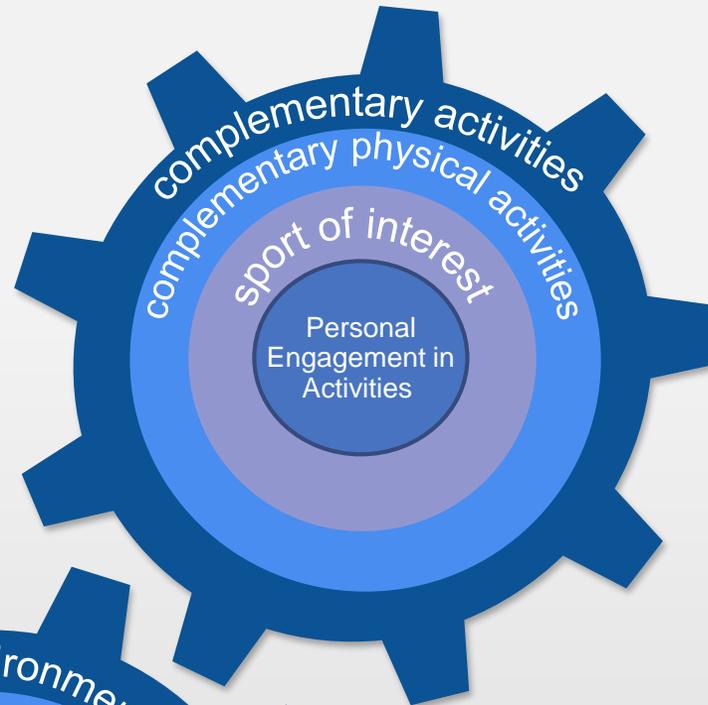
(Côté, Turnnidge, & Evans, 2014; Vierimaa, Turnnidge, Bruner, & Côté, 2017)



(Côté, Turnnidge, & Evans, 2014; Vierimaa, Turnnidge, Bruner, & Côté, 2017)

# OUTCOMES

1. Long-term athlete development (3Ps) will not happen without the development of situational and individual interest.
2. The immediate experience and personal assets of athletes (4Cs) should be the focus of sport programs.
3. Athletes' performance, continued participation, and personal development through sport is the result of processes that focus on the person.



# DYNAMIC ELEMENTS

1. Appropriate Settings – Size, accessibility, and competitive structure
2. Personal Engagement in Activities - Diversity
3. Quality Social Dynamics – Making athletes feel that they are important and what they do is important

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# THANK YOU!

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## REVIEW ARTICLE

# The Great British Medalists Project: A Review of Current Knowledge on the Development of the World's Best Sporting Talent

Tim Rees<sup>1</sup>  · Lew Hardy<sup>2</sup> · Arne Güllich<sup>3</sup> · Bruce Abernethy<sup>4</sup> · Jean Côté<sup>5</sup> ·  
Tim Woodman<sup>2</sup> · Hugh Montgomery<sup>6</sup> · Stewart Laing<sup>7</sup> · Chelsea Warr<sup>7</sup>

# INTERNATIONAL OLYMPIC COMMITTEE

Downloaded from <http://bjsm.bmj.com/> on June 18, 2015 - Published by [group.bmj.com](http://group.bmj.com)

Consensus statement



## International Olympic Committee consensus statement on youth athletic development

Michael F Bergeron,<sup>1,2</sup> Margo Mountjoy,<sup>3,4</sup> Neil Armstrong,<sup>5</sup> Michael Chia,<sup>6</sup> Jean Côté,<sup>7</sup> Carolyn A Emery,<sup>8</sup> Avery Faigenbaum,<sup>9</sup> Gary Hall Jr,<sup>10</sup> Susi Kriemler,<sup>11</sup> Michel Léglise,<sup>12</sup> Robert M Malina,<sup>13,14</sup> Anne Marte Pensgaard,<sup>15</sup> Alex Sanchez,<sup>16</sup> Torbjørn Soligard,<sup>17</sup> Jorunn Sundgot-Borgen,<sup>18</sup> Willem van Mechelen,<sup>19,20,21</sup> Juanita R Weissensteiner,<sup>22</sup> Lars Engebretsen<sup>17,23</sup>

For numbered affiliations see end of article.

### Correspondence to

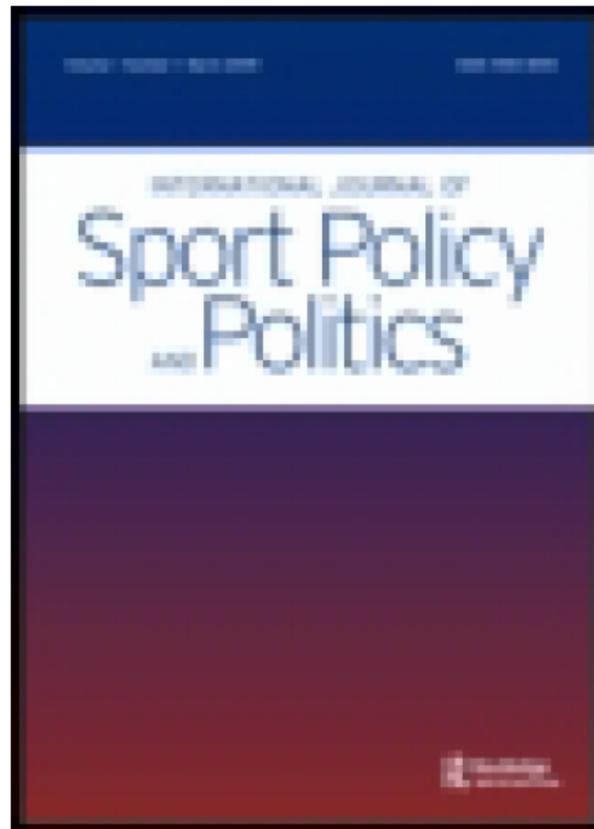
Dr Michael F Bergeron, Youth Sports of the Americas; Lemak Sports Medicine, 500 Office Park Drive, Suite 200, Birmingham, AL 35223 USA; [mbergeron.phd01@gmail.com](mailto:mbergeron.phd01@gmail.com)

### ABSTRACT

The health, fitness and other advantages of youth sports participation are well recognised. However, there are considerable challenges for all stakeholders involved—especially youth athletes—in trying to maintain inclusive, sustainable and enjoyable participation and success for all levels of individual athletic achievement. In an effort to advance a more unified, evidence-informed approach to youth athlete development, the IOC critically evaluated

contributing factors such as overuse, overtraining and burnout.

There is also an urgent need to extend our views of youth athlete development to include the ‘culture’ of specific sports and youth sports in general, including the underlying philosophy for developing youth athletes, the systems of specific sports and interactions between athletes, coaching styles and practices, the effects on youth athletes from parental expecta-



## International Journal of Sport Policy and Politics

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<http://www.tandfonline.com/loi/risp20>

### Evidence-based policies for youth sport programmes

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