

PEOPLE + SPORT

Issue 03

SPECIAL ISSUE
Team Success

WHAT IT
TAKES TO
WIN

HOW-TO
ON TEAM
CULTURE

TURNING
A TEAM
AROUND

ATHLETE
LEADERS

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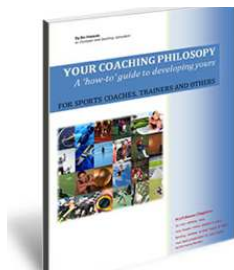
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A MESSAGE FROM

The Editors

Bringing a group of people together to forge a high performing team is no simple exercise. It doesn't happen by itself, nor is it a 'matter of time'. Master coaches understand the intricacies, focus and persistence it takes.

There are consistent themes that emerge from the articles in this edition. In highlighting what it takes to be successful in team sports, our clients have many things in common: being deliberate in growing their team culture, setting and maintaining high standards on a daily basis, engaging their athletes to take personal responsibility for their behavior and results, and taking a genuine interest and care for their athletes as people first.

While team development and culture are enormous topics, we've aimed to capture the essence of what is most impactful to improve sporting performance. Enjoy this collection of articles (and note that there is much more online). It has been an absolute pleasure to compile and provided many inspiring and proud moments for us.

We appreciate that one of the most popular requests from coaches is learning directly from other coaches. We'd like to thank our clients for being so open in sharing the secrets to their success.

Here's to your success,

Liz Hanson & Kate Roskvist
Client Director & Education Specialist

“Developing a winning team culture is not a rite of passage. It is a process requiring deliberate planning, careful execution and steadfast focus.”



Demystifying Team Culture

What's critical in driving team culture?

Culture is a buzz word in sport. Coaches often attribute their success or failure on this ambiguous word. Every team has a culture and even if you do not know what yours is, one exists. The real

question is, what impact is it having on your team right now?

Culture is 'how things are done around here' – the consistent behaviors the team lives by on a daily basis. Ultimately, culture will make or break your team.

Characteristics of a High Performance Culture

Regardless of the sport, there are certain characteristics of high performance cultures:

- Alignment to a clearly defined team goal or purpose
- Strong adherence to living team values on a daily basis
- Team values almost always include trust and honesty
- Ingrained personal accountability for performance
- Individuals know how to contribute their best for the team, both from a technical perspective (i.e. their position or physical input) and non-technical (i.e. how to add value to others)
- Relationships within the team are highly valued and consistently invested in
- The team has high standards and quality processes
- Communication is strong, feedback is given and received daily
- Everyone genuinely cares about each other, the team and performance

It is critical for coaches to understand what drives cultural behaviors, how to evaluate their own culture and then how to guide it to be what the team needs. Developing a high performance culture need not be an overwhelming initiative. Within every culture, there are three distinct categories defining it: Systems, Symbols and Behaviors. Get these right and it's on track.

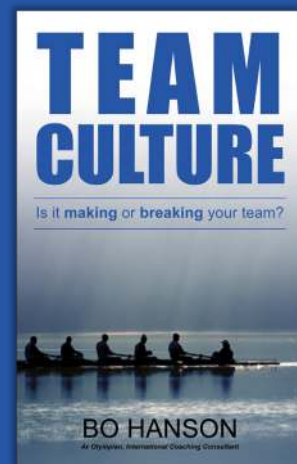
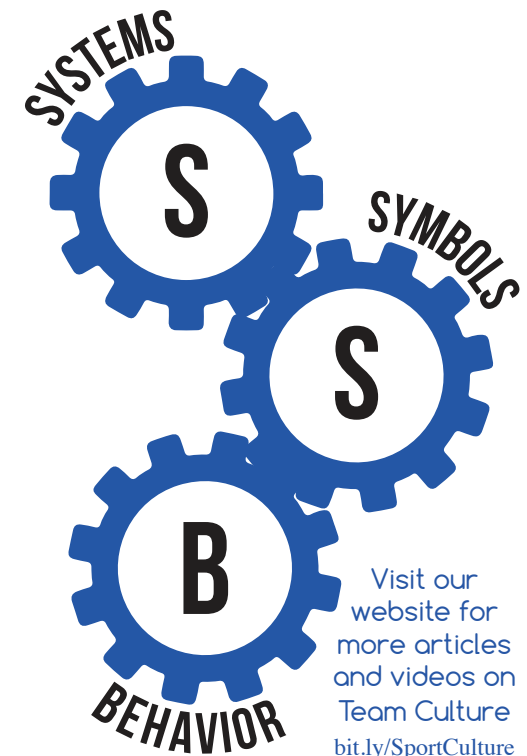
Systems are the training methodology and programming. It includes performance management, the methods and timing of feedback, processes to help team members understand themselves and each other, how conflict is addressed, leadership models used, and systems to drive accountability, values and team identity.

Symbols are the concrete expression of the team's culture. They include posters of quotes to tangibly represent team goals, values and identity; t-shirts as a reminder of what is most important; and artifacts representing significant team achievements.

Behavior is what team members do, the actions rewarded or punished within the team. It is what happens in practice and competition. Evaluate behavior as either contributing to a positive or poor result and address these behaviors accordingly.

So when reviewing your team culture, use this S-S-B model and evaluate how your culture can be improved.

Read on for more articles about how Athlete Assessments' clients achieve their winning team cultures.



Get your copy of the Team Culture eBook today! Visit: bit.ly/TeamCulture

“Developing a winning culture is not a rite of passage. It is a process requiring deliberate planning, careful execution and steadfast focus.”

Tim Walton: What

Consistent high standards,

When it comes to sustained success, Tim Walton is clearly a man with a firm grasp on what it takes to win. Consistently exceeding high expectations, he has led his Florida Gators softball team to unprecedented wins, progressing to or passed NCAA Regionals every year since the beginning of his tenure and culminating in the National Championship in 2014.

The Gators finished this winning season by going 10-1 in NCAA Tournament play, dominating their opponents along the way by a whopping 81-10 margin. Most notable of the 2014 team was their incredible work ethic, professionalism and unruffled execution of play. They also had an incredible dedication to each other, team chemistry and strong connection on and off the field (with a sense of fun too).

Coach Walton boasts a stunning amount of accolades in his career. As a student-athlete, he played in two College World Series and won a National Championship. As an assistant he coached three Women's College World Series teams and won one National Championship. As head coach, he has led his team to six WCWS appearances, won one National Championship, had two years in the

professional league and won a NPF Championship.

How he has been able to achieve this significant bounty of trophies is articulated in his favorite inspirational quote from Vince Lombardi:

“Winning is not a sometime thing; it’s an all-the-time thing. You don’t win once in a while, you don’t do things right once in a while, you do them right all the time. Winning is habit. Unfortunately, so is losing.”

Beyond just looking to develop players’ technical skills, Tim seeks to create a competitive but healthy environment delivering his athletes a great college experience. He shares that he is most proud of running a first-class program that does things right every single day.

it Takes to Win

day in, day out.

“What gets me excited about coaching is practice. I love to practice. The thing I look forward to the most as a coach is watching a person develop from their first day as a player to their last day as a player. This includes graduation and the development of my players into individuals who are more mature, more confident and ready to be successful in the real world.”

When asked what advice he would give for someone starting out in his or her career as a coach he says, “Coaching is not just a job, but a lifestyle. You need to love what you do as the time and dedication demands it.”

Recruiting phenomenal mentors is another important ingredient to a long and successful coaching career. Tim names Bill Mosiello, Associate Head Baseball Coach at TCU, who is renowned for his exceptional teaching ability, player management and endless energy, as being an influential figure throughout his career.

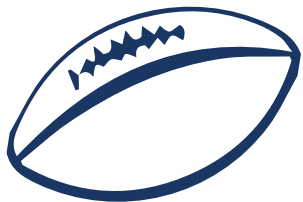
Since the beginning of the 2014 season, the Gators have engaged Athlete Assessments for DISC Profiling of all their staff and players. Tim says, “The most valuable thing that I gained from Athlete Assessments was that the understanding of who I was helped me better coach who they were”.

“The understanding of who I was helped me better coach who they were.”



RISING ABOVE IN RUGBY

Saint Mary's first Rugby National Championship



Saint Mary's College of California's Head Coach Tim O'Brien had led the Gaels to numerous National tournaments before but this year's D1A National title victory is undoubtedly a pinnacle for the St Mary's team. After the disappointment of the 2013 final slipping through their grasp, nothing was left to chance in their preparation for 2014. This time in the deciding game when they went blow for blow with the undefeated Running Eagles, they were up for the challenge to claim top spot.

Team captain (and MVP of the 2014 D1A Final) Cooper Maloney says, "There is no single MVP on this team, it's every player. The coaches and players did so much work to get here. Ever since the last Final we've been training. From the first man to the last man, top to bottom, it's been a team

effort. We have tremendous coaches. They know how to coach every type of player."

He goes onto explain,

"The difference between this year and last year is our ability to come back from mistakes. Once we'd have that one hint of losing we'd spiral down a slippery slope. This year we were able to keep our heads, and just turn that around and keep our confidence."

It's not unusual for the Head Coach to let his players and the results speak for themselves. This softly spoken, humble, family man has immense passion for the game and drive to create a winning culture within the Gaels team. A former star California rugby player, national team member and longtime coach of the Old Blues rugby club, since his appointment to the St Mary's head coach position in 2001, he has been

revered and highly respected by past and present players.

One of the defining factors of the team's success has been Tim's ability to engage his players to take on personal responsibility for their effort and results.

"I could drive my players but it makes more impact if they are able to drive themselves. I can't be on the field with them in a rugby match, so they need to be accountable. We practice like we play, we bring our best consistently."

Tim says that it hadn't always been the case and he and his coaches have worked hard to build this culture within the team. It demands a tireless commitment. Setting high standards for his players was the first step and his ability to get them to maintain these high standards has proved the difference. "Strategies that were implemented at training were taken into every game by the players and they took full responsibility for it."

As one example, before and after each practice, Tim would get the team to do breathing exercises to get them to relax and focus. "This simple technique proved to be crucial in the championship final as the atmosphere was intense and the game was close. We had narrowly missed out last year and there was a lot on the line for the team. With this well-rehearsed

exercise, the players themselves used it in the final game to get in the right place mentally and emotionally."

Tim's exceptional knowledge about the game and his attitude towards getting the best from his players has earned him the reputation of being one of the best coaches in the league. With acknowledgment in the past by AmericanRugbyNews.com naming him College Coach of the Year, there is undoubtedly more to come.

Bo Hanson and Athlete Assessments worked with Tim O'Brien and the St Mary's rugby team for the first time in their 2014 year on team culture, leadership and mental preparation.

Tim O'Brien



"An article in USA Rowing on the topic of synergy caught my attention. As I started to read it, I immediately searched to the end to contact the author and found that it was Bo Hanson. We had been so close in three previous championship games and I knew this was the missing link. It was through Bo's assistance that we found a way to get closer to team synergy. He helped us look deeply into the mirror and build honesty with one another. Ultimately, the trust we created was what provided immense value to the end result."

- Tim O'Brien

PEOPLE+SPORT 07

GET A GRIP ON YOUR TEAM

The how-to of a strong, cohesive and successful team culture

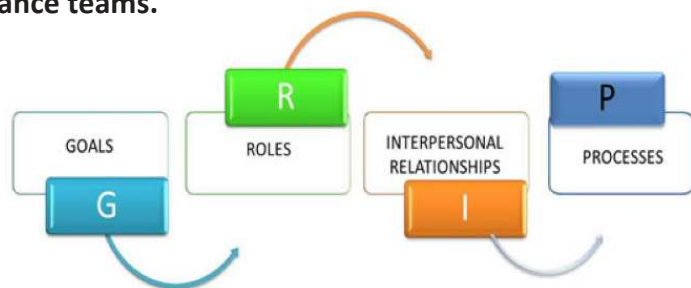
Anything of strength and resilience has a solid foundation. To end a successful season as a strong cohesive team requires starting the season in a deliberate way. We use the GRIP Model with our clients in the preseason to bring the team together. This framework is referred back to throughout the season to ensure performance standards are upheld.

When problems occur during the season, whether it be with player behavior, team chemistry or under-performance, it is because vital time wasn't invested upfront.

“Prevention is always better than a cure.”

As the adage goes: the first 15% of your preparation defines the remaining 85%.

The GRIP Model contains the critical elements to build effective, high performance teams.



- G** - Goals. Set and commit to team goals that cascade to team members' individual goals. This phase also covers developing team values, identity and behavioral expectations.
- R** - Roles. Expand team member roles beyond their technical or physical contribution. Identify each athlete's strengths and match their team role to what comes naturally to them.
- I** - Interpersonal Relationships. Build athlete self-awareness, understanding of others and communication skills. Focus on team dynamics and establishing strong and effective relationships.
- P** - Procedures and Processes. Articulate clearly the behavioral standards and expectations. Cover everything and leave no questions about team rules.

Facilitating the GRIP process can be run as a 2-3 hour workshop or up to a 2-day retreat.

GOALS

Whatever goal the team sets, there are consequences. Winning championships demands commitment to certain actions. It is all about what you choose to do and not do, day in and day out. While this step is called Goals, it also covers the 'how'. How will the athletes on your team commit to the behaviors and individual goals needed to make your team goal a reality? These goals are reinforced by having a clear identity of who the team is and what it stands for. Develop strong symbols as reinforcement (see pages 2-3).

ROLES

An athlete's role is more than the number on their back. Beyond their technical positions (like Goal Keeper or Point Guard), how do your athletes add value to each other? This is where our clients rely on AthleteDISC (see pages 26-28) to help athletes choose and excel in a team role that plays to their natural strengths.

“It is about being the best athlete for the team rather than the best athlete on the team.”

INTERPERSONAL RELATIONSHIPS

To develop strong bonds between team members, invest time to build relationships. Not as a one off activity in the preseason, but as a consistent element of your program. Managing

conflict well within the team relies on strong bonds between athletes. Using DISC to profile a team turns differences into strengths, as each person is acknowledged and valued for their unique contribution (see the article on pages 12-13). Building this awareness and developing strategies is where the best team chemistry is achieved.

“Team-building is not an event, it's a process.”

PROCEDURES AND PROCESSES

By being crystal clear about expectations, everyone knows where they stand and what is required of them. Outline behavioral standards for travel, training, game plans and management of injury. Cover everything and assume nothing.

High performance teams leave nothing to chance. Be proactive in how and what your team lives. Before your next season starts, get a GRIP and make it your best year yet.

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SPECIAL TEAM PACKAGES

Packages include DISC Profiles & Consultations to guarantee improved performance & results

Get a 'blue-print' on how to coach to your athletes' specific needs

Improve communication, build relationships & reduce conflict

Know with confidence how to develop strong team chemistry

See back cover to contact us or visit bit.ly/TeamPackages

Steering Athletes in the Right Direction

Australian rowing coach Ellen Randell shares her insights for success

When anyone else returns from a successful World Championship campaign, they likely take some time off. Not Ellen Randell, coach of the Australian lightweight women's quad that won the silver medal this year. She returned to an assignment due for her University degree in International Development and rejoined the busy lives of her husband and two daughters. No surprise her favorite quote is Martin Luther King's:

"It always seems impossible until it's done."

As a young teenager, Ellen wanted to be a world champion. Years later, after the reality hit that she may not achieve this as a rower, the opportunity to coach emerged and a new avenue for being the best in the world opened up. From being an Australian Institute of Sport (AIS) apprentice rowing coach, to running the AIS Talent Identification program, her coaching career took off and she became the first woman to coach rowing for Australia at the Olympics.

Now with a swag of medals, she is by far one of the most successful rowing coaches around today. Known

for her tireless contribution, strong communication skills and perseverance, she contributes much to women's rowing and is an important role model to others. Ellen takes the long-term view in developing rowers and the culture she grows within her crews reflects her own strengths: strong work ethic, willingness to contribute, solid values and ethics, and winning.

When asked to identify the top factors of her success in coaching, she says:

1. Her mother instilled in her that a girl could do anything if she worked hard enough.
2. Both of her parents were strong on "you are responsible for your own actions and reactions".
3. The importance of perseverance (learned through hours of music practice she was 'strongly encouraged' to do).
4. An inner drive to be the best in the world which also ties with her spiritual belief of using what you have been given to do and be the best you can.
5. Strong family support.

Unwavering family support is a key theme for Ellen. She believes what made a significant difference to her coaching was having children.

"It took the focus away from me. Being responsible for someone else and looking outward on life made a real difference. It grounded me and helped keep day to day coaching problems in perspective. It was a turning point in my coaching career and it made me a much better coach."

Beyond teaching technical rowing skills, Ellen sees her role as a coach as managing people. Her goal is that when an athlete leaves her program, they are a better person than before they joined.

"The journey of an athlete is really important. As well as being able to achieve the best you can from your physical body and mind, the person

you are and the influence you have on others is just as important."

Rowing is described as the ultimate team sport. Ellen believes that how you relate to others to get the best from them as well as yourself is fundamental to achieving at the top level of rowing. It is also an important life skill. "I have coached several very talented athletes who have struggled to communicate with their team members and weren't perceptive enough to comprehend the effect they had on those around them."

"I feel it is my job as a coach to steer an athlete in the right direction, help them maximize the resources available, enable them to achieve their maximal performance, and also be the best person they can be."

Ellen Randell

- Rowed for Australia in 1983 and 1984.
- Has coached for Australia since 1987, including 16 World Championship campaigns and two Olympic Games.
- Won World Championship titles in 1989, 1995, 2007 and 2008, Silver in 2013 and 2014, bronze in 2008 and achieved podium results at multiple international regattas as a coach.



Ellen Randell has attended Athlete Assessments Coach Development Workshops, used the AthleteDISC Profiles with her crews and is a long-time personal friend of Bo & Liz Hanson.

NO TIME FOR TOLERANCE IN HIGH PERFORMING TEAMS

Of all the aspects of his role at Athlete Assessments, Bo Hanson most values the opportunity to be involved with hundreds of different teams. It's with this unique insight he identifies the common threads that lead to sustained success.

"In elite sport, equipment is equal among competitors, physical conditioning programs are indistinguishable and game or race strategies are often duplicated. The only true competitive advantages are gained by investing in the mental and emotional skills of your people, and their relationships with each other."
- Bo Hanson



Sports teams are made up of different styles of people. There is a natural diversity in the way people prefer to behave, identifiable by the different

DISC Behavioral Styles (see pages 26-28). Building cohesiveness and team chemistry with a diverse group of people is always a priority for top coaches. As legendary Coach Lou Holtz said: "I'd say handling people is the most important thing you can do as a coach."

A useful model to assist in understanding and building a high performing team is Tuckman's Stages of Team Development. Developed in the 1960's, its value continues to be relevant in sport today.

Most teams naturally progress from the Forming to Storming stage. What they most often need assistance with is moving past the Storming stage.

Conflict is often avoided or perceived negatively. What's great about conflict emerging, is that it means the team has progressed from the Forming to Storming stage and closer to the ultimate goal. However at these two early stages of team development, at best, team members only tolerate one another. Tolerance is about putting up with someone, usually ignoring their involvement and deliberately not engaging with them. Tolerance is not conducive to high performance sport.

If you've been in and around sport for some time, you'll have witnessed at least one team incapacitated by in-fighting and a toxic culture – stuck in the Storming stage of their team's development. When we work with a team, our goal is to provide strategies and tools to move the team from tolerance, to respecting and understanding, to valuing each other. Effectively, this is moving the team through the stages of team development.

So how do you create an environment which allows your athletes to move from tolerance to valuing (from the Forming to Performing stage)? Firstly, to improve this part of your program, the whole team needs to buy in, contribute individually and as a team.

When your athletes truly value each other, they have a strong understanding of themselves, embrace each other's differences and trust their team members to do their job (both technical and non-technical).

It is about your athletes aiming to be the best person *for* the team rather than the best person *on* the team. Extending on this, it is about each team member contributing their strengths, which are valued by the rest of the team, for the betterment of the team.

"Ultimately, trust is what we're aiming for. Trust is the one thing unsuccessful teams obsess about but lack, and successful teams never talk about but always have."

Tuckman's Stages of Team Development

In 1965 Bruce Wayne Tuckman first published his research on team dynamics and the four stages a team must progress through to function effectively and deliver high quality results. His theory is still widely accepted today as the path for high performing teams.



Forming

When the team initially comes together. During these first practices and meetings, everyone is polite, cautious and on their 'best behavior'. This is the time to do the GRIP process (see pages 8-9).

Storming

First instances of conflict. Team members start to show their true selves. Competition for status or attention starts and sub-groups form. Coaches should develop communication skills, manage conflict, and stay committed to goals, roles and processes.

Norming

Team members are embracing their roles, valuing each person's contribution and personal accountability is strong. Performance is improving but still developing. Coaches should continue to focus on collaboration, be consistent with feedback, listen well and encourage team based decisions.

Performing

There is a strong focus on performing and results are being achieved. Trust and communication are strong within the team. Now is the time to emphasize commitment to excellence and high performance standards. Look for continuous improvement and maximize opportunities. Build for future success.

At any stage, a team can revert back to an earlier stage and the process is a continuous loop. For more on this, go to our collection of videos and articles on this topic at bit.ly/TeamStages

Turning a Team Around

Dan O'Brien Head Coach Santa Clara University Baseball



- Entering his 4th year for the Broncos, 18th year as a Head Coach
- Has won eleven 'Coach of the Year' awards over the last five years
- Previously the Head Coach at UC San Diego and was by far the winningest coach in program history, holding a career record of 454-283-1 (.616)
- As a player, led the Tritons to a 33-8 record and 3rd place at the College World Series. He led the team in home runs, was a 2x team captain and won the John Rolph Memorial Award

"He is a phenomenal baseball coach, but an even better person. He embodies the type of values Santa Clara holds so dear, and that manifests itself in his coaching style and philosophy. He is quite accustomed to running a successful baseball program at a top academic institution and is lifting the program to new heights."

- SCU Athletic Director, Dan Coonan

Dan O'Brien was appointed Head Coach of Santa Clara Baseball with a very specific directive: to transform the team and its culture. Within three years, the team has achieved a winning season record and their best in a decade.

His first step in creating change was to remove all references and symbols of the previous culture, even the clothing brand was changed. This signified a clean sweep of the way things used to be, as the entirely new symbolism paved the way for a new beginning.

"Team culture is everything to us. I believe that when we win championships we are going to do so because of our cohesiveness and our ability to work together as a unit. Not because we worked harder in batting practice or we were really good as a coaching staff with strategy, but more because we focused on the human relationships in our program."

When Dan was a player, coaching was different. He played at a time when it was the norm for coaches to dictate to their team with an autocratic style and one-way communication: "do this because I said so". He realized that he had to coach differently than he was coached himself.

"Any research you do on the generation we're coaching now shows that model simply won't work. More than ever



we want to have the best relationship possible with our student-athletes. As a coaching staff we want to find better ways to communicate with our athletes and how to get them to perform better. That is why it's so important for us to get to know our players."

"On top of performing better as a team, we just have a lot more fun together, we understand each other, we accept each other for who we are. We know that we all have strengths and we all have things we need to work on. This helps us recognize that while you might not agree with somebody, you now look at them for their strengths rather than for the things they do that you don't like."

Dan takes his role extremely seriously and prefers to see himself as an educator rather than a coach. He believes it's his job to help his student-athletes develop critical life skills and ultimately use the time within his

program as an opportunity to positively affect their lives.

While truly connecting with one another has always been a priority in Dan's programs, over this past season they made a concerted effort on the critical relationships that exist within a baseball team. There were more one-on-one interactions, more team activities away from the field and more meetings to discuss team dynamics. This is also where Dan feels he has the biggest influence. "It's fun to compete, I love to win, I love that my job is outdoors. However, I truly believe that our meeting rooms are where we can really have an impact on lives."

"Right around the time we started working with Bo Hanson and his company, I changed my focus from winning games to really caring about our student-athletes. Ironically as soon as I started caring more about our student-athletes we started winning more games, we started being more successful. Athlete Assessments really helped us connect with one another. Bo did an outstanding job helping our staff and players understand how important the team dynamic is to be successful." - Dan O'Brien



See more in the video interview online at:
bit.ly/scbronco

POWERFUL WORDS

"I'd say handling people is the most important thing you can do as a coach." - Lou Holtz

"There is very little difference in technical knowledge about the game of basketball among most experienced coaches. However, there is a vast difference between leaders in their ability to teach and motivate." - John Wooden

"In my 35-year corporate journey and my 60-year life journey, I have consistently found that the thorniest problems I face each day are soft stuff - problems of intention, understanding, communication, and interpersonal effectiveness - not hard stuff such as return on investment and other quantitative challenges." - Stephen Covey

"Tell me and I forget. Teach me and I remember. Involve me and I learn." - Benjamin Franklin

"None of us is as smart as all of us." - Ken Blanchard

"We are what we repeatedly do; excellence, then, is not an act but a habit." - Aristotle

"Coming together is a beginning. Keeping together is progress. Working together is success." - Henry Ford

"Talent wins games, but teamwork and intelligence wins championships." - Michael Jordan

"Teamwork is the fuel that allows common people to attain uncommon results."

You can motivate by fear, and you can motivate by reward. But both those methods are only temporary. The only lasting thing is self-motivation. - Homer Rice

"Good teams become great ones, when members trust each other enough to surrender the 'me' for the 'we'." - Phil Jackson

For more visit bit.ly/bscquote

THE BOYS IN THE BOAT

Here's our favorite extract from the book...

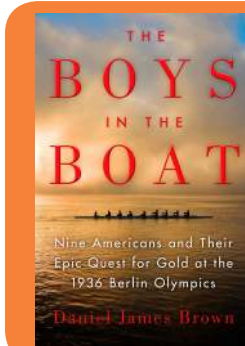
"The Parts That Really Matter" (p. 179)

"The team effort - the perfectly synchronized flow of muscle, oars, boat and water; the single, whole, unified, and beautiful symphony that a crew in motion becomes - is all that matters. Not the individual, not the self.

The psychology is complex. Even as rowers must subsume their often fierce sense of independence and self-reliance, at the same time they must hold true to their individuality, their unique capabilities as oarsmen or oarswoman or, for that matter, as human beings. Even if they could, few rowing coaches would simply clone their biggest, strongest, smartest, and most capable rowers. Crew races are not won by clones. They are won by crews, and great crews are carefully balanced blends of both physical abilities and personality types. In physical terms, for instance, one rower's arms might be longer than another's, but the latter might have a stronger back than the former. Neither is necessarily a better or more valuable oarsman than the other; both are assets to the boat. But if they are to row well together, each of these oarsmen must adjust to the needs and capabilities of the other. Each must be prepared to compromise something in the way of optimizing his stroke for the overall benefit of the boat - the shorter-armed man reaching a little farther, the longer-armed man foreshortening his reach a bit - so that both men's oars remain parallel and both blades enter and exit the water at precisely the same moment. This highly refined coordination and cooperation must be multiplied out across eight individual's

strengths. Only in this way can the capabilities that come with diversity - lighter, more technical rowers in the bow and stronger, heavier pullers in the middle of the boat, for instance - be turned to advantage rather than disadvantage.

And capitalizing on diversity is perhaps even more important when it comes to characters of oarsmen, a crew composed entirely of eight amped-up, overly aggressive oarsmen will often degenerate into a dysfunctional brawl in a boat or exhaust itself in the first leg of a long race. Similarly, a boatload of quiet but strong introverts may never find the common core of fiery resolve that causes the boat to explode past its competitors when all seems lost. Good crews are good blends of personalities: someone to lead the charge, someone to hold something in reserve; someone to pick a fight, someone to make peace; someone to think things through, someone to charge ahead without thinking. Somehow all this must mesh. That's the steepest challenge."



If you enjoyed this passage and are looking for more inspiration, visit bit.ly/boysitb to see more of Athlete Assessments' Recommended Books

When Golf is a Team Sport

What lies behind a successful golf program

Golf is often viewed as a sport entirely focused on the individual. Yet, the important question is not whether golf is an individual or team sport, but whether positioning golf as a team sport helps you achieve better performance. The most impressive example of a golf program drawing success through their close-knit team is Matt Thurmond's at the University of Washington.

On meeting Coach Thurmond, you immediately sense his incredibly strong coaching presence. It's the kind that is illusive to many coaches and what most aspire to develop. If you ask his players what lies behind their winning reputation they say "we are family" and "we have more fun than any other program". He reveres their family team culture and has an unwavering commitment to genuinely care for his golfers.

"I decided that the one thing I could be the best at was my relationship with my players and my love for them. I decided that I want to be able to look any parent in the eye and honestly say with full conviction: I will look after your child and care for them more than any other coach you can find. You can fully trust me."

As Head Coach, Matt has achieved a wealth of awards including seven

ventures into the top 10 of the NCAA Championship. He says that there is an often missed but significant importance of fostering relationships with the players.

"I've always felt I need to be the biggest fan of each of my guys. When I truly enjoy and respect the player my coaching is really good. That connects us in a special way, builds a high level of trust and allows me to make a singular impact in those specific moments when a big learning opportunity presents itself."

By encouraging a friendly, fun-loving environment, Matt has earned himself a reputation for promoting a healthy attitude for playing the game and working towards success. Though, according to Matt, it isn't all fun and games.

"A couple of things that just won't survive in our program are apathy and hostility. We have few rules and function mostly on principles. However, apathy will simply not survive more than a few days with us. We expect passion and drive in our program."

"Unquestionably our best years parallel perfectly with our years of best intra-team leadership."

Matt isn't someone to shy away from challenges. From his personal experience, adverse times exposed his inner strength and taught him the power of choosing your own thoughts, the importance of empathy and seeing things from another's perspective. "I often remind my team that the greatest difficulties are our biggest opportunities. If you keep a long-term perspective and value learning and growing, all difficulties are for one's own good in the end."

Regarding advice for coaches starting out in their career, Matt encourages a commitment to quality hard work.

"I see so many wanting a short cut. People that do great work will always stand out. Others who know what it means to do great work will immediately notice them."

Matt Thurmond

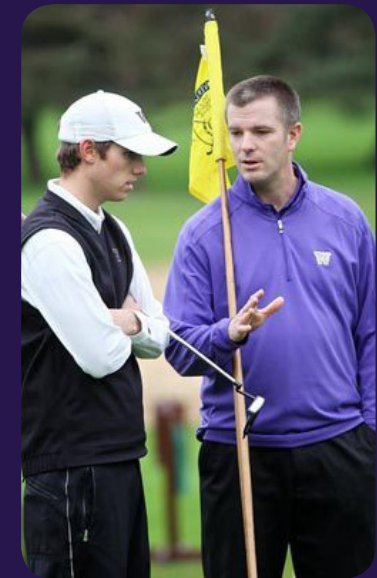
Head Coach, Men's Golf
University of Washington

- 2014-15 is his 13th season for the Huskies
- Seven-time Top-10 NCAA Championships
- Pac-10 Coach of the Year in 2005 & 2009
- Four-year letterman from 1993-99 at BYU
- Served as a missionary for his church in Venezuela then returned home to earn recognition as a WAC Scholar-Athlete and Academic All-American in 1998.

"Our players and their parents have been very happy with their experience here and I'm confident most, if not all, would choose us again if doing it all over. They have a good experience here and leave happy. I really enjoy the winning too, but deep down I'm most proud of the overall experience our student-athletes enjoy here."

Athlete Assessments has worked with Matt Thurmond's Men's Golf program at UW since 2009.

Go to bit.ly/MattThurmond for an in-depth Q&A with Coach Thurmond



LEADING THE LEADERS

A unique way of developing both life skills and leadership skills in student-athletes

The University of Wisconsin – Madison intertwine two key athlete development programs for multiple benefits. Led by Kelli Richards and Bridget Woodruff, they say the outcomes are exceptional in assisting first year student-athletes transition well into college life while simultaneously developing leadership skills in their older student-athletes.

All first year students participate in the Life Skills Academy (LSA) consisting of eleven weekly one-hour sessions. The Peer Leaders Program (PLP) is for sophomore through senior student-athletes, by application, and is run through the Counseling Psychology department as a three credit course. The LSA has been running for seven years and changed to include the PLP component three years ago. The goals of working these two programs together was to enhance discussion of the student-athlete experience, gain from the benefits of mentoring and learn from each other.

The PLP includes weekly course work on leadership, using AthleteDISC Profiles* to understand and further develop their leadership style, and utilizing the social change model. Concurrently they are involved in the LSA sessions as a practical application

of what they learn in the classroom. Working in pairs, Peer Leaders facilitate discussions on various topics with small groups of first year student-athletes from the Academy.

"Through this class I was able to teach and mentor a group of first year students that I hoped to positively influence and help maximize their time here. I originally thought I was going to be doing most of the teaching, but as the semester carried on I realized I was learning much more. This class taught me a lot about working with others, my personal leading style, and how to lead all varieties of groups, not just athletes. The most important lesson was what it means to be a true leader. Sports might not be an important part of my life after college, but the lessons I learned in this course have prepared me for success."
- Quote from a Peer Leader, Fall 2013

Kelli says the listening, questioning and facilitating skills of the Peer Leaders improves dramatically, while also benefiting from learning about different leadership styles in action.

"A few years ago, one of the Peer Leader pairs consisted of a prominent, very quiet and conscientious basketball player (high 'C' in DISC*) with a very extroverted swimmer (high 'I'). It was

amazing to watch their relationship grow as they learned more about the other's leadership style and how to accommodate both styles as they led their group together. There was some conflict, but because we had the DISC framework to understand those different styles, it gave us a great opportunity to understand and discuss the strategies to work with each type."

Kelli adds, "The AthleteDISC has been the best assessment tool I have used. Almost every student finds a personal connection with their DISC style and we continue to infuse it in the work we do throughout the semester so we have a common language to talk about leadership style and personal preferences." Bridget believes that the support across the university contributes greatly to the success of the programs, particularly from coaches who directly see the benefits within their teams.



Kelli Richards,
Associate
Lecturer,
Department
of Counseling
Psychology



Bridget
Woodruff,
Director of
Student-
Athlete
Development

*See pages 26-28 for more information on DISC.

THE FOUNDATION OF EXCEPTIONAL LEADERSHIP

Legendary coach Vince Lombardi believed in the importance of strong self-awareness in both coaches and players. He said that from self-knowledge we develop character and integrity, and from integrity comes leadership. "Only by knowing yourself can you become an effective leader."

The 2008 Olympic study into the most important contributing factors to success were:

- Athlete self-awareness
- Strong coach-athlete relationship
- Optimal training environment

Ensure your athlete leadership program benefits from this powerful foundation. Rely on the recognized industry expert for the most relevant self-awareness tool for athletes.

Find Out What the Best Athlete Leadership Programs Get Right.

See back cover to contact us or visit bit.ly/AthleteLeadership

A+ Academics

Lessons from a Leader in Online Learning

Online courses are growing exponentially, more than tripling in the last decade and now constitute a third of total university enrollment in the USA. In this environment, it is critical that your course can compete with the best. Marlene Dixon, Professor of Sport Management at Troy University, is a leader in this field and offers insight into the best practices of leading an online program.

1. Focus on Community Building

Student engagement is key. Marlene utilizes discussion boards and live interaction online with an effective balance between group work and individual effort. "I love to get students discussing an issue and thinking from alternative perspectives. Often group work is heavily relied on in other programs. However, too much group work constrains the independence of an online setting, especially when students are located literally across the world."

2. Build Strong Rapport and Connect with Students

Student-instructor communication is a critical component of student satisfaction. Commit to regular, meaningful feedback to generate strong rapport. "I dedicate the first two weeks to get to know my students and set up

expectations for the class. We often share what sport teams we are fans of or what kinds of foods we like. As the course progresses, it gives us talking points beyond the class so we can build a strong connection and students know I care."

3. Quality Content is Key

"Last Spring I delivered an 'old fashioned' read the text, analyze and respond to the content, and discuss as a class. It received fabulous reviews because the content was so strong and they learned a lot. Many course designers attempt to pump engagement through excessive content with fancy bells and whistles - but it is the quality of the content that drives the course. Review readings to ensure they are relevant, readable and provocative."

To me, delivery is the frosting on the content cake.

4. Optimize Discussions Boards

Use discussion boards well to create a classroom experience. Choose discussion topics that invite questions, reflections and responses. "It is essential that students move beyond "good post, you make some great points" and actually engage in critical discussion. This lends new perspectives and insights. It's also important to set some ground rules such that criticism is leveled at the issues, not the person."

5. Realistic and Balanced Workload

A trap to avoid is compensating for not being an in-person program by providing vast amounts of material. Define a workload range and stay within it. "Students absolutely demand clear expectations and a balanced workload. That is, the more you expect of them, the more they expect from you in terms of input and feedback."

Professor Dixon had previously used Athlete Assessments' Sports ManagerDISC Profiles in her Human Resources and Organizational Behavior classes at University of Texas and now in her Sport Management capstone class at Troy University.

About Marlene Dixon

Professor of Sport Management at Troy University

B.A. from Trinity University

M.Ed. from The University of Texas at Austin

Ph.D. in Sport Management from The Ohio State University

President-elect of NASSM

Editorial Board Member of Journal of Sport Management & Sport Management Education Journal

Captain of her College Basketball team

Coach of several NCAA Conference Championship Volleyball & Basketball teams



Will your students succeed?



The success of your students reflects the success of your sport management program.

In today's competitive world, great technical ability is assumed. What differentiates the most successful sport professionals is their ability to navigate the 'people side'.

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HERE'S WHY RELATIONSHIPS MATTER IN SPORT

42% of 9000 student-athletes would not consider a future in college athletics because of poor relationships with their college coach or their coach just prior to college



(2007-2008 Barriers NCAA study)

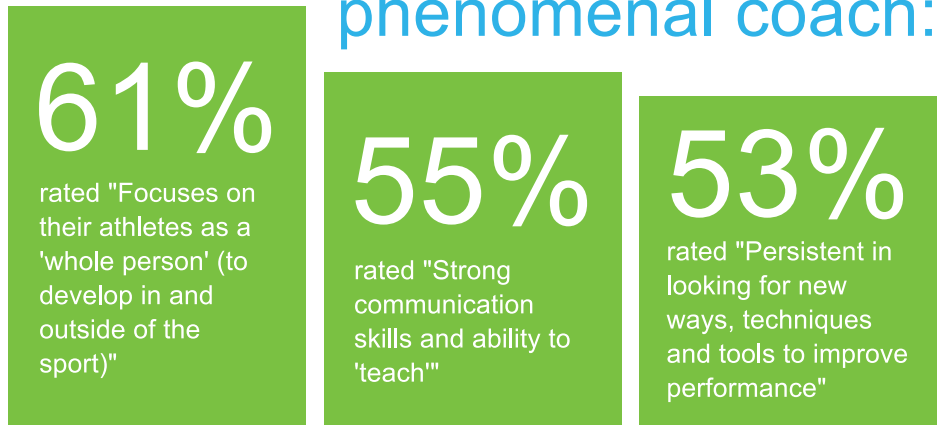
"You don't win with X's and O's. What you win with is people."
- Joe Gibbs



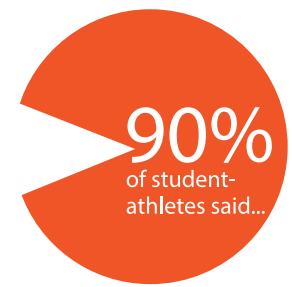
The 2008 Olympic Study found the three leading factors for Olympic Medal or Personal Best Performances were a strong coach-athlete relationship, high level of athlete self-awareness and an optimal training environment.

"A common mistake among those who work in sport is spending a disproportional amount of time on "x's and o's" as compared to time spent learning about people."
- Mike Kryzewski

Top 3 characteristics of a phenomenal coach:



(2008 Coach Survey Summary Results: Evolution of the Athlete Conference)



"Coaching staff is very important in determining which college to attend"
(AFCA Study 2003)

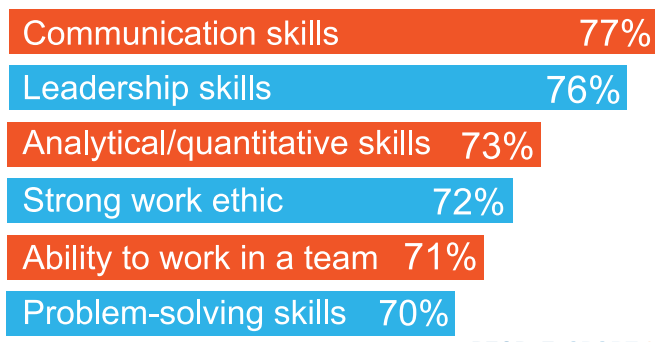
What's the leading cause of burnout in high-level teenage athletes?



(Coakley Sociology of Sport Journal)

Whether in the sporting arena or in sport management, technical ability is expected and what makes the critical difference for success is the non-technical.

The 2014 National Association of Colleges & Employers study shows employers want job candidates to have these six skills and abilities more than any others:



DISC in Sport

DISC is a model used to develop self-awareness, provide a framework to understand others, improve communication skills and build strong, effective relationships.

DISC focuses on behavior, how someone prefers to act and what they do. Importantly, we can change how we behave but we can't change our personality. It is easier to coach based on behavior as behavior is flexible (personality is not). We never ask an athlete to change their personality, but coaches constantly ask athletes to adjust what they do.

DISC measures the degree of **Dominance**, **Influence**, **Steadiness** and **Conscientious** behavior as represented in the four quadrant model. As you see in the graphs on pages 30 and 31, everyone has their unique level of each. It's the combination of each level of D, I, S and C that describes someone's individual behavioral profile.

The Athlete Assessments' DISC Behavioral Profiles are specifically tailored to sport, with customized Profiles for coaches, athletes and sports managers.

Athlete Assessments' DISC Profiles include a 12 minute online survey and results in a personalized 44-page DISC Profile Report (with summaries for easy use). It details the individual's personal style, strengths, limiting behaviors, communication preferences and the environment they perform best in.



For Athletes & Players - the AthleteDISC Profile: Get practical strategies to coach athletes to their individual needs. Know the behaviors producing their best performances for greater consistency when it counts the most. Help your athletes build self-awareness to make improvements and take greater responsibility for their behavior, on and off 'the field'.

For Coaches - the CoachDISC Profile: The distinguishing factor of great coaches is their constant pursuit for the competitive edge, in their athletes and themselves. Coaches will better understand their coaching styles (and their fellow coaches' and staff) to find new ways to further improve their coaching and communication with athletes and others. Their coaching results will only further improve, guaranteed!

For Sports Administrators & Professionals - the Sports ManagerDISC Profile: Provide your people with comprehensive understanding of themselves and those they work with. Quickly improve communication, working relationships and ultimately results. Use with recruitment, as a foundation for professional development plans or part of a team building exercise.



Your Pocket DISC Guide



ATHLETE ASSESSMENTS' DISC MODEL



The Athlete Assessments' DISC model measures four areas of behavior: **D**ominance, **I**nfluence, **S**teadiness and **C**onscientiousness.

To identify the DISC styles of other people:

1. Are they more direct and faster paced or indirect and slower paced?
2. Are they more guarded and task focused or open and people oriented?

STYLE	D HIGH DOMINANCE	I HIGH INFLUENCE	S HIGH STEADINESS	C HIGH CONSCIENTIOUS
PACE	Fast/Decisive	Fast/Spontaneous	Slower/Relaxed	Slower/Systematic
PRIORITY	Goal	People	Relationship	Task
MOTIVATED BY	Results Control	Participation Praise and encouragement	Acceptance Security	Accuracy Precision
STRENGTHS	Challenges Leadership Setting and driving high standards	Persuading Motivating Entertaining High energy	Listening Teamwork Follow-through Supporting others	Following the rules Logistics Planning, creating systems and structures
GROWTH AREAS	Impatient Insensitive to others Poor listener	Inattentive to detail Short attention span Low follow-through	Oversensitive Slow to begin Lacks global perspective	Perfectionists Critical Unresponsive
FEARS	Not having control Having to completely trust others	Loss of social recognition	Sudden changes Instability	Personal criticism of their performance or technique
IRRITATIONS	Inefficiency Indecision	Routines Complexity	Insensitivity Impatience	Disorganization Informality
UNDER STRESS MAY BECOME	Dictatorial Critical	Sarcastic Superficial	Passive Indecisive	Withdrawn Stubborn
GAINS SECURITY THROUGH	Control Leadership	Recognition Others' approval	Friendship Cooperation	Preparation Thoroughness
MEASURES PERSONAL WORTH BY	Impact or results Track record and progress	Acknowledgments Applause Compliments	Depth of contribution Compatibility with others	Precision Accuracy Quality of results
IDEAL SPORTING ENVIRONMENT	Efficient Busy, fast paced Structured	Interacting Busy, big picture Personal	Friendly Functional Personal	Formal procedures Detailed Structured

**Be strategic. Free up your valuable time from the stress of 'people issues'.
Take action to get ahead today. See the back cover of this magazine for more details.**

Your Pocket DISC Guide



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COACHING AND WORKING WITH DIFFERENT DISC STYLES

STYLE	D HIGH DOMINANCE	I HIGH INFLUENCE	S HIGH STEADINESS	C HIGH CONSCIENTIOUS
KEY COACHING SUGGESTIONS	Acknowledge their leadership drive Help them to focus on what they can and cannot control Talk about results and the process to achieve them	Encourage their positivity and motivational ability Give praise Provide variety One thing at a time Help to narrow their focus as required	Recognize their team work & persistence Ask for their input Encourage to take risks and deal with change Support to expand their comfort zone	Give them a role to utilize their accuracy and planning ability Provide a structure Keep the results and outcome in mind Help them to try new ways
HOW BEST TO COMMUNICATE WITH	Be faster paced and decisive Be to the point Be confident in your approach Focus on the technical aspects	Be enthusiastic and big picture focused Ask them questions Allow them to communicate Have some fun Be complimentary	Have a relaxed pace Be warm & friendly Be patient, sincere and functional	Be well prepared, precise and thorough Provide tangible evidence and facts Provide extra time to answer their questions
AVOID BEING	Wasting their time Inefficient, indecisive and disorganized	Providing too much information Following the same routine all the time	Insensitive, impatient, or impersonal A poor listener	Disorganized Too critical of their efforts and execution

Practice What We Preach

A DISC case study on how we work with our personal trainer

By Liz Hanson

While no longer elite athletes ourselves, Bo and I still take our fitness seriously and in our two sessions a week with personal trainer, Joel Clement, we train with the intensity of top athletes (well, in our eyes at least!!). For this behind the scenes look, we demonstrate the application of DISC Profiling to our training and share more about who we are.

individual needs and simultaneously pushing us through incredibly tough workouts. His workouts are not for the light-hearted. He knows to continue to challenge Bo while cheering me on to improve technically and physically.

If you are not yet familiar with DISC, see pages 26-28 for an introduction. Within the Athlete Assessments' DISC Reports, we identify someone's Natural and Adapted behavioral styles in their sporting environment. This is an important distinction. There is much to learn from how someone adapts away from their Natural style in their sporting environment. What is most important about adaptations is understanding if the change improves performance or detracts from it.



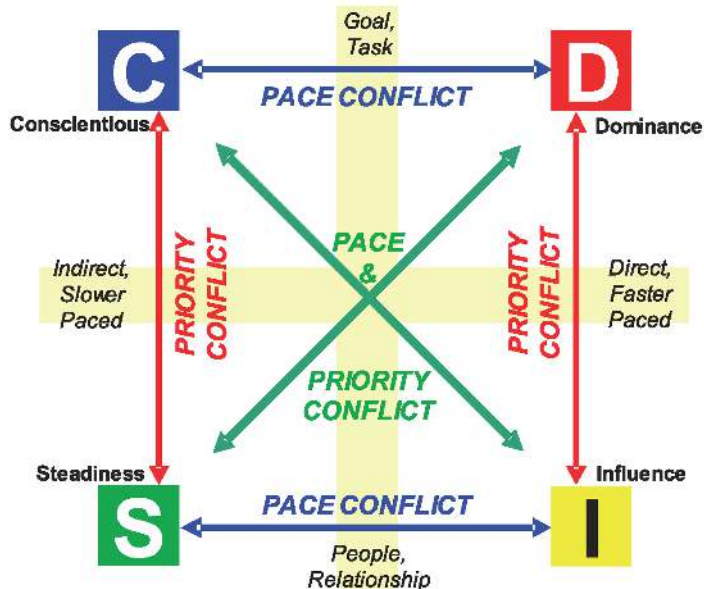
Before we started working with Joel, he had completed his own Athlete Assessments' CoachDISC Profile and in sharing our AthleteDISC Profiles he knew exactly the best approaches to train us. It will come as no surprise to those who know us, we're quite different.

Bo may have successfully transitioned through his retirement from rowing, but he's still a steely, serious athlete when it comes to training. He constantly competes against his own best results yet balances it with a more friendly approach in the gym. I also have a strong competitive side, pride myself on my work-ethic, but bring the fun factor and good humor.

Honestly, Joel does a remarkable job in managing the two of us, meeting our



ATHLETE ASSESSMENTS' DISC TENSION MODEL



Conflict can occur between people of different styles due to their conflicting priorities and/or pace.

For example: Take a relationship with a Dominance Style and an Influence Style (D-I). Both are relatively fast-paced behavioral types. Yet the Influence Style places more emphasis on people than on goals, while the Dominance Style tends to pursue goals with less concern for relationships or feelings. Some degree of tension is likely to result in their interaction due to their difference in priority.

The colored arrows show potential tensions.

NATURAL DISC BEHAVIORAL STYLE

Your perception of the 'real you', what is instinctive (your default). It describes the behaviors you are most likely to exhibit when in situations you find stressful or where you can completely be yourself.

ADAPTED DISC BEHAVIORAL STYLE

The perception of how you believe you should behave in the context of your current sporting environment. This behavior may change in different environments, situations and roles. For example, it makes sense that the behavior required to be successful as a coach, could be vastly different to the behaviors required to be a contributing member of your family.

DISC STYLES ABBREVIATIONS

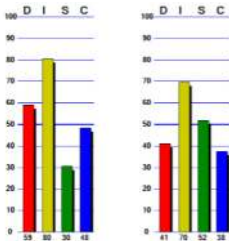
Capital letter(s) denote the highest measure of someone's DISC score with the lower-case letter(s) representing a score that is above 50 but lower than the highest score(s). If the score is below 50 it isn't noted in the DISC pattern.



Joel Clement - the Coach



Adapted DISC Style: Id
Natural DISC Style: Is



From Natural DISC Style Adaptations as a Coach

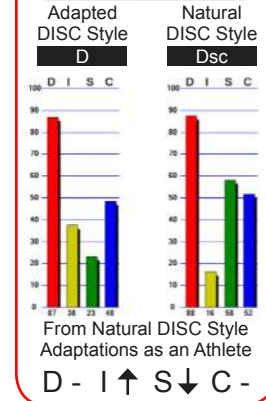
D ↑ I ↑ S ↓ C ↑

Natural Style: (Is) Joel's high Influence score shows in his outgoing, energetic and enthusiastic nature, often laughing and enjoying the moment. He is a confident communicator and takes an interest in people. The above 50 Steadiness score, reflects his priority on relationships, teamwork and supporting others. Scores around 40 in both Dominance and Conscientiousness, mean that the behaviors of D and C are present, but not as intense or frequent as the I and S behaviors.

As the Coach: (Adapted Style is Id) While Joel becomes more directive, assertive and results focused (increase in D), he still primarily relies on inspiration and a motivating way (increase in I) when coaching. His workouts often race the clock, requiring a faster pace (decrease in S). Joel also puts emphasis on correct form and uses structured sessions (increase in C).

'The Switch': Joel switches between being the inspiring style of coach (giving encouragement and praise) to being the directing style in training, and back again. This combination of styles allows him to use his strong people-skills, while keeping high standards. He never gives a 'rep for free' nor worries about hurting our feelings if he needs us to redo a movement when we are tired.

Bo Hanson - the Athlete



From Natural DISC Style Adaptations as an Athlete

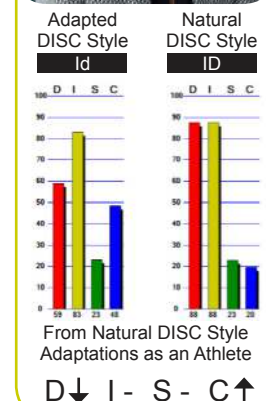
D - I ↑ S ↓ C -

Natural Style: (Dsc) Bo's high D reflects his focus on results, love of challenges and drive to be his best. His very low I means he is reserved and naturally an introvert. With his moderate S, he likes certainty in his environment and relationships around him to be harmonious. Being mid-range in C, he has a concern for doing things correctly but his high D will always prioritize getting things done.

As an Athlete: (Adapted Style is D) Bo is consistent with his drive for results and respect for the quality of effort (no change in D and C). In sport, he increases his interaction with others, is more encouraging and friendly (increase in I). He trades the stability of the S for being faster paced and giving direct feedback to improve performance. As an experienced athlete, Bo has learned to encourage others to achieve results. For a high D this is critical and can be a major limitation for younger athletes who over-direct their team members.

'Steely, strong and all-business': Bo's strongest competitor is himself, always striving to reach a new level. Joel once said that a 'decent score' for holding a certain exercise was 5 minutes. This set Bo the challenge and he held on to beat it. Bo constantly sets and drives high standards.

Liz Hanson - the Athlete



From Natural DISC Style Adaptations as an Athlete

D ↓ I - S - C ↑

Natural Style: (ID) High D and I show through in my extremely fast pace, directness, independence and desire to take control through my ability to influence. I bring energy, look for the positive and can be charming. I not only want results, but I also want to be recognized for them. In combination with the low S and C, I love change and variety, find formal structures constraining.

As an Athlete: (Adapted Style is Id) I moderate my need for control, will take direction (most of the time!) and become much more compliant (decrease in D). I am more respectful of rules, structure and being technically correct (increase in C). While maintaining my high energy, fun side and enthusiasm, I respond well to encouragement and praise (no change in I). You will hear my voice (and sounds!) much more in training than Bo's.

'Fun yet Feisty': You will often find me laughing about something (usually my own jokes, which Bo doesn't find funny) or having off topic conversations, yet I still have a feisty competitiveness when I need to focus. As an experienced athlete, refocusing is a skill I have learned. Less mature high I athletes find 'switching back on' harder, making their I score their major limitation.

Check Out What's

Catch up and stay up to date with the latest relevant issues in sports performance online. From our website to social media, there is every opportunity to be on top of the most important topics or benefit from a boost of motivation or inspiration when you need it the most.

Top Articles Available Online

Choking or Panicking:

Get inside every athlete's and coach's worst nightmare. What do these terms mean, is there a difference between them and can anything prevent it from happening at the most crucial moments in sport? bit.ly/ChokingSport

'Rush' the Movie:

Read Bo Hanson's review of this movie from a DISC perspective. Based on the rivalry between Formula 1 racers James Hunt and Niki Lauda, it provides an outstanding example of how two top competitors can be so similar, yet incredibly different. bit.ly/DISC-RUSH

Athlete Induction Programs:

Find out what is best practice for Athlete Induction Programs. Ensure your new recruits and returning athletes start the upcoming season fully committed and aligned to your program. bit.ly/AthleteInduction

MBTI vs. DISC:

Which four letters are more useful in sport? Read an in-depth review of the Myers-Briggs Personality Type Indicator, its advantages, disadvantages and how it compares to DISC Behavioral Profiling. bit.ly/MBTIDISC

Coach Performance Reviews:

Here's our top seven tips for your best performance review as a coach. Avoid the pitfalls and capitalize on this important opportunity at the end of your season. Make time to review this article. bit.ly/CoachPR



Meet Penny, our office mascot!

Not quite a guard dog, but a very important member of our office, is one year old Miniature Dachshund, Penny. Belonging to Abby Kay (our Assistant Marketing Manager who also does all of the design for this magazine) she brings enthusiasm and a wonderful warmth to our workplace. How cute is she!

Happening Online...

Most Popular Online Videos



Resiliency in Sport: In this 14-part video series, 4x Olympian Bo Hanson discusses the critical topic of resilience and how to develop it within your program. Edited into short clips, choose to watch specific topics or enjoy the full series. bit.ly/ResiliencySport



The 0.1% Difference: To win or not at the top level of sport comes down to fractions of fractions. If you are still chasing 1%'s, it is not enough. To be truly successful in elite sport you need to chase the 0.1% improvements, because it all adds up. bit.ly/point1percent



US Navy Seals & Mental Toughness: Get inside the unique experience of learning mental toughness from the US Navy Seals. Bo Hanson shares what he discovered on the mental game during this unique opportunity. bit.ly/MentalTough



Trust in Teams: The incredible thing about trust is that successful teams rarely talk about having it and yet, it is the one thing that unsuccessful teams always talk about missing. Use the concept of a 'Trust Account' to build it in your team. bit.ly/TrustAccount



ABC 24 Live News: Bo Hanson appeared on the Weekend Breakfast Show to discuss player behavior in pro sports and athlete profiling. It also provides a useful introduction to the work of Athlete Assessments. bit.ly/ABCHanson

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Watch for our next issue and the special edition on *Women in Sport*.

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Sport is played by people, coached by people and managed by people, so it is imperative to get the 'people side' right to achieve and sustain success.

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