

Enhancing coaches' confidence in confronting athletes who are suspected of doping.

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Executive Summary

The current research is focused on measuring and enhancing coaches' confidence when dealing with athletes whom they suspect of doping. Previous research has noted that, although coaches' possess adequate knowledge about banned substances, they may lack the confidence to act on this knowledge. The primary focus of the first year of the research was to devise and validate a measure for coaches' confidence in this context. An exhaustive review of literature on confrontation was conducted. This included research in sport and other domains. A multidimensional model of confrontation (i.e., legitimacy, intimacy, initiation, outcomes, and resources) was chosen as appropriate for this research. The items gleaned from this literature were placed within this theoretical framework to create a 58 item measure of two confidence factors.

Over the past year, a further, large scale assessment of the measurement has been conducted. Statistical analysis has resulted in a final 21 item, five-factor model of coaches' efficacy in confronting suspected dopers. This study has also shown that coaches' confrontation efficacy is significantly related to their perceptions of motivational climate. Specifically, high confrontation efficacy is related to ego-oriented motivational climates and negatively related to task-oriented climates.

Furthermore, a short (3 hour) coaching workshop was based on this five-factor model of confrontation. Materials include both a coach's and coach facilitator manual. A pilot study with a sample of football coaches of teenage athletes has shown that coaches' post-workshop confrontation efficacy scores were significantly higher than baseline (pre-workshop) scores.

Introduction

Coaches acknowledge that they have a role to play in preventing doping in sports (Backhouse & McKenna, 2012). Fjeldheim (1992; cited in Backhouse & McKenna, 2012) found that in a sample of Finnish coaches, 98% agreed that doping was cheating, and 100% agreed that they had a role to play in preventing doping. Similarly, Fung (2006) found with a sample of community coaches in Hong Kong that 74% agreed that doping is a serious problem in international sport. However, coaches also feel that doping prevention measures are ineffective, and that their role in the process is problematic and unclear (Backhouse & McKenna, 2012). For example, Laure, Throuvenin, and Lecerf, (2001) surveyed 260 professional coaches in France and reported that approximately 80% of their sample stated that they were badly trained in the prevention of doping. Astonishingly, Fung's (2006) survey found that 34% of coaches disagreed with the behavioral intention to take action against individuals who were using a banned substance.

Research within sport sciences has begun to address the issue of coaches' competency with respect to doping. One previous study of particular relevance was conducted by Feltz and Corcoran in 1993. The authors developed a coach education curriculum specifically designed to educate coaches on chemical health awareness. This program comprised three 1-hour sessions that covered topics including why athletes use chemicals, pressures for athletes to use, and signs of use that may be exhibited by the athlete. The results of the study showed that coaches in the program had significantly more self-efficacy (i.e., a self-perception about one's capability) in their knowledge and abilities regarding athlete drug use compared to both their pre-program efficacy beliefs and the efficacy beliefs of a control group of coaches who did not take the

course. Interestingly, one situation in which coaches lacked self-efficacy was the confrontation with the athlete.

Coaching efficacy is a multifaceted construct that is understood to operate as an antecedent factor to various coaching behaviors. It has been defined as “the extent to which coaches believe they have the capacity to affect the learning and performance of their athletes” (Feltz, Chase, Moritz & Sullivan, 1999, p. 765). The relationship between coaching efficacy and behavior appears to be robust, as research has found that coaching efficacy is related to greater frequency of encouragement of one’s athletes and to superior instruction and organization (Feltz et al., 1999), training and instruction behaviors and positive feedback (Sullivan & Kent, 2003), and efficacy enhancing behaviors with athletes (Myers, Vargas Tonsing & Feltz, 2003).

Coaching efficacy, as articulated by Feltz et al. (1999), did not include efficacy beliefs with respect to doping. However, both Feltz et al., and Bandura (1997) state that researching self-efficacy is best done when measuring efficacy/confidence in a specific domain most relevant to the research question. With respect to the proposed study, this would mean creating a measurement of the efficacy beliefs that coaches have in confronting athletes whom they suspect of doping.

Therefore, the purpose of the current study was to design a measure of coaches' efficacy in confronting athletes whom they suspect of doping. As a theoretical framework for this measure, we chose Newell and Stutman’s (1988, 1991) Social Confrontation Model. Although the definition of confrontation varies among addiction researchers, such as confrontation as “emotionally charged attacks” on clients to avert denial and admit addiction (Polcin, 2003) and confrontation as a means to counsel in a manner that supports arguments and convinces clients of addiction (Miller, Benefield, & Tonigan, 1993), the definition from the Social Confrontation

Model includes the conversation regarding a problem, causes, and solutions. The confrontation should not only address these factors, but should also describe the reasons for behavioural changes, the expression of concern by the confronter, the promotion of solutions by the confronter and the target, and the support for the target while avoiding personal attacks or criticisms (Malis & Roloff, 2007). A confrontation is not a single act, but an interactional episode that engages both the confronter and target in an active discussion (Newell & Stutman, 1991).

According to this model, there are several aspects to a successful confrontation, in which the confronter must possess confidence. These include characteristics of the relationship between the coach and athlete, the confrontation as a process, and the person making the confrontation. Although these aspects have been operationalized in different measures, they have not been used in one scale specifically designed for the context of doping in sport.

With respect to the relationship between the suspected doper and the individual confronter, the Social Confrontation Model and research based on the model have specifically noted the importance of two issues – *legitimacy* and *intimacy*. Legitimacy refers to the discussion of whether the target (e.g., the athlete) violated a rule and whether the infringed rule is relevant (Newell & Stutman, 1991). Individuals who are more efficacious in their right and/or responsibility to confront the target individual are more likely to confront him or her (Malis & Roloff, 2007; Reznik & Roloff, 2009). Intimacy refers to the relationship among participants in the confrontational episode. As intimacy among participants increases, individuals are apt to provide assistance to others regardless of whether it was requested (Malis & Roloff, 2007; Reznik & Roloff, 2009).

The confrontation process requires efficacy judgments in both its *initiation* and the expected *outcomes*. Initiation refers to the establishment of the purpose for the confrontation (Newell & Stutman, 1988, 1991). The initiation phase provides the framework for the confrontational episode. Only when the target recognizes the confronter's objective for a confrontational interaction does the conversation turn into a confrontational episode (Newell & Stutman). Therefore, it is very important that the intent of the confrontation is effectively communicated to the target. The expected outcomes of the confrontation include perceptions of what could happen such as cessation or persistence of the problem (i.e., stoppage or continuation of the use of performance enhancing drugs (PEDs)), an improved or poorer relationship (i.e., coach-athlete relationship), and a better (or lack of) understanding of the viewpoints of confronter or the target. Individuals may avoid confrontations that have potential negative outcomes such as dissatisfaction in relationships (Caughlin & Afifi, 2004).

Finally, with respect to the confronter him or herself, the key issue is the confronter's *personal resources* including time, energy, and information . Confrontation has been found to be a stressful event in sport (Dorsch & Paskevich, 2007). In an interpersonal dispute, individuals utilize both cognitive and emotional resources to communicate positions in clear and persuasive manners while defending challenges to these positions to develop solutions to resolve the issue (Reznik, Roloff, & Waite Miller, 2010). Furthermore, avoiding confrontation can also drain personal resources and result in health issues (Reznik et al., 2010). Therefore, confronters must have confidence in personal resources when determining whether to confront a target, specifically whether they have enough energy, time, and information to expend to confront the target.

This project is aimed to develop a valid and reliable measure of coaches' confrontation efficacy. Confrontation efficacy will be defined as the confidence that coaches have in their ability to effectively confront athletes that they suspect of doping. We aim to develop a measure that is psychometrically sound; it will have acceptable face and construct validity, internal consistency, test-retest reliability and factor structure.

A second objective is to develop a coaching intervention that will focus on the competence (as opposed to knowledge) coaches have in dealing with doping athletes. It is hypothesized that coaches' confrontation efficacy will be significantly higher in coaches that have completed the designed intervention compared to (a) coaches who have not completed the intervention, and (b) their own baseline (i.e., pre-intervention) confidence scores. In addition, it is hypothesized that doping confrontation confidence will be significantly related to task goal motivation and character building efficacy.

DESIGN OF THE DCES

Method

Participants

Five hundred and sixty coaches (497 males, 54 females, 9 did not indicate gender) of high school-aged athletes participated in this study. Football was the most common sport coached ($n = 336$), followed by track and field ($n = 21$), soccer ($n = 17$), baseball ($n = 17$), swimming ($n = 16$), rugby ($n = 16$), volleyball ($n = 15$), wrestling ($n = 11$) and softball ($n = 10$). Several sports were represented by a smaller number of coaches. Coaches ranged in age from 16 to 74 years old ($M = 43.07$, $SD = 10.93$), and had from 1 to 49 years of coaching experience ($M = 18.85$, $SD = 10.07$). Most ($n = 496$) of the coaches reported having played in the sport they

coached. Playing experience ranged from 1 to 50 years ($M = 10.03$, $SD = 5.54$). Four hundred and forty-eight (80.0%) of the coaches reported completing some coaching certification.

Most of the coaches were from the United States ($n = 439$), with 121 of the coaches being from Canada. The majority of the coaches self-reported being Caucasian ($n = 527$), with relatively smaller numbers of African American ($n = 12$), Hispanic ($n = 2$), American Indian ($n = 2$) and Asian American ($n = 3$) coaches. Seven coaches did not indicate their ethnicity. With respect to level of education attained, 18 coaches indicated that they had completed high school, 45 had completed some college/university, 95 had completed an undergraduate degree, 89 had completed some post-graduate work, 269 had completed their masters' degree, 22 had completed some doctoral work and 7 had completed Ph.Ds.

Recruitment

Coaches were contacted through an electronic mail-out through a regional coaching organization. The script asked for coaches of high school-aged athletes to participate in the study by clicking on a hyperlink. This led coaches to a web-based survey that included a demographic questionnaire as well as the two surveys described below. These two surveys were counterbalanced across the design. To encourage participation, a random draw for three \$50 gift cards was held at the end of the data collection from all coaches who participated.

Materials

In addition to a demographic questionnaire, coaches completed two surveys. The Doping Confrontation Efficacy Scale (DCES) was a 45-item scale designed for this study. As noted above, the DCES was designed as a five-factor model reflecting confidence in the multifactorial Social Confrontation Model of Newell and Stutman (1991).

To develop the scale, the authors first generated a list of multiple items for each of the five factors. This resulted in an initial list of 64 total items. A panel of experts ($N = 8$) comprising scholars with expertise in the area of sport psychology and interventions as well as experienced high school football coaches assessed these items for face validity and content validity by factor. Based on the consensus of the panel, 10 items were deleted and 4 others were combined. Several suggestions were made to rephrase individual items to make them easier to understand and/or a clearer indicator of their factor.

The result of these procedures was a 45-item scale representing a five-factor model of doping confrontation as per the Social Confrontation Model. *Initiation* was represented by five items (e.g., ask an athlete if they used Performance Enhancing Drug (PED)). *Intimacy* was represented by 11 items (e.g., appear concerned in the lives of your athletes). *Personal resources* was measured by six items (e.g., maintain your temper during a PED-use confrontation). *Legitimacy* was measured by 15 items (e.g., provide reasons for confronting an athlete about PED use). *Outcomes* was measured by eight items (e.g., confront an athlete about PED use without them feeling humiliated). The stem for all items was “as a coach, how confident are you in your ability to...” All questions were answered on a 7-point Likert scale from 1 (no confidence) to 7 (complete confidence).

The Perceived Motivational Climate in Sport Questionnaire -2 (PMCSQ-2; Newton, Duda & Yin, 2000) was used to measure coaches' perceptions of the motivational climate that they instilled. The PMCSQ-2 is a 33-item questionnaire that measures two independent climates, each of which has three interrelated sub-factors.

Task-involving climate orientation is characterized by defining success through self-comparison (e.g., effort and skill improvement). The PMCSQ-2 operationalizes task-involving orientation as comprising the sub-factors of cooperative learning (4 items: e.g., I encourage players to help one another), important role (5 items: e.g., I believe that all players are crucial to the success of the team), and effort/improvement (8 items: e.g., I want my athletes to try new skills). Ego-involving orientation is characterized by defining success through social comparison (i.e., demonstration of competence relative to others). The PMCSQ-2 factor of ego-involving comprises the three sub-factors of punishment of mistakes (6 items: e.g., I get mad when a player makes a mistake), unequal recognition (7 items: e.g., I give most of my attention to the stars), and intra-team rivalry (3 items: e.g., I praise players only when they outperform teammates).

The PMCSQ-2 has been supported with respect to factor structure, internal consistency and construct validity (Newton et al., 2000; Reinboth & Duda, 2006; Walling et al., 1993). For the purposes of this study, the phrasing of the items was changed slightly so that the items referred to coach behavior as opposed to athlete behavior. For example, the item, I get mad when I make a mistake was changed to I get mad when a player makes a mistake. All items were answered on a 5-point Likert scale from strongly disagree (1) to strongly agree (5).

Results

Confirmatory Factor Analysis

A second-order confirmatory factor analysis (CFA) was performed to explore the hierarchical factor structure of DCES (here after italicized for the latent factors), which has five sub-factors: (a) *initiation*, (b) *intimacy*, (c) *legitimacy*, (d) *outcome*, and (e) *resources*. Chen, Sousa and West (2005) suggested to adopt a second-order CFA, instead of a first-order factor analysis, when the lower factors are substantially correlated with each other, and a higher order

factor accounts for the relations among the lower factors. The related five constructs (the range of their correlations is from .64 to .84) can be accounted for by a common underlying higher order construct: coaching confrontation efficacy. Based on the SCM (Newell & Stutman, 1991), the hypothesized second-order factor model presented Figure 1 was specified as follows: (a) the specific items were specified to their first-order factors, (b) the error terms associated with each items were not correlated, and (c) the first order factors were specified to the second order factor. The factor loading of the first indicator (i.e., the reference variable) onto each first-order factor was fixed at one, and the variance of the second-order factor was fixed to one in order for the model to be identified; a model is identified only when there is a unique numerical solution for each of the parameters (Harrington, 2009).

In selecting the best estimation procedure, type (i.e., categorical vs continuous), normality, and the amount of the obtained data should be considered. With regard to the amount of obtained data, 118 missing data were identified out of a total of 25,200 responses (.005%). Such a small amount of missing data does not affect robustness of statistical analysis (Muthén, Kaplan, & Hollis, 1987). However, some items were not normally distributed, which is an issue in estimating parameters correctly (Skewness: $M = -.90$, $SD = .34$, $range = -1.63$ to $-.21$; kurtosis: $M = .74$, $SD = .96$, $range = -.75$ to 3.12). Robust maximum likelihood procedure is suggested to use to estimate both non-normal and normal data because the procedure gives scaled chi-square and robust standard errors (Harrington, 2009; Yuan & Bentler, 2000). Thus, robust maximum likelihood procedure (Estimator = MLR in *Mplus*) was used to estimate the parameters and fit of the model using *Mplus* 6.12.

The overall fit of the model to the data was examined via the chi-square statistic; however chi-square statistics (χ^2) are always very large and statistically significant with large

sample sizes and complex models, which lead to rejecting the null hypothesis (i.e., the data do not match the hypothesized model). Therefore, other fitness indices such as root mean square error of approximation (RMSEA), standardized root mean square residual (SRMR), comparative fit index (CFI), and Tucker-Lewis index (TLI, also known as Non-Normed Fit Index, NNFI) were included for evaluating a model fit. It is desirable that CFI and TLI are closer to 1 while RMSEA and SRMR are closer to 0. More specifically, RMSEA and SRMR represent closeness of fit where values less than .08 and .06, respectively, indicate a good fit of the model to the data. Values of the CFI, and TLI that are larger than .95 are considered good fitting models (Hu & Bentler, 1999).

A second-order CFA did not reveal an adequate to good model fit based on the criteria for the initial model (see Figure, 1), $\chi^2(941) = 2202.34, p < .001, CFI = .889, TLI = .883, RMSEA = .049$ (90% CI: .046 : .052), SRMR = .048. Given that model fit was lower than desired for CFI and TLI, items with low first-order factor loadings (less than .60) were eliminated (Hair, Black, Babin, Anderson, & Tatham, 2006). A total of nine items were eliminated for the second model. Also the initial model has an issue on negative residual variance of a factor. The estimated negative residual variance of a latent factor *outcome* led to an estimated correlation greater than one, which cannot be defined. To deal with this, Muthén and Muthén (2004) suggested that the residual variance of the factor to be fixed to zero because it is very small (-0.024).

The second model yielded a better model fit than the initial model, but not sufficient to meet the criteria, $\chi^2(590) = 1296.90, p < .001, CFI = .924, TLI = .919, RMSEA = .046$ (90% CI: .043 : .050), SRMR = .043, which suggested the next model modification. This modification was based on cross-loadings, which should not be over .04 (Hair et al., 2006). Ten items with higher

cross-loadings were additionally eliminated for better factor structure, indicated by modification index (MI) in *Mplus* (MI>30).

The third model sufficed the criterion of model fit, $\chi^2 (320) = 519.99$, $p < .001$, CFI = .962, TLI = .958, RMSEA = .037 (90% CI: .032 : .042), SRMR =.038. To test significant improvement in model fit as a consequence of the two modifications, we followed a chi-square difference test for MLR within *Mplus* to compare the nested (the second model) and comparison models (the third model), using the scaled chi-square (*Mplus*, 2012; Satorra & Bentler, 2001). $\Delta\chi^2 (270) = 783.67$, $p < .001$. In addition to the significance test of chi-square difference, other model fits, such as CFI and TLI, were improved, .038 and .039 respectively.

Although the third model is an acceptable model given the model fit and criteria, a final modification was conducted to confirm the more adequately defined factor structure. An additional five items with loadings around .70 were eliminated as Hair et al., (2006) suggested that a loadings exceed .70 for a better factor structure. However, because it is typically recommended that four or more items per factor be included in the factor analysis (Russell, 2002), we did not eliminate Item 36 for *outcome*, and Items 42 and 45 for *resources* for the final factor solution

The final model showed a slightly improved model fit as follows: $\chi^2 (185) = 347.32$, $p < .001$, CFI = .967, TLI = .962, RMSEA = .040 (90% CI: .033 : .046), SRMR =.037. The scaled chi-square difference test between the third and final model, $\Delta\chi^2 (110) = 172.18$, $p < .001$, also revealed the significant improvement of the final model. The estimated factor loadings were all fairly large, greater than .638 and statistically significant (see Table 1). Collectively, these results suggest that the latent construct of *coaching confrontation efficacy* is well explained and measured by five latent sub-constructs with a total of 21 items: *initiation* with four items,

intimacy with four items, *legitimacy* with five items, *outcome* with four items, and *resource* with four items. For reliability, each sub-factor revealed good internal consistency (i.e., *Cronbach's alpha*) with moderately higher inter-item correlations as follows: *initiation*' $\alpha = .86$ with an average of inter-item correlation of .65 ($SD = .06$), *intimacy*' $\alpha = .87$ with an average of inter-item correlation of .63 ($SD = .03$), *legitimacy*' $\alpha = .87$ with an average of inter-item correlation of .58 ($SD = .06$), *outcome*' $\alpha = .83$ with an average of inter-item correlation of .55 ($SD = .09$), and *resource*' $\alpha = .82$ with an average of inter-item correlation of .53 ($SD = .06$).

Structural Equation Modeling (SEM)

Prior to an SEM test, it was necessary to test the measurement model of the PMCSQ-2 for the two latent constructs of climate orientations in order to validate the measures of task- and ego-involving climates (Bollen & Scott, 1993). Another second-order CFA was conducted by specifying indicators to the first-order factors, such as cooperative learning, important role, effort/ improvement, punishments for mistakes, unequal recognition, and intra-team rivalry, which were regressed onto task- and ego-involving climates respectively. After deleting 14 items that had lower loadings and larger cross-loadings to the first-order factors, we obtained an acceptable fit index: $\chi^2 (146) = 239.12, p < .001, CFI = .915, TLI = .900, RMSEA = .043$ (90% CI: 0.036 : 0.05), and SRMR = .045. Although CFI and TLI are not greater than .95, as suggested for the better fit by Hu and Bentler (1999), this fit is considered adequate because these are $>.90$ (Schoot, Lugtig, & Hox, 2012).

Based on the validated three latent constructs, the hypothesized structural relations of *coaching confrontation efficacy* to *task-involving and ego-involving climates* were tested by SEM in order to examine the effects of coaches' trait attribute with respect their motivational climate orientation on their state attribute of *coaching confrontational efficacy*. As depicted in

Figure 2, the predictive paths from the two latent constructs, *task-* and *ego-involving climates*, were set to *coaching confrontation efficacy* as an outcome variable of coaches' trait. The hypothesized model revealed the acceptable fit: $\chi^2 (728) = 1199.84, p < .001$, CFI = .943, TLI = .939, RMSEA = .034 (90% CI: 0.031 : 0.037), and SRMR = .05. *Task-involving climate* positively predicted *confrontation efficacy* ($\beta = .43$), while *ego-involving climate* was a negative predictor ($\beta = -.30$). Also, a negative relationship between the two climate orientations was found ($-.46$). This result implies that coaches who are more prone towards task-involved climates tend to have higher efficacy in confronting athletes about drug use, whereas ego-involved coaches are more likely to have lower confrontation efficacy.

Discussion

The purpose of this study was to design and validate a measure of coaches' efficacy with respect to their ability to effectively confront athletes whom they suspect of doping. The DCES now exists as a theoretically-based, multi-factorial measure for this construct. The current results support the scale with respect to construct and face validity, factor structure, and internal consistency. Furthermore, relationships between the factors of the DCES and the PMCSQ-2 provide support for the concurrent validity of the measure.

Coaches' efficacy in confronting suspected dopers is operationalized as a multi-factorial construct. The related factors of legitimacy, personal resources, outcomes, intimacy and initiation provide a comprehensive and concise framework for representing coaches' efficacy perceptions in this challenging situation. It is important to understand that confrontation as a process is not uni-dimensional (Malis & Roloff, 2007; Newell & Stutman, 1991), and therefore efficacy regarding confrontation must be measured in the same fashion. The conceptualization of the confrontation process with doping athletes is also consistent with Bandura's (1997)

emphasis on domain specificity with efficacy measurement. Bandura argues that efficacy measures that are specific to particular domains of functioning are better than ones that assess global expectations of performance. With respect to measuring coaches' efficacy regarding doping behaviors, doping confrontation efficacy is more specific than coaching efficacy; similarly legitimacy of doping confrontation efficacy is more specific than doping confrontation efficacy. Such domain specific efficacy is not only beneficial conceptually, but can affect the psychometric properties of scales, such as predictive validity (Feltz, Short, & Sullivan, 2008).

The current study provides compelling evidence for psychometric properties of the DCES. The results offered support for the face and content validity of the items, the factor structure and internal consistency of the five-factor model, and the concurrent validity for the construct with respect to coaches' perceptions of motivational climate. The content validity of the scale was supported by using an established theoretical framework specifically for confrontation (the SCM; Newell & Stutman, 1991), and adopting factors and items that were previously validated in other contexts supported the construct validity of the scale. Having a panel of experts in coaching and doping validate the scale, including newly generated items, supported the face validity of final items used in data analysis. The factor analytic procedures showed excellent fit of the final 21-item scale to the five-factor model, with a second-order latent factor of coaching confrontation efficacy. All five factors also showed acceptable internal consistency, with Cronbach's alphas for each exceeding the conventional criteria of .80.

Finally, the relationships between the second order factor of coaches' confrontation efficacy and coaches' perceived motivation climate as measured by the PMCSQ-2 supported the concurrent validity of the scale. Specifically, confrontation efficacy was negatively related to ego-involving climate and positively related to task-involving climate. As the DCES measures

the efficacy coaches have in their ability to confront athletes whom they suspect of doping, a positive correlation with coaches' orientation towards promoting a climate of success built on self-comparison and improvement would be indicative of a coherent coaching perspective of sport participation as a healthy and constructive activity. Alternatively, it is also logical that confrontation efficacy was negatively related to perceptions of ego-involving climate. Such climates are characterized by coaches' likelihood to punish athletes' mistakes, promote intra-team rivalry, and display inequitable recognition among athletes based on ability. Such a coaching pattern is also consistent in that coaches whose coaching climate reflects a win at all costs attitude would be less comfortable with, and perhaps less invested in confronting doping athletes.

Doping in sport is obviously a significant social issue, and coaches' role in this process is one that requires significant research. We hope that the introduction of the DCES as a valid operational definition will help to spur a significant amount of research on coaches' anti-doping behaviors and perceptions. Future research can be aided from the application of both confrontation and efficacy literature in this scale. Basing the DCES in the framework of the SCM allows for linkages and generalizability between research on doping confrontation and confrontation in other contexts, such as alcohol and recreational drug use, which are currently more well-researched. For example, research from the perspective of SCM has found that legitimacy during confrontations is related to enacting direct and support outcomes (Reznik & Roloff, 2009) and that a lack of legitimacy can lead to a lack of resolution as an outcome (Newell & Stutman, 1988). Based on this, we could hypothesize that coaches' efficacy with respect to legitimacy may be related to better confrontational outcomes with suspected dopers.

Additionally, future research may be spurred from the perspective of coaching efficacy. As stated in the introduction, coaches recognize that they have a role to play in stopping doping. The issue appears to be a lack of efficacy in how to approach this confrontation (Corcoran & Feltz, 1999; Laure et al., 2001). Previous research has clarified much about coaching efficacy in general, for example, the sources and outcomes of coaching efficacy are well understood (Feltz et al., 1999). More specifically, the link between efficacy and behavior in coaches appears to be quite robust (Feltz et al., 1999; Sullivan & Kent, 2003). Researchers are now able to address how coaches' doping confrontation efficacy may be related to overt behaviors and team and player outcomes, as well as which factors may influence the strength of this efficacy. Based on research from within this context, studies on doping confrontation efficacy could focus on how the DCES could predict actual confrontational behavior, or what characteristics (e.g., playing experience) or experiences (e.g., coaching education) could significantly predict the factors of confrontational efficacy.

DEVELOPMENT OF THE COACHING WORKSHOP

A coaching workshop was developed based on the five-factor model of the DCES and the theoretical framework of the SCT. The workshop is designed as a 3-4 hour session, specifically for coaches of teenage athletes. The Coaches' and Coach Facilitators' Manuals are included in the Appendices.

The workshop is designed around the objectives of developing the coaching efficacies of the DCES, as well as basic comprehension of WADA initiatives and anti-doping knowledge.

Specifically, the objectives for the workshop are:

1. have been exposed to an overview of the World Anti-Doping Agency's (WADA) anti-doping mission, vision, and violation policies
2. be introduced to a variety of WADA education and awareness resources
3. have a more thorough understanding of "confrontation" as a positive means to foster anti-doping behaviours in athletes
4. be knowledgeable about the importance of both the content of the confrontation issue and the relationship between you and the person you are confronting
5. have practiced and improved your skills in the area of assessing the content of the confrontation issue and the relationship between you and the person you are confronting
6. be more knowledgeable about the importance of identifying the potential outcomes of the confrontation, your personal resources, and strategies to initiate the confrontation as part of the confrontation gameplan
7. have practiced and improved your skills in the area of creating, executing, and monitoring a confrontation gameplan
8. have reflected on how the new information presented in this workshop can be integrated into your existing knowledge related to confrontation to help improve your ability and confidence to confront an athlete when you see fit

These materials were pilot tested with a sample of 6 high school football coaches in Ontario, Canada. All coaches were male and ranged in age from 22-55 years old. All were experienced football coaches and all had prior football playing experience. All coaches had previously completed coaching certification for their sport, but all also acknowledged that anti-doping competencies were lacking in previous education.

Coaches completed the DCES both before and after their workshop.

Results

The results of this pilot study showed that all coaches showed improvement in all aspects of doping confrontation efficacy, as measured by the DCES. These results are encouraging for anti-doping coach interventions as well as for the DCES as a measurement tool. Figures 1 – 5 show the change in efficacy scores from pre- to post-workshop for all five efficacy factors. Because of the small number of coaches involved, statistical analyses of these results would not be appropriate, but it is clear that on average, there is a substantial increase in coaches' self-perceptions with respect to confronting athlete's as a result of these materials.

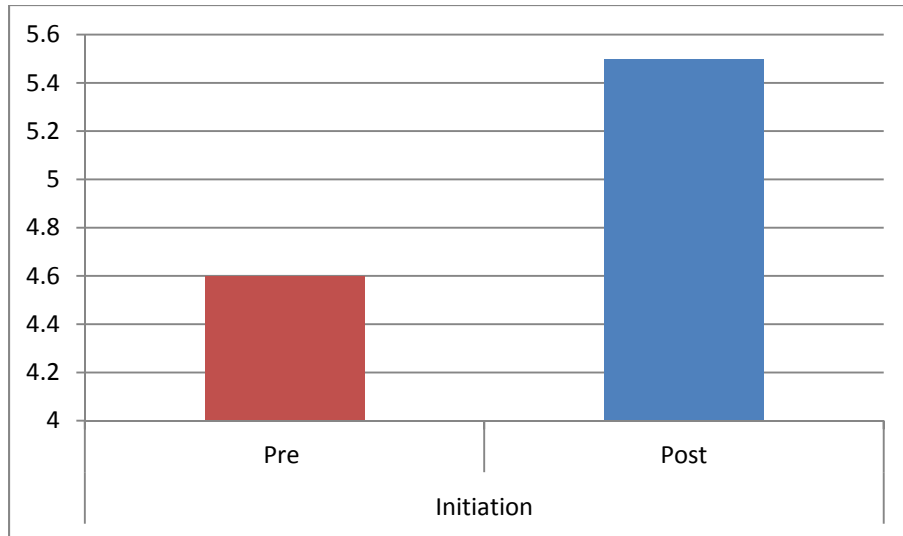


Figure 1. Coaches' efficacy scores with respect to effectively initiating a doping confrontation, pre and post workshop.

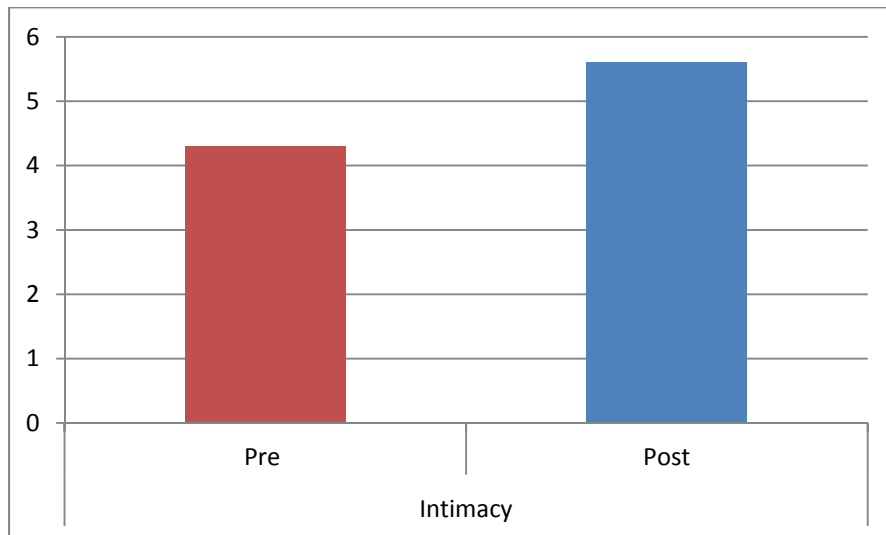


Figure 2. Coaches' efficacy scores with respect to effectively manage the intimacy of relationship during a doping confrontation, pre and post workshop.

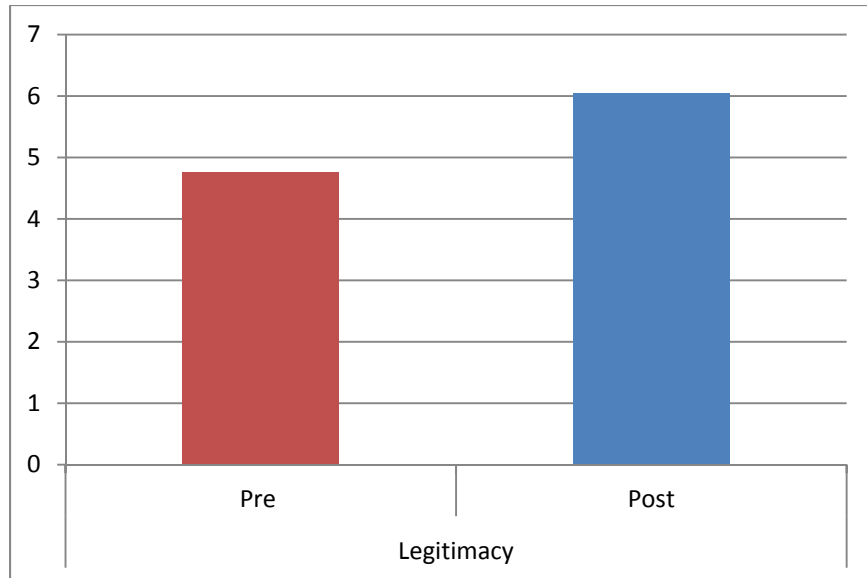


Figure 3. Coaches' efficacy scores with respect to effectively manage the legitimacy of their role during a doping confrontation, pre and post workshop.

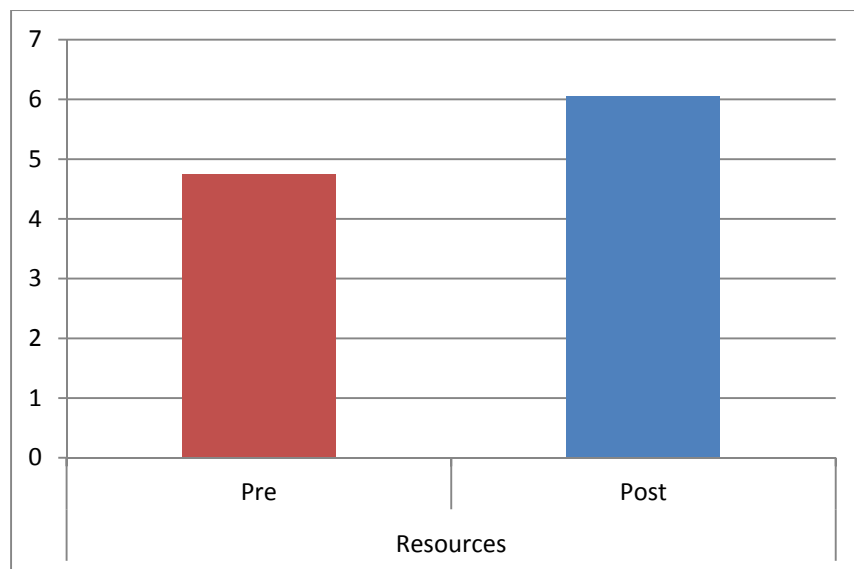


Figure 4. Coaches' efficacy scores with respect to effectively manage their personal resources during a doping confrontation, pre and post workshop.

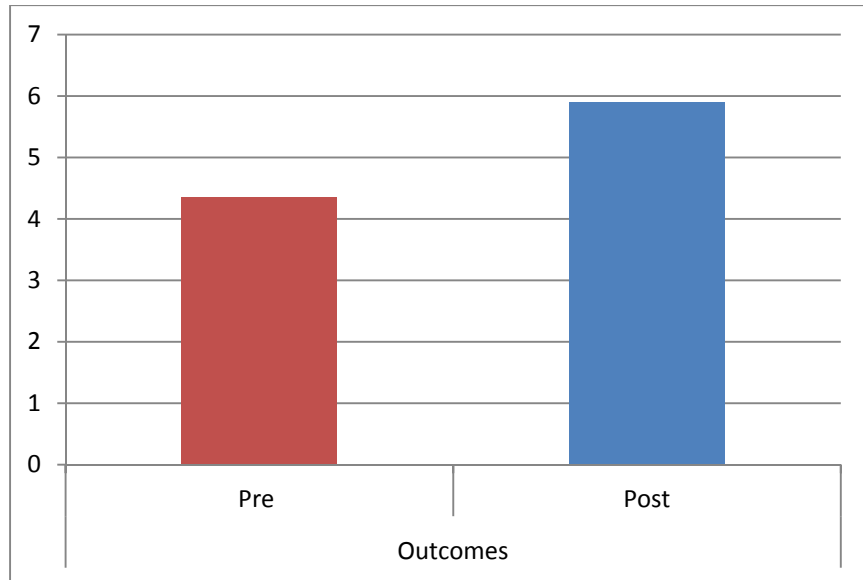


Figure 5. Coaches' efficacy scores with respect to effectively manage desired outcomes of a doping confrontation, pre and post workshop.

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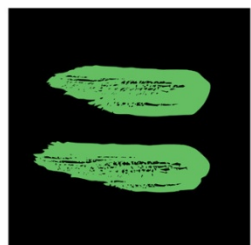
Appendices

Appendix A – Coach Workbook

Appendix B – Coach Facilitators Workbook



**Coaching Confrontation
Workshop**
Coach Workbook



**WORLD
ANTI-DOPING
AGENCY**

play true

2013

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SUMMARY OF LEARNING OBJECTIVES

By the end of this workshop, you will:

9. have been exposed to an overview of the World Anti-Doping Agency's (WADA) anti-doping mission, vision, and violation policies
10. be introduced to a variety of WADA education and awareness resources
11. have a more thorough understanding of "confrontation" as a positive means to foster anti-doping behaviours in athletes
12. be knowledgeable about the importance of both the content of the confrontation issue and the relationship between you and the person you are confronting
13. have practiced and improved your skills in the area of assessing the content of the confrontation issue and the relationship between you and the person you are confronting
14. be more knowledgeable about the importance of identifying the potential outcomes of the confrontation, your personal resources, and strategies to initiate the confrontation as part of the confrontation gameplan
15. have practiced and improved your skills in the area of creating, executing, and monitoring a confrontation gameplan
16. have reflected on how the new information presented in this workshop can be integrated into your existing knowledge related to confrontation to help improve your ability and confidence to confront an athlete when you see fit

YOUR ROLE AS A LEARNER

A learner-centered approach to coach education and training places considerable emphasis on the role of the learner in identifying the scope of his/her current knowledge and competencies within a given area, such as the use of confrontation to foster anti-doping behaviors in athletes, and building new knowledge and competencies by engaging with the content in a personally meaningful way. Learners will inevitably respond differently to new information and learning environments due to their unique backgrounds, experiences or understanding of the content, expectations of the education and training, and learning preferences. Throughout the course of this workshop, it will be important that you, as a learner, become aware of these biases and how they influence your understanding of the content and ability to apply it in your coaching practice. To help, the workshop facilitator will guide you through the workbook and series of activities that promote reflection, awareness, collaboration, and self- and peer-assessment.

In this workshop, a large part of the work is done individually. However, there are also times for working in pairs, in small groups, and for whole group discussion and exchanges of opinion. We encourage you to participate fully in these learning activities. During group discussions, it is important that coaches share their experiences. Please be prepared to share yours. At the same time, it is important to listen to what others have to say and work together to increase your knowledge and understanding. You will be given time to make note of how your thinking may change as a result of information provided to you by the facilitator or found in the workbook, and through discussion with others. The act of recording in writing these changes in thinking is an important part of retaining new learnings.

ABOUT WADA

The World Anti-Doping Agency's (WADA) mission is to lead a collaborative worldwide campaign for doping-free sport. WADA was established in 1999 as an international independent agency composed and funded equally by the sport movement and governments of the world. Its key activities include scientific research, education, development of anti-doping capacities, and monitoring of the World Anti-Doping Code (the Code) – the document harmonizing anti-doping policies in all sports and all countries.

WADA works towards a vision of a world where all athletes compete in a doping-free sporting environment. WADA believes that a long-term solution to preventing doping is through effective values-based education programs that can foster anti-doping behaviors and create a strong anti-doping culture.

Anti-doping programs seek to preserve what is intrinsically valuable about sport. This intrinsic value is often referred to as "the spirit of sport", it is the essence of Olympism; it is how we play true. The spirit of sport is the celebration of the human spirit, body and mind, and is characterized by the following values:

- Ethics, fair play and honesty
- Health
- Excellence in performance
- Character and education
- Fun and joy
- Teamwork
- Dedication and commitment
- Respect for rules and laws
- Respect for self and other Participants
- Courage
- Community and solidarity

Definition of doping

Doping is defined as the occurrence of one or more of the anti-doping rule violations set forth in Article 2.1 through Article 2.8 of the Code.

Anti-doping rule violations

Athletes or other Persons shall be responsible for knowing what constitutes an anti-doping rule violation and the substances and methods which have been included on the Prohibited List. The following constitute anti-doping rule violations:

- 2.1 Presence of a prohibited substance or its metabolites or markers in an athlete's sample
- 2.2 Use or attempted use by an athlete of a prohibited substance or a prohibited method
- 2.3 Refusing or failing without compelling justification to submit to sample collection after notification as authorized in applicable anti-doping rules, or otherwise evading sample collection
- 2.4 Violation of applicable requirements regarding athlete availability for out-of-competition testing, including failure to file required whereabouts information and missed tests which are declared based on rules which comply with the International standard for testing. Any combination of three missed tests and/or filing failures within an eighteen-month period as determined by anti-doping organizations with jurisdiction over the athlete shall constitute an anti-doping rule violation
- 2.5 Tampering or attempted tampering with any part of doping control
- 2.6 Possession of prohibited substances and prohibited methods
- 2.7 Trafficking or attempted trafficking in any prohibited substance or prohibited method
- 2.8 Administration or attempted administration to any athlete in-competition of any prohibited method or prohibited substance, or administration or attempted administration to any athlete out-of-competition of any prohibited method or any prohibited substance that is prohibited out-of-competition, or assisting, encouraging, aiding, abetting, covering up or any other type of complicity involving an anti-doping rule violation or any attempted anti-doping rule violation

For additional information on doping violations and the World Anti-Doping Program and International Standards, please refer to the World Anti-Doping Code (http://www.wada-ama.org/Documents/World_Anti-Doping_Program/WADP-The-Code/WADA_Anti-Doping_CODE_2009_EN.pdf).

WADA EDUCATION AND AWARENESS RESOURCES

Coach's Tool Kit

Coach's Tool Kit is to provide anti-doping organizations, coaching associations and universities with material that can be integrated directly into existing coach education curriculum or used as a stand-alone workshop. The Coach's Tool Kit can be downloaded in its entirety (in PDF and/or Word format) from WADA's Digital Library:

Coaches of elite athletes

(<http://library.wada-ama.org/results.php#/item/000000011019124/view>)

Coaches of young or recreational athletes

(<http://library.wada-ama.org/results.php#/item/000000011019152/view>)

Coach True

In order to cater to the various learning styles and demanding schedules of coaches, WADA has created CoachTrue – a **computer-based anti-doping learning tool** (<http://coachtrue.wada-ama.org/login/index.php>).

Play True Quiz

WADA's Play True Quiz is an interactive computer game that tests athletes' knowledge about anti-doping (<http://quiz.wada-ama.org/>).

Program Officer's Tool Kit

The material contained in the Program Officer's Tool Kit is intended to provide the tools needed to build an anti-doping education program – it can be downloaded in its entirety from [WADA's Digital Library](http://library.wada-ama.org/results.php#/item/000000011018856/view) (<http://library.wada-ama.org/results.php#/item/000000011018856/view>).

Teacher's Tool Kit

The Teacher's Tool Kit contains a series of lesson plans and activity ideas that can be used by teachers to educate young people about the issue of doping in sport in the formal education system – it can be downloaded in its entirety from [WADA's Digital Library](http://library.wada-ama.org/results.php#/item/000000011018498/view) (<http://library.wada-ama.org/results.php#/item/000000011018498/view>).

Youth Zone

Youth Zone is a user-friendly website designed to help youth find information on drug use (doping) in sport and why it is banned (<http://www.wada-ama.org/en/Education-Awareness/Youth-Zone/>).

ACTIVITY 1 – COACHING SCENARIO

Read the following scenario and respond to the questions below

Another season is here. You are beginning the fourth year as the head coach of a senior high school football team. In the third week of August you meet the students who come out for the first training camp in preparation for the new high school football season. There is a lot going on all the players and your assistant coaches to organize. Many of the athletes are now in their last year of school but played for your team the previous year. As you shake hands with each individual player when they arrive, you do a quick assessment of their overall appearance: Do they look in shape? Are they anxious? A lot of the players have grown and filled out since the last season, but in passing you noticed one player, Steve, whose build has really changed and become much more muscular.

One day, during the second week of the training camp, a fight breaks out between Steve and another player. Some of the other players say that Steve has been trying to pick a fight with them over the last few days. You take Steve aside to discuss this situation. Once you are face-to-face with him you notice that his complexion is very bad, something that you have never noticed in the previous year.

What would you do?

How would you react to the scenario above?

Why?

Have you experienced a similar situation?

If yes, please describe.

What did you do?

What were the outcomes of your actions or lack of action?

Find a partner and share your responses.

What are the common themes in your responses?

What are some differences in your responses?

ACTIVITY 2 – WHAT IS CONFRONTATION?

In small groups, discuss how the object that has been assigned to your group can be related to confrontation. Following a short discussion respond to the question:

Confrontation is like a _____ because:

a) _____

b) _____

c) _____

ACTIVITY 3 – EVERYDAY CONFRONTATION

At home

As a parent and/or partner, when do you use confrontation?

How does your confrontation typically take place? What are the outcomes?

At work

As an employee or employer, when do you use confrontation?

How does your confrontation typically take place? What are the outcomes?

In sport

As a coach, when do you use confrontation?

How does your confrontation typically take place? What are the outcomes?

Find a partner and share your responses.

What are the common themes in your responses?

What are some differences in your responses?

CONFRONTATION OVERVIEW

Taking action

- Confrontational behaviors are highly direct behaviors that include reasoning with the target individual, stating why the issue for confrontation is important, and asking the target individual to change
- Occurs in response to a number of situations and may reflect conscious decision by an individual to confront
- Confrontation contrasts with non-confrontational behaviours (e.g., accommodation) or behaviours that attempt to move directly to a solution

Offering solutions for change

- Important components to confrontation are problem definition and solution
- Confrontation behaviours serve to initiate and follow-through problem solving and bring problems to open so that arguments can be present and negotiated
- Efficient confrontational messages should explain the reasons for change, express concern, promote solutions, and provide support

Providing support

- Not viewed as a single act and instead interactional
- Follow a set pattern of behaviours and expectations that a response will be elicited from other party to solve problem

Use the space below to summarise how you think about confrontation now:

BEHAVIOR STYLES RELATED TO CONFRONTATION

It would be great if you could simply decide to go down the road marked “Assertive” and live your life without straying from the path. Real life is full of twists and turns, however, and no one is consistently assertive. All of us use the following three basic behavior styles, depending on the situation and personal factors. The good news is that you can learn to become assertive more of the time.

Non-assertive

- Passive and indirect
- Communicates a message of inferiority
- Allows the wants, needs, and rights of others to be more important than our own
- Helps create “win-lose” situations

Aggressive

- More complex – it can be active or passive, direct or indirect, honest or dishonest
- Always communicates an impression of superiority and disrespect (usually inappropriate and it violates the rights of others)
- Puts our wants, needs, and rights above those of others – attempting to get our way by not allowing others a choice

Assertive

- Active, direct, and honest
- It communicates an impression of self-respect and respect for others – working toward “win-win” outcomes
- Puts our wants, needs, and rights as equal to those of others
- Wins by influence, listening, and negotiating so that others choose to cooperate willingly

ACTIVITY 4 – HOW ASSERTIVE ARE YOU?

Write an assessment of yourself in this respect as a person in general and as a coach

As a person

As a coach

Why? Who and what has been influential on your behaviour?

What impact do you think this has on your interactions with others?

ACTIVITY 5 – BEHAVIOR STYLES QUIZ

Identify the behavior style exhibited by each of the following examples in the space provided.

NAS = Non-assertive

AS = Assertive

AG = Aggressive

1. “Only an idiot would come up with a solution like that! Don’t you ever think before you speak?” _____
2. “You know, maybe we might want to think about a different alternative, uh, what do you think?” _____
3. “Oh, I can’t go—I have other plans.” _____
4. “I’m not completely comfortable with your solution. Will you please develop at least one more option?” _____
5. “No, thank you. I appreciate your asking, but I really don’t enjoy opera.” _____
6. “Opera! You’ve got to be kidding!” _____
7. “This probably isn’t what you wanted, but I guess I wasn’t too sure about what you said, and, anyway, I’m not very good at this kind of thing.” _____
8. “Well, okay, if that’s what you want to do.” _____
9. “Great idea! Let’s do it!” _____
10. “Tracy, please send this to all regional offices today.” _____

ACTIVITY 6 – WHAT DO YOU NEED TO KNOW?

What information do you think is important to have when preparing a confrontation? Make a list of everything you can think of. Be specific.

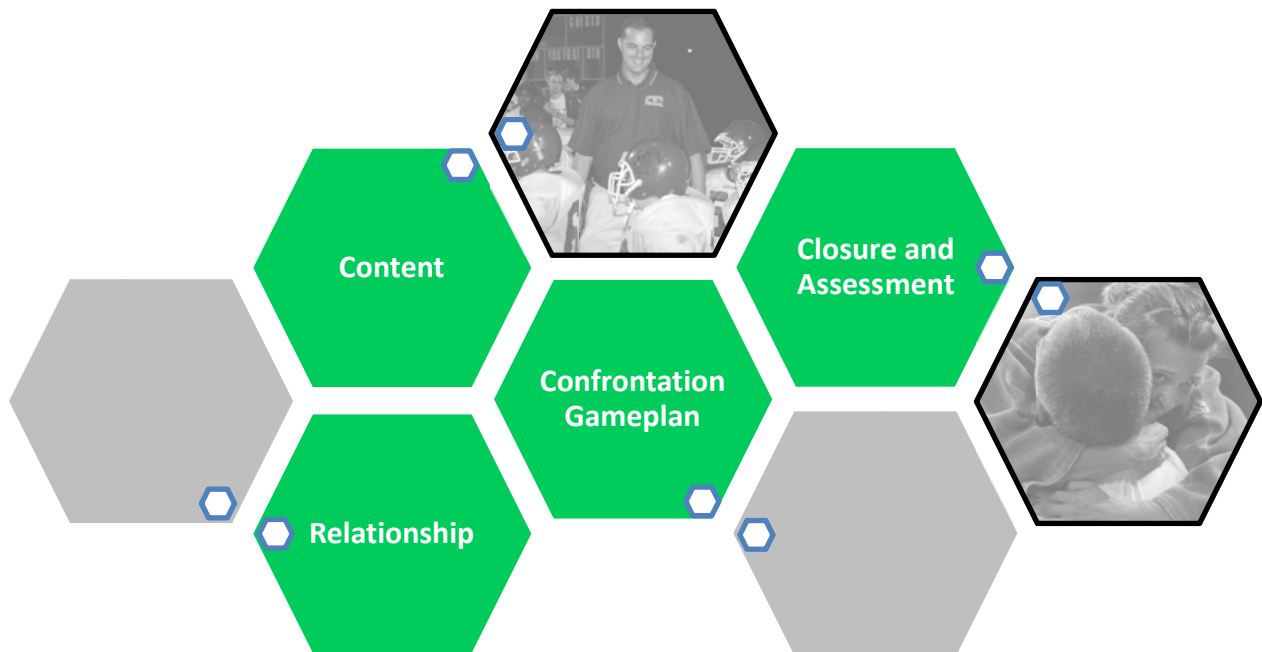
- _____

- _____

- _____

FOUR ELEMENTS OF CONFRONTATION

1. Content of confrontation issue
2. Relationship with the person you are confronting
3. Confrontation gameplan
4. Closure and assessment



ACTIVITY 7 – COACHING PHILOSOPHY

Coaches' philosophies are influenced by their values, goals, and coaching style. List the four or five most important things driving your coaching philosophy.

1. _____
2. _____
3. _____
4. _____
5. _____

Related to my philosophy, the most important aspects of my role as a coach are:

1. _____
2. _____
3. _____
4. _____
5. _____

Newell and Stutman (1991) noted two factors that have significant impact on confrontation:

1. Legitimacy
2. Relationship

Legitimacy involves discussing whether the target individual's behavior violates a rule and whether the rule or expectation is relevant. Individuals are more likely to confront another person should that individual believe that they have a right or responsibility to confront another. Confrontation is also influenced by other features of the issue. It is important to identify what the root cause of the conflict is.

ACTIVITY 8 – LEVELS OF CONFLICT

Rank (from easiest – 1, to hardest – 4) the difficulty of solving conflicts according to the root cause of the conflict by drawing a line between the items in the right and left hand columns.

Goals	1
Values	2
Facts	3
Methods	4

Discuss your responses with your small group

What points of interest were discussed in your group?

Read the next section and check your responses to the above activity.

Facts

- Conflicts occur about the facts in a situation because people misunderstand, are misinformed, or lack information
- E.g., Your athlete misunderstood that failure to file required whereabouts information with your National Anti-Doping Organization is a doping infraction

Goals – What?

- People disagree about what is to be achieved or done
- E.g., You and your athlete disagree about what constitutes a successful championship

Methods – How?

- Conflicts occur when there is disagreement about how to do something
- E.g., Your athlete disagrees with your training plan and feels that the goals for the season will be more easily achieved if she engages in doping

Values – Why?

- Values are the underlying drivers of behavior. Conflicts occur when there is disagreement about why things are done or what it's *right* to do in a situation
- E.g., You and your athlete disagree about the meaning of fair play

ACTIVITY 9 – LEGITIMATE OR NOT?

How does your coaching philosophy help you decide whether it is legitimate or not for you to confront an athlete about a possible anti-doping violation?

Find a partner and share your responses.

What can you add to your response to the last question?

RELATIONSHIP AND CONFRONTATION

Research shows that participants with stronger relationships to the target individuals felt they had the right to confront those individuals and had more efficient confrontations. As the strength of the relationship increases, perceived appropriateness for confrontation increases. The strength of your relationship with an athlete influences the way in which you will act to facilitate his or her well-being. Jowett (2009) emphasizes the importance of the 3 C's of the coach-athlete relationship: closeness, commitment, and complementarity.

Closeness

- Reflected in coaches' and athletes' feelings of trust, respect, and interpersonal attraction resulting from appraisals of their relationship experiences
- E.g., "I trust my coach." and "I respect my coach."

Commitment

- Represented in coaches' and athletes' intentions to maintain the athletic relationship where thoughts of attachment form an integrated part
- E.g., "I feel committed to my coach." and "My sport career with my coach is promising."

Complementarity

- Reflected in coaches' and athletes' cooperation – corresponding and reciprocal behaviors
- E.g., "When I am coached by my coach, I feel responsive to her efforts." and "When I am coached by my coach, I am ready to do my best."

ACTIVITY 10 – CREATING A GOOD RELATIONSHIP

What are the foundations of a good coach-athlete relationship?

How do you develop good relationships with your athletes?

How do you judge the closeness of your relationship with any one athlete?

Find a partner and share your responses.

What are the common themes in your responses?

What are some differences in your responses?

Note: Concerning your relationships with your athletes, always keep in mind that as a coach you are in a position of power in relation to your athletes. Be sure to consider how this will affect any confrontation.

The three important things to consider when preparing a confrontation gameplan are:

1. Potential outcomes
2. Personal resources
3. Initiation

This section will guide you through this process.

ACTIVITY 11 – POTENTIAL OUTCOMES

Use the table below to list possible outcomes and consequences of a confrontation with one of your athletes concerning a potential doping behavior. Think of what you would like to see happen as a result of the conformation, but also what might happen if all does not go ideally.

Possible outcomes	Consequences
<i>Your athlete takes your words as criticism and says that you have no trust in him</i>	<i>Your athlete leaves and goes to train with another coach</i>

Discuss with a partner and add at least one or two new possible outcome and consequence to the table above **below the thick black line**.

A person being confronted may:

1. Suggest the behaviour was a special circumstance that required breaking the rule
2. Deny the rule violation took place
3. Deny behaviour took place
4. Deny behaviour violates a rule
5. Accepts that behaviour took place but denies responsibility for actions or accepts that behaviour took place and accepts responsibility for actions without controversy

Based on this information, add new possible outcomes and consequences to your table.

ACTIVITY 12 – KNOWING YOUR PERSONAL RESOURCES

Individuals might avoid arguments as it can lead to negative outcomes such as unsatisfactory relations with others. But, avoiding arguments can drain personal resources and result in further issues. To help better understand your personal resources, rate yourself using the following scale:

1 (not at all like me), 2 (moderately like me), 3 (a lot like me), 4 (completely like me)

- ...can ask for what you want or need; can ask for favours _____
- ...are open and honest _____
- ...are able to stand up for yourself without undue anxiety _____
- ...can express feelings reasonably openly _____
- ...make time to face up to matters in your life _____
- ...have reasonable self-confidence _____
- ...are able to say 'no' without undue guilt _____
- ...are aware of your rights as a human and the corresponding responsibilities _____
- ...can express negative feelings appropriately _____
- ...are aware of 'put downs', perpetrated by you or others _____
- ...can give and receive constructive criticism _____
- ...can deal with unjustified criticism _____
- ...can gracefully give and receive compliments _____
- ...can see that it can be all right to express anger sometimes _____
- ...can deal with potential guilt _____
- ...can think rationally about issues such as guilt and blame in self and others _____
- ...aim to negotiate and discuss as a first course of action if there is confrontation _____

Find a partner and discuss your strengths according to the above assessment.

What are your strongest resources?

What are some areas that you need to work on in terms of personal resources for confronting others?

INITIATION – ESTABLISHING PURPOSE

Defining nature of the problem and what would serve as a resolution: “One important aspect of handling confrontation assertively is defining the problem in such a way that you can talk with the other person about the problem without communicating disapproval or disrespect. This requires that you learn to define the specific behavior that you find unacceptable, rather than seeing the other person as unacceptable” (Lloyd, 2002). Initiation focuses on the problematic behavior. There are three tactics in terms of an initiating approach, each one being a different level of explicitness.

Hinting

- Indirect – here the confronter means more than what is being said as in the use of sarcasm (e.g., “those are nice jeans you have on”)

Seeking confirmation

- Moderately direct – here the confronter seeks confirmation for certain behaviour (e.g., “are those my jeans you have on?”)

Blaming/accusation

- Direct – here the confronter states that a ‘rule’ has been broken (e.g., “you stole my jeans!”)

Only when the interpreter determines the speaker’s intent as a reproach will the interaction become a confrontation. When confronting someone it is important not to accuse. A good tactic is to use your ‘I’ voice – report the facts as you see them and how they affect you. Finish by asking the other person’s view. Example: “I notice that you have gained considerable muscle mass this off-season. I am interested in what led to this”.

ACTIVITY 13 – INITIATING THE CONFRONTATION (ROLE PLAYING)

Groups of three (3): 1 coach, 1 athlete, and 1 observer

- Coach confronts athlete about a possible doping behavior (choose one of the following topics)
 1. One of your high school athletes has come to practice on more than one occasion smelling like marijuana
 2. You notice that the strength of one of your athletes has increased far beyond expected training effects in the last few months
- Athlete responds (see previous section about how person being confronted may act)
- Observer assesses coach’s approach to confront the athlete using tool below, and to provide constructive feedback

Time: Preparation – 2 minutes; Role play – 4 minutes; Feedback and discussion – 4 minutes

Observation Tool – Tick the boxes in the table below to indicate the behavior that you have observed)

√	BEHAVIOR
	Used ‘I’ voice
	Stated facts
	Looked athlete in the eye
	Was comfortable expressing feelings
	Was open to negotiation and discussion
	Explained how they felt about the issue
	Asked for athlete’s view

Summarize what you have learned from this role playing activity.

Closure provides the opportunity to reach agreement and make commitment to a solution. Closure is helped by engaging in an assessment of the confrontation.

The assessment should address the following questions:

Potential outcomes

- Did you reach an agreement?
- How does this agreement align with your desired outcomes?

Personal resources

- Do you feel that you had the personal resources to handle the confrontation?
- Are you pleased with how you used your personal resources within this confrontation?

Commitment

- Did you and your athlete commit to a solution?
- How do you feel your relationship with the athlete has been affected by the confrontation?

ACTIVITY 14 – REVIEWING THE SCENARIO

Based on the information presented and discussed during this workshop, return to the scenario and take time to effectively understand the situation and create a confrontation gameplan.

Understanding the situation
Legitimacy – <i>Do you feel legitimate confronting the athlete? Why?</i>
Relationship – <i>What will help you decide if your relationship with the athlete is well-enough established to confront him?</i>
Confrontation gameplan
Potential outcomes – <i>What are the possible outcomes and consequences?</i>

Personal resources – *What personal strengths and weaknesses could impact the outcome of this confrontation?*

Initiation – *Based on your responses to the above four sections, describe how you would proceed to confront (or not) the athlete. If not, what other action would you take?*

Closure and assessment

Closure – *How would you arrive at closure?*

Assessment – *How would you assess the confrontation?*

Find a partner and share your responses.

What was your biggest challenge in the above activity?

What can you do to better face this challenge in future confrontations?

ACTIVITY 15 – LEARNING OBJECTIVES

Review the learning objectives below. Circle YES or NO according to your self-assessment.

I ...

- have been exposed to an overview of the World Anti-Doping Agency’s (WADA) anti-doping mission, vision, and violation policies (YES / NO)
- been introduced to a variety of WADA education and awareness resources (YES / NO)
- have a more thorough understanding of “confrontation” as a positive means to foster anti-doping behaviours in athletes (YES / NO)
- am knowledgeable about the importance of both the content of the confrontation issue and the relationship between myself and the person I am confronting (YES / NO)
- have practiced and improved my skills in the area of assessing the content of the confrontation issue and the relationship between myself and the person I am confronting (YES / NO)
- am more knowledgeable about the importance of identifying the potential outcomes of the confrontation, my personal resources, and strategies to initiate the confrontation as part of the confrontation gameplan (YES / NO)
- have practiced and improved my skills in the area of creating, executing, and monitoring a confrontation gameplan (YES / NO)
- have reflected on how the new information presented in this workshop can be integrated into my existing knowledge related to confrontation to help improve my ability and confidence to confront an athlete when I see fit (YES / NO)

ACTIVITY 16 – REFLECTION ON WORKSHOP

Based on your participation in this workshop, complete the following sentences

- a) I feel that the following thing about myself helps me to deal with conformation:

b) I will build on this strength and change the following thing(s) about how I confront athletes concerning possible doping behaviors:

ACTIVITY 17 – ADDITIONAL TRAINING

Following this workshop, in what, if any, areas do you feel you still require additional support/information to effectively assess a potential confrontation, and to create, execute and monitor a confrontation gameplan with an athlete?

CONTACT INFORMATION & NOTES

Use the space below to note the names and contact information of people with whom you would like to stay in touch and of any concepts or other information that seem important.

Name of Facilitator: _____

Email of Facilitator: _____

Other contacts:

Name: _____ Email: _____

Name: _____ Email: _____

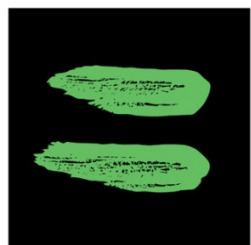
Name: _____ Email: _____

Name: _____ Email: _____

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**Coaching Confrontation
Workshop**
Facilitator Workbook



**WORLD
ANTI-DOPING
AGENCY**

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2012

FACILITATOR NOTES

Learning Process

Section I (Learning Initiatives – page 3) provides a very important overview of the learning approach used to guide the design and delivery of the workshop and all learning activities. Many coaches will not be familiar and/or comfortable participating in this type of learning in which they must actively take responsibility for their own learning; therefore, you must be as familiar as possible with the approach to learning described below and be prepared to support the coaches as they engage in the activities.

For each *learning activity*, please refer to the following 4-step process to help guide your facilitation strategies:

- Step 1: Allow coaches to recognize their starting point – what they already know about the concept or activity content
- Step 2: Allow coaches to discover new knowledge – workbook content, an exchange of ideas with other coaches, or facilitator information or experiences
- Step 3: Allow coaches to apply their new knowledge within the given activities
- Step 4: Provide coaches with an opportunity to validate their knowledge by way of summary – individually or collectively

Time Allotment

While it is important to cover all the sections, the time allotments (highlighted in red font) are suggestions based on a 4-hour workshop. Depending on the group of learners you may choose to spend more or less time on certain activities in order to deepen their understanding. Notwithstanding, be sure to leave enough time for the final section (Learning Summary – page 32) – its place in the curriculum design is crucial to help deepen coaches' learning.

Managing Groups

Be sure to use a grouping strategy that mixes those coaches who have a lot of coaching experience with their less experienced counterparts. As well, be mindful of how well the groups are working; you may need to move people around to strike a good balance. Every coach should have the opportunity to contribute to group discussions.

Procedural Tips

Most of the time you will lead, nurture, or “orchestrate” learning rather than teach. You will know you are doing a good job when you see the following:

- Coaches are working at the task;

- Coaches are using their present coaching situation as a point of reference for the tasks being done in the workshop;
- Coaches are taking advantage of occasions to discuss and exchange ideas;
- You are managing the environment and the time;
- You draw on the experience of the coaches more than your own;
- You sense that the coaches are enthusiastic about what they are doing and you hear them talking with each other;
- The coaches listen to what others have to say and work together to form their ideas.

Intervene in a group discussion only if you observe that...

- It is off-topic;
- Discussion is being dominated by one person;
- The conclusions being reached by the group are different from those in the workbook;
- Most of the group is ready to move on to the next task.

Generally, you should:

- Get the coaches to complete the tasks as quickly as possible;
- Make sure that learning happens as much as possible without your intervention;
- Give relevant positive feedback;
- Move around the room;
- Praise the good efforts publicly, but correct errors privately;
- Remember that you are there to facilitate coach learning rather than to be an expert.

When there is information to be introduced, you should switch it up between:

- Having coaches read individually;
- Having one coach read out loud;
- Reading out loud yourself;
- Summarise key points for coaches;
- The use of flipcharts can be productive in certain activities, especially when the activity calls for small group work followed by a whole group discussion. However, this can add to the time so be selective as to which activities merit flipcharts.

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SUMMARY OF LEARNING OBJECTIVES (5 MINUTES)

By the end of this workshop, you will:

- have been exposed to an overview of the World Anti-Doping Agency’s (WADA) anti-doping mission, vision, and violation policies
- be introduced to a variety of WADA education and awareness resources
- have a more thorough understanding of “confrontation” as a positive means to foster anti-doping behaviours in athletes
- be knowledgeable about the importance of both the content of the confrontation issue and the relationship between you and the person you are confronting
- have practiced and improved your skills in the area of assessing the content of the confrontation issue and the relationship between you and the person you are confronting
- be more knowledgeable about the importance of identifying the potential outcomes of the confrontation, your personal resources, and strategies to initiate the confrontation as part of the confrontation gameplan
- have practiced and improved your skills in the area of creating, executing, and monitoring a confrontation gameplan
- have reflected on how the new information presented in this workshop can be integrated into your existing knowledge related to confrontation to help improve your ability and confidence to confront an athlete when you see fit

YOUR ROLE AS A LEARNER (5 MINUTES)

A learner-centered approach to coach education and training places considerable emphasis on the role of the learner in identifying the scope of his/her current knowledge and competencies within a given area, such as the use of confrontation to foster anti-doping behaviors in athletes, and building new knowledge and competencies by engaging with the content in a personally meaningful way. Learners will inevitably respond differently to new information and learning environments due to their unique backgrounds, experiences or understanding of the content, expectations of the education and training, and learning preferences. Throughout the course of this workshop, it will be important that you, as a learner, become aware of these biases and how they influence your understanding of the content and ability to apply it in your coaching practice. To help, the workshop facilitator will guide you through the workbook and series of activities that promote reflection, awareness, collaboration, and self- and peer-assessment.

In this workshop, a large part of the work is done individually. However, there are also times for working in pairs, in small groups, and for whole group discussion and exchanges of opinion. We encourage you to participate fully in these learning activities. During group discussions, it is important that coaches share their experiences. Please be prepared to share yours. At the same time, it is important to listen to what others have to say and work together to increase your knowledge and understanding. You will be given time to make note of how your thinking may change as a result of information provided to you by the facilitator or found in the workbook, and through discussion with others. The act of recording in writing these changes in thinking is an important part of retaining new learnings.

ABOUT WADA (10 MINUTES)

The World Anti-Doping Agency's (WADA) mission is to lead a collaborative worldwide campaign for doping-free sport. WADA was established in 1999 as an international independent agency composed and funded equally by the sport movement and governments of the world. Its key activities include scientific research, education, development of anti-doping capacities, and monitoring of the World Anti-Doping Code (the Code) – the document harmonizing anti-doping policies in all sports and all countries.

WADA works towards a vision of a world where all athletes compete in a doping-free sporting environment. WADA believes that a long-term solution to preventing doping is through effective values-based education programs that can foster anti-doping behaviors and create a strong anti-doping culture.

Anti-doping programs seek to preserve what is intrinsically valuable about sport. This intrinsic value is often referred to as "the spirit of sport", it is the essence of Olympism; it is how we play true. The spirit of sport is the celebration of the human spirit, body and mind, and is characterized by the following values:

- Ethics, fair play and honesty
- Health
- Excellence in performance
- Character and education
- Fun and joy
- Teamwork
- Dedication and commitment
- Respect for rules and laws
- Respect for self and other Participants
- Courage
- Community and solidarity

Definition of doping

Doping is defined as the occurrence of one or more of the anti-doping rule violations set forth in Article 2.1 through Article 2.8 of the Code.

Anti-doping rule violations

Athletes or other Persons shall be responsible for knowing what constitutes an anti-doping rule violation and the substances and methods which have been included on the Prohibited List. The following constitute anti-doping rule violations:

- 2.1 Presence of a prohibited substance or its metabolites or markers in an athlete's sample
- 2.2 Use or attempted use by an athlete of a prohibited substance or a prohibited method
- 2.3 Refusing or failing without compelling justification to submit to sample collection after notification as authorized in applicable anti-doping rules, or otherwise evading sample collection
- 2.4 Violation of applicable requirements regarding athlete availability for out-of-competition testing, including failure to file required whereabouts information and missed tests which are declared based on rules which comply with the International standard for testing. Any combination of three missed tests and/or filing failures within an eighteen-month period as determined by anti-doping organizations with jurisdiction over the athlete shall constitute an anti-doping rule violation
- 2.5 Tampering or attempted tampering with any part of doping control
- 2.6 Possession of prohibited substances and prohibited methods
- 2.7 Trafficking or attempted trafficking in any prohibited substance or prohibited method
- 2.8 Administration or attempted administration to any athlete in-competition of any prohibited method or prohibited substance, or administration or attempted administration to any athlete out-of-competition of any prohibited method or any prohibited substance that is prohibited out-of-competition, or assisting, encouraging, aiding, abetting, covering up or any other type of complicity involving an anti-doping rule violation or any attempted anti-doping rule violation

For additional information on doping violations and the World Anti-Doping Program and International Standards, please refer to the World Anti-Doping Code (http://www.wada-ama.org/Documents/World_Anti-Doping_Program/WADP-The-Code/WADA_Anti-Doping_CODE_2009_EN.pdf).

WADA EDUCATION AND AWARENESS RESOURCES (5 MINUTES)

Coach's Tool Kit

Coach's Tool Kit is to provide anti-doping organizations, coaching associations and universities with material that can be integrated directly into existing coach education curriculum or used as a stand-alone workshop. The Coach's Tool Kit can be downloaded in its entirety (in PDF and/or Word format) from WADA's Digital Library:

Coaches of elite athletes

(<http://library.wada-ama.org/results.php#/item/000000011019124/view>)

Coaches of young or recreational athletes

(<http://library.wada-ama.org/results.php#/item/000000011019152/view>)

Coach True

In order to cater to the various learning styles and demanding schedules of coaches, WADA has created CoachTrue – a **computer-based anti-doping learning tool** (<http://coachtrue.wada-ama.org/login/index.php>).

Play True Quiz

WADA's Play True Quiz is an interactive computer game that tests athletes' knowledge about anti-doping (<http://quiz.wada-ama.org/>).

Program Officer's Tool Kit

The material contained in the Program Officer's Tool Kit is intended to provide the tools needed to build an anti-doping education program – it can be downloaded in its entirety from [WADA's Digital Library](http://library.wada-ama.org/results.php#/item/000000011018856/view) (<http://library.wada-ama.org/results.php#/item/000000011018856/view>).

Teacher's Tool Kit

The Teacher's Tool Kit contains a series of lesson plans and activity ideas that can be used by teachers to educate young people about the issue of doping in sport in the formal education system – it can be downloaded in its entirety from [WADA's Digital Library](http://library.wada-ama.org/results.php#/item/000000011018498/view) (<http://library.wada-ama.org/results.php#/item/000000011018498/view>).

Youth Zone

Youth Zone is a user-friendly website designed to help youth find information on drug use (doping) in sport and why it is banned (<http://www.wada-ama.org/en/Education-Awareness/Youth-Zone/>).

ACTIVITY 1 – COACHING SCENARIO (20 MINUTES)

Read the following scenario and respond to the questions below

Another season is here. You are beginning the fourth year as the head coach of a senior high school football team. In the third week of August you meet the students who come out for the first training camp in preparation for the new High School football season. There is a lot going on all the players and your assistant coaches to organize. Many of the athletes are now in their last year of school but played for your team the previous year. As you shake hands with each individual player when they arrive, you do a quick assessment of their overall appearance: Do they look in shape? Are they anxious? A lot of the players have grown and filled out since the last season, but in passing you noticed one player, Steve, whose build has really changed and become much more muscular.

One day, during the second week of the training camp, a fight breaks out between Steve and another player. Some of the other players say that Steve has been trying to pick a fight with them over the last few days. You take Steve aside to discuss this situation. Once you are face-to-face with him you notice that his complexion is very bad, something that you have never noticed in the previous year.

What would you do?

How would you react to the scenario above?

Why?

Have you experienced a similar situation?

If yes, please describe.

What did you do?

What were the outcomes of your actions or lack of action?

Find a partner and share your responses.

What are the common themes in your responses?

What are some differences in your responses?

ACTIVITY 2 – WHAT IS CONFRONTATION? (10 MINUTES)

In small groups, discuss how the object that has been assigned to your group can be related to confrontation. Following a short discussion respond to the question:

Confrontation is like a _____ because:

d) _____

e) _____

f) _____

ACTIVITY 3 – EVERYDAY CONFRONTATION (10 MINUTES)**At home**

As a parent and/or partner, when do you use confrontation?

How does your confrontation typically take place? What are the outcomes?

At work

As an employee or employer, when do you use confrontation?

How does your confrontation typically take place? What are the outcomes?

In sport

As a coach, when do you use confrontation?

How does your confrontation typically take place? What are the outcomes?

Find a partner and share your responses.

What are the common themes in your responses?

What are some differences in your responses?

CONFRONTATION OVERVIEW (10 MINUTES)

Taking action

- Confrontational behaviors are highly direct behaviors that include reasoning with the target individual, stating why the issue for confrontation is important, and asking the target individual to change
- Occurs in response to a number of situation and may reflect conscious decision by an individual to confront
- Confrontation takes form in contrast to non-confrontational behaviours (e.g., accommodation) or behaviours that attempt to move directly to a solution

Offering solutions for change

- Important components to confrontation are problem definition and solution
- Confrontation behaviours serve to initiate and follow-through problem solving and brings problem to open and arguments can be present and negotiated
- Efficient confrontational messages should explain the reasons for change, express concern, promote solutions, and provide support

Providing support

- Not viewed as a single act and instead interactional
- Follow a set pattern of behaviours and expectations that a response will be elicited from other party to solve problem

Use the space below to summarise how you think about confrontation now:

BEHAVIOR STYLES RELATED TO CONFRONTATION (5 MINUTES)

It would be great if you could simply decide to go down the road marked “Assertive” and live your life without straying from the path. Real life is full of twists and turns, however, and no one is consistently assertive. All of us use the following three basic behavior styles, depending on the situation and personal factors. The good news is that you can learn to become assertive more of the time.

Non-assertive

- Passive and indirect
- Communicates a message of inferiority
- Allows the wants, needs, and rights of others to be more important than our own
- Helps create “win-lose” situations

Aggressive

- More complex – it can be active or passive, direct or indirect, honest or dishonest
- Always communicates an impression of superiority and disrespect (usually inappropriate and it violates the rights of others)
- Puts our wants, needs, and rights above those of others – attempting to get our way by not allowing others a choice

Assertive

- Active, direct, and honest
- It communicates an impression of self-respect and respect for others – working toward “win-win” outcomes
- Puts our wants, needs, and rights as equal to those of others
- Wins by influence, listening, and negotiating so that others choose to cooperate willingly

ACTIVITY 4 – HOW ASSERTIVE ARE YOU? (5 MINUTES)

Write an assessment of yourself in this respect as a person in general and as a coach

As a person

As a coach

ACTIVITY 5 – BEHAVIOR STYLES QUIZ (10 MINUTES)

Identify the behavior style exhibited by each of the following examples in the space provided.

NAS = Non-assertive

AS = Assertive

AG = Aggressive

11. "Only an idiot would come up with a solution like that! Don't you ever think before you speak?" _____
12. "You know, maybe we might want to think about a different alternative, uh, what do you think?" _____
13. "Oh, I can't go—I have other plans." _____
14. "I'm not completely comfortable with your solution. Will you please develop at least one more option?" _____
15. "No, thank you. I appreciate your asking, but I really don't enjoy opera." _____
16. "Opera! You've got to be kidding!" _____
17. "This probably isn't what you wanted, but I guess I wasn't too sure about what you said, and, anyway, I'm not very good at this kind of thing." _____
18. "Well, okay, if that's what you want to do." _____
19. "Great idea! Let's do it!" _____
20. "Tracy, please send this to all regional offices today." _____

Why? Who and what has been influential on your behaviour?

What impact do you think this has on your interactions with others?

ACTIVITY 6 – WHAT DO YOU NEED TO KNOW? (5 MINUTES)

What information do you think is important to have when preparing a confrontation? Make a list of everything you can think of. Be specific.

- ---

- ---

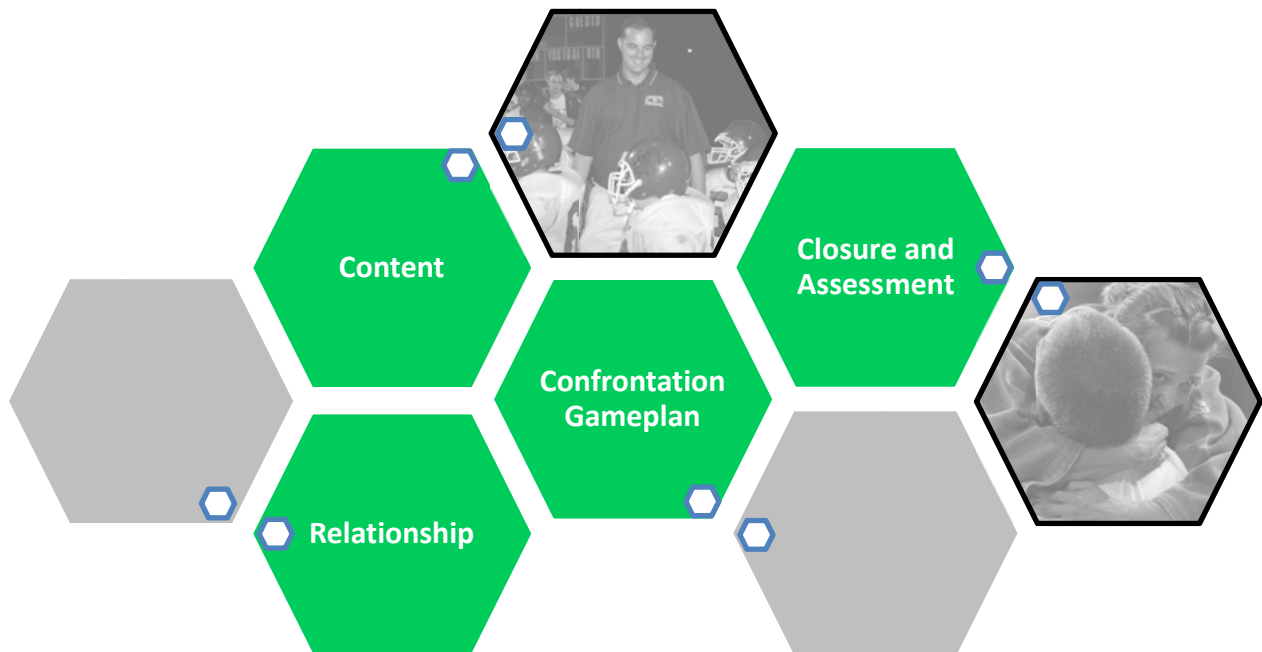
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FOUR ELEMENTS OF CONFRONTATION

5. Content of confrontation issue
6. Relationship with the person you are confronting
7. Confrontation gameplan
8. Closure and assessment



ACTIVITY 7 – COACHING PHILOSOPHY (10 MINUTES)

Coaches' philosophies are influenced by their values, goals, and coaching style. List the four or five most important things driving your coaching philosophy.

6. _____
7. _____
8. _____
9. _____
10. _____

Related to my philosophy, the most important aspects of my role as a coach are:

6. _____
7. _____
8. _____
9. _____
10. _____

Newell and Stutman (1991) noted two factors that have significant impact on confrontation:

3. Legitimacy
4. Relationship

Legitimacy involves discussing whether the target individual's behavior violates a rule and whether the rule or expectation is relevant. Individuals are more likely to confront another person should that individual believe that they have a right or responsibility to confront another. Confrontation is also influenced by other features of the issue. It is important to identify what the root cause of the conflict is.

ACTIVITY 8 – LEVELS OF CONFLICT (10 MINUTES)

Rank (from easiest – 1, to hardest – 4) the difficulty of solving conflicts according to the root cause of the conflict by drawing a line between the items in the right and left hand columns.

Goals	1
Values	2
Facts	3
Methods	4

Discuss your responses with your small group

What points of interest were discussed in your group?

Read the next section and check your responses to the above activity.

Facts

- Conflicts occur about the facts in a situation because people misunderstand, are misinformed, or lack information
- E.g., Your athlete misunderstood that failure to file required whereabouts information with your National Anti-Doping Organization is a doping infraction

Goals – What?

- People disagree about what is to be achieved or done
- E.g., You and your athlete disagree about what constitutes a successful championship

Methods – How?

- Conflicts occur when there is disagreement about how to do something
- E.g., Your athlete disagrees with your training plan and feels that the goals for the season will be more easily achieved if she engages in doping

Values – Why?

- Values are the underlying drivers of behavior. Conflicts occur when there is disagreement about why things are done or what it's *right* to do in a situation
- E.g., You and your athlete disagree about the meaning of fair play

ACTIVITY 9 – LEGITIMATE OR NOT? (10 MINUTES)

How does your coaching philosophy help you decide whether it is legitimate or not for you to confront an athlete about a possible anti-doping violation?

Find a partner and share your responses.

What can you add to your response to the last question?

RELATIONSHIP AND CONFRONTATION (5 MINUTES)

Research shows that participants with stronger relationships to the target individuals felt they had the right to confront those individuals and had more efficient confrontations. As the strength of the relationship increases, perceived appropriateness for confrontation increases. The strength of your relationship with an athlete influences the way in which you will act to facilitate his or her well-being. Jowett (2009) emphasizes the importance of the 3 C's of the coach-athlete relationship: closeness, commitment, and complementarity.

Closeness

- Reflected in coaches' and athletes' feelings of trust, respect, and interpersonal like resulting from appraisals of their relationship experiences
- E.g., "I trust my coach." and "I respect my coach."

Commitment

- Represented in coaches' and athletes' intentions to maintain the athletic relationship where thoughts of attachment form an integrated part
- E.g., "I feel committed to my coach." and "My sport career with my coach is promising."

Complementarity

- Reflected in coaches' and athletes' cooperation – corresponding and reciprocal behaviors
- E.g., "When I am coached by my coach, I feel responsive to her efforts." and "When I am coached by my coach, I am ready to do my best."

ACTIVITY 10 – CREATING A GOOD RELATIONSHIP (10 MINUTES)

What are the foundations of a good coach-athlete relationship?

How do you develop good relationships with your athletes?

How do you judge the closeness of your relationship with any one athlete?

Find a partner and share your responses.

What are the common themes in your responses?

What are some differences in your responses?

Note: Concerning your relationships with your athletes, always keep in mind that as a coach you are in a position of power in relation to your athletes. Be sure to consider how this will affect any confrontation.

The three important things to consider when preparing a confrontation gameplan are:

4. Potential outcomes
5. Personal resources
6. Initiation

This section will guide you through this process.

ACTIVITY 11 – POTENTIAL OUTCOMES (10 MINUTES)

Use the table below to list possible outcomes and consequences of a confrontation with one of your athletes concerning a potential anti-doping behavior. Think of what you would like to see happen as a result of the conformation, but also what might happen if all does not go ideally.

Possible outcomes	Consequences
<i>Your athlete takes your words as criticism and says that you have no trust in him</i>	<i>Your athlete leaves and goes to train with another coach</i>

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Discuss with a partner and add at least one or two new possible outcome and consequence to the table above **below the thick black line.**

A person being confronted may:

- 6. Suggest the behaviour was a special circumstance that required breaking the rule
- 7. Deny the rule violation took place
- 8. Deny behaviour took place
- 9. Deny behaviour violates a rule
- 10. Accepts that behaviour took place but denies responsibility for actions or accepts that behaviour took place and accepts responsibility for actions without controversy

Based on this information, add new possible outcomes and consequences to your table.

ACTIVITY 12 – KNOWING YOUR PERSONAL RESOURCES (10 MINUTES)

Individuals might avoid arguments as it can lead to negative outcomes such as unsatisfactory relations with others. But, avoiding arguments can drain personal resources and result in further issues. To help better understand your personal resources, rate yourself using the following scale:

1 (not at all like me), 2 (moderately like me), 3 (a lot like me), 4 (completely like me)

- ...can ask for what you want or need; can ask for favours _____
- ...are open and honest _____
- ...are able to stand up for yourself without undue anxiety _____
- ...can express feelings reasonably openly _____
- ...make time to face up to matters in your life _____
- ...have reasonable self-confidence _____
- ...are able to say 'no' without undue guilt _____
- ...are aware of your rights as a human and the corresponding responsibilities _____
- ...can express negative feelings appropriately _____
- ...are aware of 'put downs', perpetrated by you or others _____
- ...can give and receive constructive criticism _____
- ...can deal with unjustified criticism _____
- ...can gracefully give and receive compliments _____

- ...can see that it can be all right to express anger sometimes _____
- ...can deal with potential guilt _____
- ...can think rationally about issues such as guilt and blame in self and others _____
- ...aim to negotiate and discuss as a first course of action if there is confrontation _____

Find a partner and discuss your strengths according to the above assessment.

What are your strongest resources?

What are some areas that you need to work on in terms of personal resources for confronting others?

INITIATION – ESTABLISHING PURPOSE (5 MINUTES)

Defining nature of the problem and what would serve as a resolution: “One important aspect of handling confrontation assertively is defining the problem in such a way that you can talk with the other person about the problem without communicating disapproval or disrespect. This requires that you learn to define the specific behavior that you find unacceptable, rather than seeing the other person as unacceptable” (Lloyd, 2002). Initiation focuses on the problematic behavior. There are three tactics in terms of an initiating approach, each one being a different level of explicitness.

Hinting

- Indirect – here the confronter means more than what is being said as in the use of sarcasm (e.g., “those are nice jeans you have on”)

Seeking confirmation

- Moderately direct – here the confronter seeks confirmation for certain behaviour (e.g., “are those my jeans you have on?”)

Blaming/accusation

- Direct – here the confronter states that a ‘rule’ has been broken (e.g., “you stole my jeans!”)

Only when interpreter determines the speaker’s intent as a reproach will the interaction become a confrontation. When confronting someone it is important not to accuse. A good tactic is to use your ‘I’ voice – report the facts as you see them and how they affect you. Finish by asking the other person’s view. Example: “I notice that you have gained considerable muscle mass this off-season. I am interested in what led to this”.

ACTIVITY 13 – INITIATING THE CONFRONTATION (ROLE PLAYING) (20 MINUTES)

Groups of three (3): 1 coach, 1 athlete, and 1 observer

- Coach confronts athlete about a possible anti-doping behavior (choose one of the following topics)
 1. One of your high school athletes has come to practice on more than one occasion smelling like marijuana
 2. You notice that the strength of one of your athletes has increased far beyond expected training effects in the last few months
- Athlete responds (see previous section about how person being confronted may act)
- Observer assesses coach’s approach to confront the athlete using tool below, and to provide constructive feedback

Time: Preparation – 2 minutes; Role play – 4 minutes; Feedback and discussion – 4 minutes

Observation Tool – Tick the boxes in the table below to indicate the behavior that you have observed)

√	BEHAVIOR
	Used ‘I’ voice
	Stated facts
	Looked athlete in the eye

	Was comfortable expressing feelings
	Was open to negotiation and discussion
	Explained how they felt about the issue
	Asked for athlete's view

Summarize what you have learned from this role playing activity.

Closure provides the opportunity to reach agreement and make commitment to a solution. Closure is helped by engaging in an assessment of the confrontation.

The assessment should address the following questions:

Potential outcomes

- Did you reach an agreement?
- How does this agreement align with your desired outcomes?

Personal resources

- Do you feel that you had the personal resources to handle the confrontation?
- Are you pleased with how you used your personal resources within this confrontation?

Commitment

- Did you and your athlete commit to a solution?
- How do you feel your relationship with the athlete has been affected by the confrontation?

ACTIVITY 14 – REVIEWING THE SCENARIO (30 MINUTES)

Based on the information presented and discussed during this workshop, return to the scenario and take time to effectively understand the situation and create a confrontation gameplan.

Understanding the situation
Legitimacy – <i>Do you feel legitimate confronting the athlete? Why?</i>
Relationship – <i>What will help you decide if your relationship with the athlete is well-enough established to confront him?</i>
Confrontation gameplan
Potential outcomes – <i>What are the possible outcomes and consequences?</i>

Personal resources – *What personal strengths and weaknesses could impact the outcome of this confrontation?*

Initiation – *Based on your responses to the above four sections, describe how you would proceed to confront (or not) the athlete. If not, what other action would you take?*

Closure and assessment

Closure – *How would you arrive at closure?*

Assessment – *How would you assess the confrontation?*

Find a partner and share your responses.

What was your biggest challenge in the above activity?

What can you do to better face this challenge in future confrontations?

ACTIVITY 15 – LEARNING OBJECTIVES (5 MINUTES)

Review the learning objectives below. Circle YES or NO according to your self-assessment.

I ...

- have been exposed to an overview of the World Anti-Doping Agency’s (WADA) anti-doping mission, vision, and violation policies (YES / NO)
- been introduced to a variety of WADA education and awareness resources (YES / NO)
- have a more thorough understanding of “confrontation” as a positive means to foster anti-doping behaviours in athletes (YES / NO)
- am knowledgeable about the importance of both the content of the confrontation issue and the relationship between myself and the person I am confronting (YES / NO)
- have practiced and improved my skills in the area of assessing the content of the confrontation issue and the relationship between myself and the person I am confronting (YES / NO)
- am more knowledgeable about the importance of identifying the potential outcomes of the confrontation, my personal resources, and strategies to initiate the confrontation as part of the confrontation gameplan (YES / NO)
- have practiced and improved my skills in the area of creating, executing, and monitoring a confrontation gameplan (YES / NO)
- have reflected on how the new information presented in this workshop can be integrated into my existing knowledge related to confrontation to help improve my ability and confidence to confront an athlete when I see fit (YES / NO)

ACTIVITY 16 – REFLECTION ON WORKSHOP (5 MINUTES)

Based on your participation in this workshop, complete the following sentences

- c) I feel that the following thing about myself helps me to deal with conformation:

d) I will build on this strength and change the following thing(s) about how I confront athletes concerning possible doping behaviors:

ACTIVITY 17 – ADDITIONAL TRAINING (5 MINUTES)

Following this workshop, in what, if any, areas do you feel you still require additional support/information to effectively assess a potential confrontation, and to create, execute and monitor a confrontation gameplan with an athlete?

CONTACT INFORMATION & NOTES (5 MINUTES)

Use the space below to note the names and contact information of people with whom you would like to stay in touch and of any concepts or other information that seem important.

Name of Facilitator: _____

Email of Facilitator: _____

Other contacts:

Name: _____ Email: _____

Name: _____ Email: _____

Name: _____ Email: _____

Thank you for participating in this WADA workshop about coaches confronting athletes concerning doping violations. Good luck with your coaching!

SECTION VI

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