

Alcaide, J.; Hewitt, P.; Flett, J. y González-Hernández, J. (2023). Perfectionism, fear of failure, and coaching styles. A study on basketball coaches. *Cuadernos de Psicología del Deporte*, 23(3), 214-291

Perfectionism, fear of failure, and coaching styles. A study on basketball coaches

Perfeccionismo, miedo a fallar y estilos de entrenamiento. Un estudio en entrenadores de baloncesto

Perfeccionismo, medo do fracasso e estilos de treino. Um estudo com treinadores de basquetebol

Alcaide, Joaquín¹, Hewitt, Paul², Flett, Gordon³ & González-Hernández, Juan¹

¹*Department of Personality, Assessment and Psychological Treatment, University of Granada, Spain;*

²*Department of Psychology, University British Columbia, Vancouver, Canada;* ³*Department of Psychology, York University, Toronto, Canada*

ABSTRACT

Recently, there has been a growing interest in understanding coaches' leadership responses and the impact of leadership on their sports teams. Considering which variables can mediate/moderate, influence, or participate in their job and self-psychological state, the present study analyzes in a sample of basketball coaches (N = 82) how perfectionism, fear of failure, and emotional self-regulation connect with the style of response to specific situations in the management of their teams. The results showed differences according to the categories coached, where the higher the professionalization (FEB or ACB categories), the greater the efforts towards perfection, non-differences according to gender, and. Perfectionist tendencies showed significant positive relationships with the appearance of fear of failure, while they were hostile, expecting to stop training soon. The predictive models (according to the perception of the seriousness of not executing the trained tactical actions) showed identical links in predictive power (although different levels of explained variance). The coach must be a stable person, who accepts and recognizes his limits, knows how to effectively manage his emotions, and assumes mistakes as part of his leadership processes. In addition, he/she must have self-confidence, showing and having security and firmness in what he/she does, guaranteeing a positive impact both for him/herself and in his/her work methods and transforming his/her athletes and collaborators.

Keywords: emotion management, mental flexibility, leadership, personality, coaches.

RESUMEN

Recientemente, ha crecido el interés por entender las respuestas de entrenadores/as en el liderazgo y el impacto de estos/as en sus equipos deportivos. Teniendo en cuenta qué variables pueden mediar/moderar, influir o participar en su labor y propio estado psicológico, el presente estudio analiza en una muestra de entrenadores/as de baloncesto ($N = 82$) como el perfeccionismo, miedo a fallar, y la autorregulación emocional conectan con el estilo de respuesta ante situaciones concretas de la gestión de sus equipos. Los resultados mostraron diferencias según las categorías entrenadas, donde a mayor profesionalización categorías FEB o ACB) mayores esfuerzos hacia la perfección, no diferencias significativas en cuanto al género, y si en torno a la mayor gravedad percibida al no cumplimiento de las directrices tácticas marcadas. Las tendencias perfeccionistas mostraron relaciones positivas significativas con la aparición de miedo al fallo, mientras que fueron negativas con esperar dejar pronto de entrenar. Los modelos predictivos (según la percepción de la gravedad de no ejecutar las acciones técnicas entrenadas) señalaron idénticos vínculos en la potencia predictiva (aunque niveles de varianza explicada diferentes). El/la entrenador/a ha de ser una persona estable, que acepte y reconozca sus límites, que sepa gestionar eficazmente sus emociones, asumir y aceptar los errores como parte de sus procesos de liderazgo. Además, han de confiar en sí mismos/as, mostrando y teniendo seguridad y firmeza en lo que hacen, en garantía de un impacto positivo tanto para sí mismos/as como en sus métodos de trabajo y transformador para sus deportistas y colaboradores.

Palabras clave: gestión emocional, flexibilidad mental, liderazgo, personalidad, entrenadores/as.

RESUMO

Recentemente, tem havido um interesse crescente em compreender as respostas de liderança dos treinadores e o impacto da liderança nas suas equipas desportivas. Considerando as variáveis que podem mediar/moderar, influenciar ou participar sobre o seu trabalho e estado psicológico, o presente estudo analisa numa amostra de treinadores de basquetebol ($N = 82$) a forma como o perfeccionismo, o medo de falhar e a autorregulação emocional se relacionam com o estilo de resposta a situações específicas na gestão das suas equipas. Os resultados evidenciam diferenças em função das categorias treinadas, sendo que quanto maior a profissionalização (categorias FEB ou ACB), maiores os esforços no sentido da perfeição. Neste sentido, As tendências perfeccionistas mostraram relações positivas significativas com a ocorrência do medo de falhar, enquanto foram negativas com a expectativa de parar de treinar em breve. Os modelos preditivos (de acordo com a gravidade percebida da não realização das ações técnicas treinadas) mostraram relações idênticas no poder preditivo (embora com diferentes níveis de variância explicada). O treinador deve ser uma pessoa estável, que aceita e reconhece os seus limites, sabe gerir eficazmente as suas emoções, assume e aceita os erros como parte dos seus processos de liderança. Além disso, deve ser auto-confiante, seguro e firme no que faz, garantindo um impacto positivo tanto para si próprio como nos seus métodos de trabalho e transformando os seus atletas e colaboradores.

Palavras-chave: gestão emocional, flexibilidade mental, liderança, personalidade, treinadores.

INTRODUCTION

It is common to find coaches who, externalizing their character (e.g., visceral, reflective, methodical), devote themselves to the cause of correcting/teaching/guiding their athletes with different learning methodologies (e.g., management of reinforcements and punishments, time management, teaching technical and tactical aspects) (Rocchi & Pelletier, 2018) and disciplinary rules in their teams. In both professional and grassroots

sports, the public exposure of the coach's figure involves living with the criticism of others (e.g., parents, club officials, other coaches, fans, or their own players) (Elliott & Drummond, 2017; O'Donnell et al., 2022), and with the self-demand to achieve adequate standards in their work objectives (Ackeret et al., 2022).

Although most of the studies on psychological functioning in sports have been directed to samples of athletes, taking into account the relevance of

Perfectionism, fear of failure in basketball coaches

coaches in such functioning (both for leadership and for the influence they exert on them), few have been studies that have delved into aspects of coaches' personality and how these generate impact on the psychosocial functioning of sport dynamics (González Hernández et al., 2021; Hodge & Lonsdale, 2011; Jowet, 2017; Matosic et al., 2015).

The fear of failure, the need to regulate their emotions, their desires to achieve training goals, and the skills to connect with people will be part of a constellation of psychological responses mediated and significantly constructed by their character traits (Aşçi et al., 2015), and will be further reflected in their styles of leading, teaching, and transmitting discipline (Flett et al., 2017; García-Calvo et al., 2021). Such relevance of personality traits underlies behavioral patterns when assuming high levels of commitment and responsibility (Curran & Hill, 2019).

Considered as a domain-specific construct when it refers to performance (Dunn et al., 2005; Mautz et al., 2017), perfectionism tends to manifest itself differently in different contexts, and therefore tests have been adapted to sport contexts that focus on dimensions of psychological functioning in the face of performance without losing sight of its multidimensional condition (Stoeber and Madigan, 2016). Stoeber and colleagues (2004) constructed the Multidimensional Perfectionism in Sport Scale (MIPS) originally scoring 9 dimensions of which they made an abbreviated version with only 2 of them [Perfection Striving (SP) and Negative Reactions to Imperfection (NRI)] (Stoeber et al., 2007) and validated in more recent studies (Madigan, 2016).

Both perfectionistic tendencies and domains relate to dysfunctional responses (e.g., irrational beliefs, dysregulation emotional) that require important psychological efforts (e.g., suitable coping skills, cognitive adjustment) and remain in a more intense negative emotional state (Noble et al., 2014; Stoeber & Janssen, 2011). When self and other people's satisfaction depends on goal attainment (as is the case for coaches), fear of failure arises (Hill & Davis, 2014; Sagar & Lavalley, 2010), anxiety (Koivula et al., 2002; Moen & Olsen, 2020, Nordin-Bates et al., 2022; Tóth et al., 2022), embarrassment (Sagar & Stoeber, 2009) or burnout may lead to generate burnout (Jowet et al., 2016; Tashman et al., 2010; Vealey et al., 2020) or aggressive tendencies (Azizi

et al., 2021). The projection of unrealistic expectations on the other causes the player-coach pairing to disrupt the working relationship and impacts the athlete's experience within the sport (Hollowell et al., 2019; Rocchi & Pelletier 2018; Vealey et al., 2020).

The coach and his tendencies towards perfection.

Research on perfectionism suggests the existence of a strong association between fixation and striving for excessively high standards (Hill et al., 2018). Such processes, involve triggering psychological adjustment/maladjustment responses (e.g., emotional, behavioral, social) that shape different orientations as to whether perfecting a goal path would culminate not only in their attainment (e.g., performance or outcomes) but also in the functional adaptation of those who walk along them (Flett & Hewitt, 2006; Gotwals et al., 2012). As coaches, taking responsibility for their team management styles will determine the influences they will exert on their athletes (Castillo et al., 2016), on the credibility of their messages and game ideas (González-Hernández et al., 2020) or on those leadership styles of their teams (Dorsch et al., 2019; Duda et al., 2017; Ellan-Dyson & Palmer, 2010; Holt et al., 2020; McEwan & Tod, 2015; Trajković et al., 2020).

The figure of the coach has not been one of the most studied under the paradigms of perfectionism, and if we consider relevant his/her influence on the performance and psychology of his/her athletes (Olsson et al., 2022; Veljkovic et al., 2019), it is also necessary to contemplate how his/her most characteristic traits and behaviors (e.g., tenacity, impulsivity, neuroticism, mental flexibility) facilitate or hinder his/her own psychological adjustment processes.

Under the premises of Multidimensional Models of Perfectionism [Comprehensive Model of Perfectionism (CMPB; Hewitt et al., 2017)], Stoeber & Otto (2006)] descriptions adapted to sports contexts in general (Hill et al., 2018; Madigan et al., 2017) and samples of coaches (Hill & Davis, 2014; Otto et al., 2021; Pineda-Espejel et al., 2017) have been made. Although, it is possible to describe that the explanatory divergences between high other-oriented and socially prescribed perfectionism are linked more to a punishment (intense control) response style towards others (e.g., high demands and

standards on others, attributing the success to external causes), whereas those who show high self-oriented perfectionism show a positive punishment response style towards themselves (e.g., their demands will be directed towards themselves when their tactical and team management strategies do not work as that person expects) (Flett et al., 2017; Freire et al., 2020; Kremžar-Jovanović et al., 2022).

Whereas the strategies coaches use in managing their teams seek to facilitate the best context for their athletes to express or be able to develop the best possible psychological resources, mainly for performance (e.g., autonomy promotion, explanatory adjustments for game understanding and execution) (Pineda-Espejel et al., 2020) but also for their well-being (e.g., frustration reduction) (Nacimiento-Junior et al., 2022).

Hill and Davis (2014) conducted a study under the 2x2 Model of Perfectionism (which differentiates between perfectionistic efforts vs. perfectionistic concerns) (Gradeau & Thompson, 2010) for a sample of 238 coaches from different sports, looking for whether subtypes of perfectionism were associated with variation in the use of emotional regulation strategies. Those traits identified as pure perfectionistic strivings (high standards and low concerns) were associated with a greater capacity for emotional regulation; whereas those based on pure evaluative concerns (low standards and high concerns) related to an inadequate or low ability to regulate their emotions (Török et al., 2022). In addition, those traits described in so-called mixed perfectionism (high standards and high worries) were linked to the highest level of emotional suppression, suggesting that in some cases high standards may exacerbate worries rather than attenuate them.

Failure management and its impact on emotional regulation.

Mainly linked to situations under pressure, fear of failure (very little addressed in samples of coaches) has been considered a disruptor of the emotional, cognitive, and behavioral processes of those who decide for others (McCluney et al., 2018).

When talking about athletes, fear of failure and emotional regulation difficulties in sport have been associated with maladaptive perfectionist behaviors (Correia, 2018; Sagar & Stoeber, 2009). Fixation on error (characteristic of the perfectionist person), is

associated with competitive anxiety, lower confidence in the game, a general failure orientation, negative reaction to errors during competition, and fear of error prior to competing. Correia and Rosado (2018), delved into how the fear of failure could be acquired or exacerbated depending on the context or the sport situation experienced, also pointing out that the figure of the coach would be a participant and even a catalyst of such exacerbation. The extreme attention that grassroots coaches must pay to the fulfillment of their technical and disciplinary plans, as well as to those aspects that interfere with the learning of their athletes (Sagar & Jowett, 2012), will involve different focuses where performance will be a focus of well-being/discomfort with their work and personal and work stability (Bentzen et al., 2020; Moreno-Murcia et al., 2019; Sagar & Jowett, 2015).

Normative operation of sports teams.

Following the rules that govern the teams to enhance the feeling of unity and group identity of players and coaching staff, involves setting disciplinary guidelines for behavior, which greatly reduces the rest of the work to be done (e.g., explaining an exercise, positioning in the rows, concentrating on understanding how the exercise works). If, in addition, the team to be trained is made up of children or adolescents (with the consequent dose of immaturity and desire to do well in front of their adults of reference, as well as the influence of other adult figures), the formula for management becomes more complex.

On the other hand, establishing tactical rules in a sports team is more than the sum of individualities. Not establishing a tactical rigor, will mean a tsunami of players trying to attack, defend, press, or time (and more in base sports where the players are more inexperienced). It is also necessary to teach to share and provide training opportunities to each of them so that they can develop individually as players and as team athletes, be adult role models, and connect sports practice with the development of values that facilitate moral reasoning (Gentile et al., 2021). Considering that in federated sports environments they are exposed to a greater climate of competition, it involves receiving as many penalties for errors (this will build fears of failure or loss of control of the hits) as inducing maximum effort (Gómez-López et al., 2020; Moreno-Murcia et al., 2019)

Perfectionism, fear of failure in basketball coaches

Considering the arguments described above, the present study aims to answer the question: Does the perceived seriousness of players' failure or inability to execute a technical guideline influence the psychological functioning of coaches? The aim of the present study is to describe the relationships between perfectionism, fear of failure, and behavioral styles (e.g., positively reinforcing a rehearsed play, punishing when a certain level of a trained movement is not fulfilled or reached) in the management of technical discipline in a sample of basketball coaches. According to the literature consulted, we hypothesize that those coaches with higher perfectionist tendencies (H_1) and higher expectations to continue training (H_2) will show higher indicators of fear of failure, independently of the severity assessment of their players' non-compliance with a technical guideline.

METHOD

Research design.

With a selective methodology, a cross-sectional, non-randomized and relational study in a cohort of sport coaches was proposed (Ato et al., 2013).

Participants.

A sample of 82 Spanish basketball coaches between 19 and 58 years of age was analyzed, with a mean age of 29.4 years ($SD = 10.5$). The distribution by gender was 16 female coaches (19.5%) and 66 male coaches (80.5%) who have coached in different categories and clubs of Spanish basketball. Ten of them (50% female coaches-50% male coaches) coached in Mini basketball category (under 12 years old), 41 (80.48% female coaches) in formative basketball [from fry (between 12 to 18 years old) to youth (under 18 years old)], 22 (89.9% female coaches) in senior category and 9 (88.8% female coaches) in FEB (Spanish Basketball Federation) categories: Spanish Basketball League (LEB_{oro}, LEB_{plata}) and Basketball Clubs Association (ACB).

Instruments.

Sociodemographics. General information was collected on the sample (gender, age), as well as specific information on their relationship with basketball (time spent training, category, years they expected to continue training).

Perfectionism. A Spanish version short form of the Multidimensional Inventory of Perfectionism in Sport (MIPS; Stoeber et al., 2007), adapted to the Spanish context by Atienza et al. (2020) was administered. It comprises five items that capture Negative Reactions to Imperfection (NRI) (e.g., "I feel extremely stressed if everything does not go perfectly") and five items that measure individual differences in the Pursuit of Perfection (Perfectionistic Efforts; PE) (e.g., "I strive to be as perfect as possible"). The items were preceded by the root "When I play or practice basketball". Participants responded to the items on a scale ranging from 1-"never" to 6-"always". The reliability found for the sample showed a Cronbach's alpha of .87.

Fear of failure. The Spanish adaptation to the Spanish context by Moreno-Murcia and Conte, (2011) of the Performance Failure Appraisal Inventory (PFAI; Conroy et al., 2002) was applied. The scale consists of 25 items, grouped into five first-order dimensions: fear of experiencing embarrassment (e.g., "When I make a mistake, I am embarrassed if others are there to see it"), fear of self-devaluation (e.g., "When I am not successful, I feel less valuable than when I succeed"), fear of having an uncertain future (e.g., "When I am wrong, I think my plans for the future will change"), fear of losing important others' interest (e.g., "When I am not successful, some people are not interested in me"), and fear of upsetting important others (e.g., "When I am wrong, it upsets people I care about"), and a total second-order indicator labeled Fear of Failure. Each item began with the statement "In practicing my sport...". Responses were collected on a 5-point Likert-type scale from 1-"I don't believe it at all" to 5- "I believe it 100%", showing a Cronbach's alpha of .92.

Coach's behavioral response style. An ad-hoc self-report was designed (see Table 1) for the evaluation by the coaches of the severity given to the non-compliance during training sessions or games of those tactical aspects trained and proposed as game dynamics (e.g., zone defense, pick & roll). 1 point is given to each item in the positive case and 0 in the negative case, according to their response styles (use of reinforcements and punishments), and the sum of these, will mean the consideration of different Severity Levels (1-Low Severity; 2-Medium Severity; 3-High Severity).

Procedure

with an online survey design where the battery of measures was designed through the Google Form platform. The sample (adults of legal age) was previously and conveniently informed of the objectives of the study, the voluntary nature of participation and the absolute freedom to abandon data collection at any time. In addition, and by means of a consent document, the participants were

informed of their contact details with the researchers, of their commitment to comply with and maintain their anonymity, and of the methodological rigor for the confidential treatment of the information provided. The data collection and procedure were in accordance with the provisions of the approval of the Ethics Committee of the University of Granada under code 1726/CEIH/2020.

Table 1

Severity given to the non-compliance during training sessions or games.

Tact/G	Seriousness for the coach of a tactical foul in a game or training session of the season (isolated).
Tact/C+	Need to apply a positive punishment for tactical noncompliance
BP/R+	Need for positive tactical reinforcement during and after the match or at the next training session after a Good Match (BP).
MP/C+	Need to punish tactically in a positive way during and after the match or in the next training after a Bad Match (MP).
BP/R-	Need to reinforce negatively after the match or in the next training session after a Good Match (BP).
MP/C-	Need to punish negatively after the match or at the next training session after a Bad Match (MP).

Data analysis

The data of the variables analyzed according to gender and federated sports category are shown as mean, standard deviation, minimum, and maximum. Adjustment tests correspondently (Kolgomorov-Smirnov, internal reliability, and Cohen's d) and differential analyses (t-tests for the mean difference by gender and one-factor ANOVA for the perception of the severity of failure) were performed. Accordingly, Pearson correlation analyses and different multiple regression analyses (DV = fear of failure; $p < .05$) were performed with the aim of assessing the effects of each *Level of Severity of Failure* on the psychological functioning of the coaches. All this was analyzed with the SPSS statistical IBM package, in its version 28.

RESULTS

Table 2 shows that most of the respondents are still active (35% were not coaching at the time of data

collection), and the vast majority have coached in both training categories (47.56%) and senior-amateur categories (26.83%). Those coaches who believe they will coach longer are men (43.9% of them see themselves coaching for more than 5 years), compared to 4.88% of the women surveyed.

Relevance of perceived severity of tactical noncompliance.

The t-test for difference of means did not show significant differences in terms of gender, although it did show significant differences in terms of the severity perceived by the coaches of the non-compliance with the tactical guidelines. For this reason, and in view of the response styles marked by the coaches, the ANOVA showed different Severity Levels were established and significant differences appeared both in the negative reactions to imperfection ($F_{(3,79)} = 7.024$; $p = .00$) and in the fear of failure ($F_{(3,79)} = 3.610$; $p < .04$) as the perception of severity increased ($G3 > G2 > G1$).

Perfectionism, fear of failure in basketball coaches

Controlling for the difference in the variable severity of tactical noncompliance, correlation analyses were performed to assess the purest links between the variables under study. As can be seen in Table 3, perfectionist tendencies [both perfectionist efforts (< .01) and negative reactions to imperfection (< .01)] showed significant positive relationships with the occurrence of fear of failure. Subsequently, and assigning a numerical value to each category of time

(years) that coaches indicated to expect to continue training from the time of data collection (assigning a value from 1-4). In this sense, significant inverse links were found between expectations to train for more years (< .01) and the appearance of fear of failure (< .01), so that the more they expected to stop training soon, the more fear of failure responses they showed.

Table 2
Descriptive data

Professional activity of coaches

Are you still active?	Category			
	Minibasket	Formative Basketball	Senior	Categories FEB
No	5 (50%)	9 (21.95%)	7 (31.82%)	1 (11.2%)
Yes	5 (50%)	32 (78.05%)	15 (68.18%)	8 (88.8%)

Categories and future training projection

How many years do you see yourself training?	Category			
	Minibasket	Formative Basketball	Senior	FEB
I am not training now	5	9	7	1
This will be my last year	1	2	1	1
Between 2 and 5 years	1	9	4	1
More than 5 years	3	21	10	6

Table 3
Correlation analysis (controlling for severity of tactical noncompliance).

	K-S	M(SD)	Range	Perfectionist efforts	Negative Reactions to Imperfection	Fear of Failure	Years waiting to train
Perfectionist efforts	.34	4.23(.91)	1-6	.86			
Negative Reactions to Imperfection	.26	4.47(.58)	1-6	.56**	.89		
Fear of Failure	.31	4.01(.71)	1-5	.31*	.38*	.92	
Expectation (years) of continuing education	-	3.26(.45)	1-4	.01	-.11	-.30*	-

*p < .05; **p < .01; K-S: Kolgomorov-Smirnov test

Finally, Figure 1 shows the result of multiple regression analyses to explain coaches' psychological functioning for the occurrence of fear of failure (predictive relationships of perfectionism plus

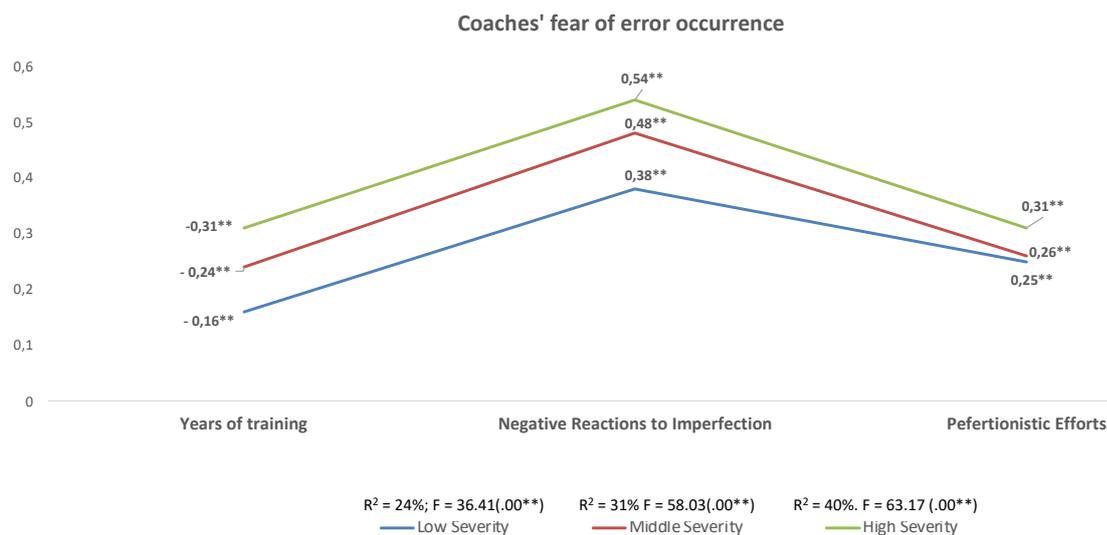
expectancy to continue training) under the effects of each of the established severity levels for non-compliance with their tactical guidelines. The predictive models showed the positive value of perfectionistic patterns and the negative value of expectancy to stop training (the lower the expectancy

the greater the fear of failure) early for the occurrence of fear of failure, at each of the established severity

levels [G1 (variance explained 24%), G2 (variance explained 31%) and G3 (variance explained 40%)].

Figure 1

Predictive models of psychological functioning for fear of failure in coaches.



Note: ** $p < .01$

DISCUSSION

With the aim of showing the links between perfectionism, fear of failure, and behavioral styles in the management of tactical discipline in a sample of basketball coaches, considering the severity given to non-compliance during training or games of those tactical aspects trained, a series of measures were applied to a group of basketball coaches from different base and professional categories of Spanish leagues.

Once the analyses of the results have been carried out, it is possible to confirm the H_1 in which it was expected that those coaches with greater perfectionist tendencies would show greater indicators of fear of failure, independently of the assessment of the seriousness of their players' non-compliance with a technical guideline. Although not many studies have studied both variables with samples of coaches, it is possible to argue how both perfectionism and fear of failure have been connected in samples of athletes (that are oriented to performance and improvement of what has been trained). In this regard, studies that

have studied similar relationships in samples of coaches have shown that the effort to perfection has been linked with higher emotional self-regulation than perfectionist concerns (which have been associated with inadequate emotional management) (Hill & Davis, 2014; Török et al., 2022).

In another sense, studies have shown links between perfectionistic tendencies and dysfunctional responses linked to fear of failure or lack of emotional regulation in athletes in general (Correia, 2018; Sagar & Stoeber, 2009; Tóth et al., 2022) or in samples of coaches in particular (Ellan-Dyson & Palmer, 2010; Hill & Davis, 2014; Otto et al., 2021; Pineda-Espejel et al., 2017) (both extra-focused populations on performance) have pointed to similar results in different sports cultures both individual (e.g., runners) (Blachowska et al., 2023) and team (e.g., soccer, handball) (Freire et al., 2022; McCluney et al., 2018; Nascimento-Junior et al., 2022).

It was also possible to confirm H_2 , in which it was hypothesized that those coaches who expected to continue coaching for more years would show higher levels of fear of the occurrence of errors, regardless of the severity assessment of their players' non-

Perfectionism, fear of failure in basketball coaches

compliance with a tactical guideline. In this regard, the sample of coaches indicated that the closer they came to leaving their coaching role the more they showed signs of fear of failure. As studies linking emotional management and coping of coaches (Norris et al., 2017) with sporting experience in coaching (those who have a clearer focus on aspiring to the highest levels want to stay longer, so they prepare more and better or surround themselves with more collaborators) have pointed out, it has an effect on the decrease of fear of failure even if the tactical guidelines are not reflected in-game actions, while the opposite appears when there is high insecurity about keeping their job (Bentzen et al., 2020).

LIMITATIONS AND FUTURE PROPOSALS

As with every proposal designed with specific objectives and for specific samples, it is necessary to point out some limitations to be taken into account in the work described. Firstly, the scarce evidence found of research with similar study variables in samples of coaches posed difficulties for the theoretical and methodological approaches. In addition, the difficulties in contacting a large sample of coaches, which also allowed randomization and balancing considering different aspects such as gender (although more and more women have coaching titles, many fewer women coach even in women's basketball teams or clubs) or professional category (professional levels are difficult to access and have meant a significant effort in the collection) posed a challenge for the researchers. Finally, it is also important to point out that the generalizability of the results is relative (both because of the sample size and the cross-sectional design), although sufficient to show the trends in the study's aims that were intended in its original design.

On the contrary, the aforementioned limitations become opportunities for the advancement of the study with similar scientific orientations. The results invite the interesting analysis of the same constructs (with larger and more balanced samples) in different populations of coaches of other sport typologies (e.g., individual vs. collective, combat sports, motorsports, Olympic level), as well as to deepen in different combinations of the variables under study: to assess the mediating power of emotional regulation variables between perfectionist beliefs and the

response style of coaches, to include other health variables (e.g., avoidance behaviors, psychological suffering or pain) or other dysfunctional processes (e.g., aggressiveness, anxiety, social isolation). Finally, the possibility of proposing studies that enrich a cross-sectional view (e.g., longitudinal, cross-cultural) will facilitate the construction of a theoretical body that provides further evidence of the importance of the study of coaches' personality as a variable of relevance in the psychological phenomenology of the athlete.

CONCLUSIONS

It is interesting to observe in a sample of coaches the relationships between the search for perfection, their fear of making mistakes, and the seriousness given to the lack of tactical compliance trained with their athletes (we could consider the 3 essential aspects in the construction of their game ideas, of what their players can give, of the objectives for their teams). The rigidity and concern to achieve certain standards, together with the assumption of responsibility to exercise the changes required for compliance with group norms, could be the basis of these results.

The coach must be an emotionally stable person who knows how to manage his/her emotions effectively. In addition, they must be self-confident, and trust in what they do (their methodologies), since sometimes the environment turns against him/her and it is necessary to be firm. In this sense, for example, the coach tends to maintain a certain defensiveness in the face of different limitations to achieve sporting objectives, sometimes appearing haughty and overconfident, and interpreted as an attempt to hide certain fears and weaknesses.

While making it understood that error in sport and its learning is part of the role (and an inevitable and essential process) of coaches of any category. Hence, normalizing its presence, accepting it as part of the coach's belief system, and psychological self-management of his/her team members, will be a driving force for improvement and not a burden when instructing athletes.

According to the study presented, as a result of their internal and external self-evaluations and the repercussion of not observing compliance with their

decisions and work methodologies, coaches who seek to train in higher-level categories or who wish to work for a longer period of time tend to show greater perfectionist tendencies but not fear of failure (probably the value of experience is a protector over the personality condition, which is more difficult to change).

The more you are in the elite, the more you correct mistakes (and sometimes punctilious) trying to make everything work perfectly in the face of the media coverage of defeats, but you also have more means and time to review details (e.g., video and scouting, health details), even more, and better teams of collaborators (e.g., other coaches, physical trainers, scouts, psychologists, physicians).

ACKNOWLEDGMENTS

The development of this research has been possible thanks to the support granted to the University of Granada by the Resilience Plan of the Ministry of Universities, call 2022 and with a duration period of 2023-24.

PRACTICAL APPLICATIONS

Although the scientific literature has prioritized the studies that the effects of team management by coaches (e.g., leadership, team cohesion, motivational climates, satisfaction of basic needs) generate in the psychological experiences of athletes (mainly for adaptation to the demands and competition), the figure of coaches has not been the subject of in-depth studies regarding their psychological states, traits or skills in terms of the performance of their responsibilities in team management. Why not deepen the study in those characteristics that allow them to adapt to those who mark, direct, guide, and transmit them? For this reason, the publication of this paper aims to inspire the scientific community with both theoretical and practical implications.

First of all, and always looking for a transfer, we envision the need to interpret under an explanatory model [(Multidimensional Comprehensive Model of Perfectionism (MCMP))] that allows deepening in a personality characteristic of the leadership figure (and not so much in his skills) to evaluate empirically how coaches propose the sports requirement or

influence those individual requirements that best suit their leadership or level and team management strategies (e.g. pressure vs. concession, equity, discipline) of both collaborators and athletes under their responsibility.

From a practical point of view, the importance of acquiring knowledge (e.g. scientific updates, connections between the physical-medical, psychosocial and performance with the tactical or strategic), skills training (e.g. motivational strategies) and living sports experiences to act with greater confidence and thus understand their own behaviors and those of all the people under their charge or around them is underlined. In addition, emphasis is placed on the need to deepen training and work in those domains aimed at reducing everything that involves avoiding imperfection (e.g., wanting to please others, not failing so that they see me as well prepared) and efforts to be perfect (e.g., obsessive search for improvement, obsessive search for improvement, obsessive search for improvement, etc.) is reflected with greater relevance, obsessive search for improvement, inadequate interpretations of error, or non-acceptance of error as part of learning) especially if a great determinism is attributed to the fulfillment of the technical-tactical or disciplinary guidelines established in their methodologies. As has been evidenced throughout the text, the lack of mastery of such psychological resources has a considerable influence (mainly the avoidance and denial of imperfection) in the appearance of greater fears and cognitive-emotional imbalances in the occurrence of errors both in themselves and in their subordinates.

In all probability, the rejection, denial or inadequate preparation (mainly when the levels of competitive pressure and demand are increased) of such domains will influence both their decision making, behavioral and social (verbal and non-verbal) strategies and skills, their confidence in themselves and others, their psychological balance (e.g. anxiety, exhaustion, addictive tendencies) and the staging of their figure in front of sports groups, coaches.

REFERENCES

Perfectionism, fear of failure in basketball coaches

1. Ackeret, N., Röthlin, P., Allemand, M., Krieger, T., Berger, T., Znoj, H., ... & Horvath, S. (2022). Six-month stability of individual differences in sports coaches' burnout, self-compassion and social support. *Psychology of Sport and Exercise*, *61*, 102207. <https://doi.org/10.1123/iscj.2017-0042>.
2. Álvarez, O., Castillo, I., Molina-García, V., & Balague, G. (2016). Transformational leadership on the athletic field: An international review. *Revista de Psicología del Deporte*, *25*(2), 319-326.
3. Andersen, M. B. & Williams, J. M. (1988). A model of stress and athletic injury: Prediction and prevention. *Journal of Sport & Exercise Psychology*, *10*, 294-306. <https://doi.org/10.1007/s40279-016-0578-x>
4. Aşçi, F. H., Kelecek, S., & Altıntaş, A. (2015). The role of personality characteristics of athletes in coach-athlete relationships. *Perceptual and Motor Skills*, *121*(2), 399-411. <https://doi.org/10.2466/30.PMS.1>
5. Atienza, F., Appleton, P., Hall, H. K., Castillo, I., & Balaguer, I. (2020). Validation of the Spanish version of multidimensional inventory of perfectionism in young footballers. *Cuadernos de Psicología del Deporte*, *20*(1), 118-129. <https://doi.org/10.6018/cpd.397951>
6. Ato, M., López, J. J. & Benavente, A. (2013). Un sistema de clasificación de los diseños de investigación en psicología. *Anales de Psicología*, *29*(3), 1038-1059. <http://doi.org/10.6018/analesps.29.3.178511>
7. Azizi, B., Aminzadeh, R., Mahmoudi, A., & Mobaraki, N. (2021). Investigating the relationship between perfectionism and aggression in football coaches. *Journal of Exercise and Health Science*, *1*(4), 35-48. <https://doi.org/10.22089/jehs.2022.11978.1042>.
8. Bentzen, M., Kenttä, G., Richter, A., & Lemyre, P. N. (2020). Impact of job insecurity on psychological well-and ill-being among high performance coaches. *International Journal of Environmental Research and Public Health*, *17*(19), 6939. <https://doi.org/10.3390/ijerph17196939>.
9. Bernasconi, E. (2016). *Influencia de la formación en triatlón a edades tempranas, sobre las lesiones de este deporte* [Doctoral dissertation].
10. Blachowska, A., Waleriańczyk, W., & Stolarski, M. (2023). Striving for a perfect flow: Testing the 2× 2 model of perfectionism in trail runners. *Personality and Individual Differences*, *212*, 112278. <https://doi.org/10.1016/j.paid.2023.112278>
11. Bošnjak, S. (2001). The declaration of Helsinki: the cornerstone of research ethics. *Archive of Oncology*, *9*(3), 179-184.
12. Carrasco, A., Belloch, A. & Perpiñá, C. (2010). La evaluación del perfeccionismo: utilidad de la Escala Multidimensional de Perfeccionismo en población española. *Análisis y Modificación de Conducta*, *36*(153), 40-65. <https://doi.org/10.33776/amc.v35i152.1225>
13. Correia, M. E., & Rosado, A. F. (2018). Fear of failure and anxiety in sport. *Análise Psicológica*, *36*(1), 75-86. <http://hdl.handle.net/10400.12/6535>.
14. Cox, R. H. (2009). *Psicología del deporte. Conceptos y sus aplicaciones*. Editorial Panamericana.
15. Curran, T., & Hill, A. P. (2019). Perfectionism is increasing over time: A meta-analysis of birth cohort differences from 1989 to 2016. *Psychological Bulletin*, *145*(4), 410-429. <https://doi.org/10.1037/bul0000138>
16. Dorsch, T. E., King, M. Q., Tulane, S., Osai, K. V., Dunn, C. R., & Carlsen, C. P. (2019). Parent education in youth sport: A community case study of parents, coaches, and administrators. *Journal of Applied Sport Psychology*, *31*(4), 427-450. <https://doi.org/10.1080/10413200.2018.1510438>.
17. Duda, J. L., Appleton, P. R., Stebbings, J., & Balaguer, I. (2017). Towards more empowering and less disempowering environments in youth sport: Theory to evidenced-based practice. In *Sport psychology for young athletes* (pp. 81-93). Routledge.
18. Dunn, J. G., Gotwals, J. K. and Dunn, J. C. (2005). An examination of the domain specificity of perfectionism among intercollegiate student-athletes. *Personality and Individual Differences*, *38*, 1439-1448. <https://doi.org/10.1016/j.paid.2004.09.009>
19. Egan, S. J., Wade, T. D., & Shafran, R. (2011). Perfectionism as a transdiagnostic process: a clinical review. *Clinical Psychology Review*,

- 31(2), 203-211.
<https://doi.org/10.1016/j.cpr.2010.04.009>
20. Egermann, M., Brocai, D., Lill, C. A., & Schmitt, H. (2003). Analysis of injuries in long-distance triathletes. *International journal of sports medicine*, 24(04), 271-276.
<https://doi.org/10.1055/s-2003-39498>
21. Ellan-Dyson, V. & Palmer, S. (2010). Rational coaching with perfectionistic leaders to overcome avoidance of leadership responsibilities. *The Coaching Psychologist*, 6(2), 5-11.
<https://doi.org/10.53841/bpstep.2010.6.2.81>
22. Elliott, S. K., & Drummond, M. J. (2017). Parents in youth sport: What happens after the game?. *Sport, Education and Society*, 22(3), 391-406.
<https://doi.org/10.1080/13573322.2015.1036233>
23. Etxebarria, N., Mujika, I., & Pyne, D. (2019). Training and Competition Readiness in Triathlon. *Sports*, 7(5), 101. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/sports7050101>
24. Flett, G. L., & Hewitt, P. L. (2006). Positive versus negative perfectionism in psychopathology: A comment on Slade and Owens's dual process model. *Behavior Modification*, 30(4), 472-495.
<https://doi.org/10.1177/0145445506288026>
25. Flett, G. L., Hewitt, P. L., Blankstein, K. R., & Pickering, D. (1998). Perfectionism in relation to attributions for success or failure. *Current Psychology*, 17(2-3), 249-262.
<https://doi.org/10.1007/s12144-998-1010-y>
26. Fortes, L.S; Fiorese, L. (2022). Impacto dos traços de perfeccionismo na percepção de coesão de grupo de jogadores de futsal de alto rendimento. *Cuadernos de Psicología del Deporte*, 22(3), 91-102.
<https://doi.org/10.6018/cpd.410691>
27. Freire, G. L. M., Santos, M., Lima-Junior, D., Fortes, L., Oliveira, D., & Nascimento Junior, J. (2022). La influencia de los rasgos perfeccionistas en la orientación a las metas de los atletas jóvenes. *Cuadernos de Psicología del Deporte*, 22(1), 116-123.
<https://doi.org/10.6018/cpd.420151>
28. Frost, R. O., Marten, P., Lahart, C., & Rosenblate, R. (1990). The dimensions of perfectionism. *Cognitive Therapy and Research*, 14(5), 449-468.
<https://doi.org/10.1007/bf01172967>
29. Galera, O., Gleizes-Cervera, S., Pillard, F., & Riviere, D. (2012). Prevalença de lesions de triatletes d'una lliga francesa. *Apunts: Medicina de l'esport*, 9-15.
<https://doi.org/10.1016/j.apunts.2011.03.003>
30. Gaudreau, P. & Thompson A. (2010). Testing a 2 × 2 model of dispositional perfectionism. *Personality and Individual Differences*, 48(5), 532-537,
<https://doi.org/10.1016/j.paid.2009.11.031>
31. Gómez Espejo, V. (2020). *Influencia de los factores psicológicos en el proceso de rehabilitación de lesiones deportivas: Intervención psicológica y vuelta a la práctica (RTP)*. [Proyecto de investigación]. <https://doi.org/10.15332/tg.pre.2020.00113>
32. Gómez, V., Ortega, E., González, A., & Olmedilla, A. (2018). Return to Play (RTP) y aspectos psicológicos asociados: una revisión sistemática. *Revista de Psicología del Deporte*, 27(2), 143-154.
33. Gómez-López, M., López-Mora, C., y González-Hernández, J. (2020). The player with fear of being wrong. Relevance of the sports team. En *Innovaciones científicas para el entrenamiento en balonmano* (Sebastián Feu Molina, Sergio José Ibáñez Godoy, Antonio Antúnez Medina Coord.). Universidad de Extremadura, Servicio de Publicaciones.
34. Gonzalez Hernandez, Juan & González, Aldo. (2017). Perfeccionismo y "alarma adaptativa" en deportes de combate. *Revista de Psicología del Deporte*, 26. 15.23.
35. González-Hernández, J., Bianco, A., Marques da Silva, C., & Gómez-López, M. (2022). Perfectionism, Resilience and Different Ways of Experiencing Sport during COVID-19 Confinement. *International Journal of Environmental Research and Public Health*, 19(10), 5994. MDPI AG. <http://doi.org/10.3390/ijerph19105994>
36. González-Hernández, J., Chamorro J.L. y López Mora, C. (2021). Personalidad y creencias en los miembros del grupo deportivo. *Gestión de Equipos Deportivos* (pp. 101-119). Tirant lo Blanch. Spain.
37. González-Hernández, J., Garcés de los Fayos, E. J. & Ortega-Toro, E. (2014). Advancing in the

Perfectionism, fear of failure in basketball coaches

- path of psychological differentiation of the athlete. Examples of differences in sex and sport modality. *Anuario de Psicología*, 31-44.
38. González-Reyes, A.A., Moo, J., & Olmedilla, A. (2017). Características psicológicas que influyen en las lesiones deportivas de triatletas amateurs de Yucatán, México. *Revista de Psicología del Deporte*, 26(2), 71-77. <https://doi.org/10.1016/j.ramd.2014.10.040>
39. Gotwals, J. K., Stoeber, J., Dunn, J. G., & Stoll, O. (2012). Are perfectionistic strivings in sport adaptive? A systematic review of confirmatory, contradictory, and mixed evidence. *Canadian Psychology*, 53(4), 263-279. <https://doi.org/10.1037/a0030288>
40. Gotwals, J.K. (2011). Perfectionism and burnout within intercollegiate sport: a person-oriented approach. *The Sport Psychologist*, 25, 489-510. <https://doi.org/10.1123/tsp.25.4.489>
41. Harriss, D. J., MacSween, A., Atkinson, G. (2019). Ethical Standards in Sport and Exercise Science Research: 2020 Update. *International Journal of Sports Medicine*, 40(13), 813-817. <https://doi.org/10.1055/a-1015-3123>
42. Hewitt, P. L., Flett, G. L., & Mikail, S. F. (2017). *Perfectionism: A relational approach to conceptualization, assessment, and treatment*. Guilford Publications. Guilford Publications.
43. Hill, A. P., Mallinson-Howard, S. H., & Jowett, G. E. (2018). Multidimensional perfectionism in sport: A meta-analytical review. *Sport, Exercise, and Performance Psychology*, 7(3), 235-270. <https://doi.org/10.1037/spy0000125>
44. Hill, A.P., & Davis, P.A. (2014). Perfectionism and emotion regulation in coaches: A test of the 2 × 2 model of dispositional perfectionism. *Motivation & Emotion*, 38, 715-726. <https://doi.org/10.1007/s11031-014-9404-7>
45. Hodge, K., & Lonsdale, C. (2011). Prosocial and antisocial behavior in sport: The role of coaching style, autonomous vs. controlled motivation, and moral disengagement. *Journal of Sport and Exercise Psychology*, 33(4), 527-547. <https://doi.org/10.1123/jsep.33.4.527>
46. Hollowell, J., Buscombe, R., & Preston, A. (2019). Other oriented perfectionism, player-coach relationships, and performance in tennis. *ITF Coaching & Sport Science Review*, 27(78), 4-7. <https://doi.org/10.52383/itfcoaching.v27i78.85>
47. Holt, N. L., Deal, C. J., & Pankow, K. (2020). Positive youth development through sport. In *Handbook of Sport Psychology* (pp. 429-446). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781119568124.ch20>
48. Jowett, G. E., Hill, A. P., Hall, H. K., & Curran, T. (2016). Perfectionism, burnout and engagement in youth sport: The mediating role of basic psychological needs. *Psychology of Sport and Exercise*, 24, 18-26. <https://doi.org/10.1016/j.psychsport.2016.01.001>
49. Jowett, S. (2017). Coaching effectiveness: The coach-athlete relationship at its heart. *Current Opinion in Psychology*, 16, 154-158. <https://doi.org/10.1016/j.copsy.2017.05.006>
50. Koivula, N., Hassmén, P., & Fallby, J. (2002). Self-esteem and perfectionism in elite athletes: Effects on competitive anxiety and self-confidence. *Personality and Individual Differences*, 32(5), 865-875. [https://doi.org/10.1016/S0191-8869\(01\)00092-7](https://doi.org/10.1016/S0191-8869(01)00092-7)
51. Korkia, P. K., Tunstall-Pedoe, D. S., & Maffulli, N. (1994). An epidemiological investigation of training and injury patterns in British triathletes. *British journal of sports medicine*, 28(3), 191-6. <http://dx.doi.org/10.1136/bjism.28.3.191>
52. Kremžar-Jovanović, B., Smrdu, M., Holnhaner, R., & Kajtna, T. (2022). Elite sport and sustainable psychological well-being. *Sustainability*, 14(5), 2705. <https://doi.org/10.3390/su14052705>
53. Liu, M., & Shi, B. (2023) The Effect of Physical Exercise on the Anxiety of College Students in the Post-Pandemic Era: The Mediating Role of Social Support and Proactive Personality. *Frontiers in Psychology*, 14, 969. <https://doi.org/10.3389/fpsyg.2023.1128748>
54. Lupiáñez, M. & Hoces, R. (2016). Ansiedad escénica y flamenco. *Revista del Centro de Investigación Flamenco Telethusa*, 9(10), 5-9.
55. Madigan, D J, Stoeber, J, & Passfield, L (2017). Perfectionism and achievement goals revisited: The 3 x 2 achievement goal framework. *Psychology of Sport and Exercise*, 25, 120-124. <https://doi.org/10.1016/j.psychsport.2016.10.008>
56. Madigan, D. J. (2016). Confirmatory factor analysis of the Multidimensional Inventory of Perfectionism in Sport. *Psychology of Sport and Exercise*, 26, 48-51. <https://doi.org/10.1016/j.psychsport.2016.06.003>

57. Madigan, D. J., Stoeber, J., Forsdyke, D., Dayson, M., & Passfield, L. (2017). Perfectionism predicts injury in junior athletes: Preliminary evidence from a prospective study. *Journal of Sports Sciences*. <https://doi.org/10.1080/02640414.2017.132270>
58. Mallinson-Howard, S. H., Hill, A. P., & Hall, H. K. (2019). The 2×2 model of perfectionism and negative experiences in youth sport. *Psychology of Sport and Exercise*, *45*, 101581. <https://doi.org/10.1016/j.psychsport.2019.101581>
59. Matosic, D., Ntoumanis, N., Boardley, I. D., Sedikides, C., Stewart, B. D., & Chatzisarantis, N. (2017). Narcissism and coach interpersonal style: A self-determination theory perspective. *Scandinavian Journal of Medicine & Science in Sports*, *27*(2), 254-261. <https://doi.org/10.1111/sms.12635>
60. Mautz, C. P., Hill, R. W., Hueslman, T. J., and Bazzini, D. G. (2017). Behavioral activation and behavioral inhibition predict perfectionism. *Psychology and Behavioral Sciences*, *6*, 59–64. <https://doi.org/10.11648/j.pbs.20170604.13>
61. McCluney, E. N., McCullick, B., & Schempp, P. (2018). Factors triggering pressure on basketball coaches' in-game decision-making. *Sport Journal*, *20*.
62. McEwan, H. E., & Tod, D. (2015). Learning experiences contributing to service-delivery competence in applied psychologists: Lessons for sport psychologists. *Journal of Applied Sport Psychology*, *27*(1), 79-93. <https://doi.org/10.1080/10413200.2014.952460>
63. Medina, S., & Ródenas, L. (2022). La ansiedad en deportistas universitarios durante la cuarentena por COVID-19. *Cuadernos de Psicología del Deporte*, *22*(2), 33-46. <https://doi.org/10.6018/cpd.430721>
64. Moen, F., & Olsen, M. (2020). Grit: A unique protective factor of coaches well-being and burnout?. *New Ideas in Psychology*, *59*, 100794. <https://doi.org/10.1016/j.newideapsych.2020.100794>
65. Moreno-Murcia, J. A., Huéscar Hernández, E., Conte Marín, L., & Nuñez, J. L. (2019). Coaches' motivational style and athletes' fear of failure. *International Journal of Environmental Research and Public Health*, *16*(9), 1563. <https://doi.org/10.3390/ijerph16091563>
66. Muñoz, A.J., González, J. & Olmedilla, A. (2016). Perfeccionismo percibido y expresión de ira en deportistas varones adolescentes: Influencia sobre la autoestima. *Revista Argentina de Ciencias del Comportamiento*, *8*(3), 30-39.
67. Nascimento Junior, J. R. A., Freire, G. L. M., Moreira, C. R., Codonhato, R., Oliveira, D. V. de ., Fortes, L. de S., & Fiorese, L. (2022). The impact of perfectionism traits on perceived team cohesion of futsal players. *Cuadernos de Psicología del Deporte*, *22*(3), 91–102. <https://doi.org/10.6018/cpd.410691>
68. Noble, C. L., Ashby, J. S., & Gnilka, P. B. (2014). Multidimensional perfectionism, coping, and depression: Differential prediction of depression symptoms by perfectionism type. *Journal of College Counseling*, *17*(1), 80-94. <https://doi.org/10.1002/j.2161-1882.2014.00049.x>
69. Nordin-Bates, S. M., & Jowett, G. (2022). Relationships Between Perfectionism, Stress, and Basic Need Support Provision in Dance Teachers and Aesthetic Sport Coaches. *Journal of Dance Medicine & Science*, *26*(1), 25-33. <https://doi.org/10.12678/1089-313X.031522d>
70. Norris, L. A., Didymus, F. F., & Kaiseler, M. (2017). Stressors, coping, and well-being among sports coaches: A systematic review. *Psychology of Sport and Exercise*, *33*, 93-112. <https://doi.org/10.1016/j.psychsport.2017.08.005>
71. O'Donnell, K., Elliott, S. K., & Drummond, M. J. (2022). Exploring parent and coach relationships in youth sport: A qualitative study. *Qualitative Research in Sport, Exercise and Health*, *14*(7), 1023-1044. <https://doi.org/10.1080/2159676X.2022.2048060>
72. Olmedilla, A., & García-Mas, A. (2009). El modelo global psicológico de las lesiones deportivas. *Acción Psicológica*, *6*(2), 77-91. <https://doi.org/10.5944/ap.6.2.223>
73. Olmedilla, A., Aguilar, J. M., Ramos, L. M., Trigueros, R., & Cantón, E. (2022). Perfectionism, mental health, and injuries in women footballers. *Revista de Psicología del Deporte*, *31*(1), 49-56.
74. Olmedilla, A., Andreu, M. D., & Blas, A. (2005). Variables psicológicas, categorías deportivas y lesiones en futbolistas jóvenes: Un estudio correlacional. *Análise psicológica*, *4*(23), 449-459. <https://doi.org/10.14417/ap.561>

Perfectionism, fear of failure in basketball coaches

75. Olmedilla, A., García-Alarcón, M. & Ortega, E. (2018). Relaciones entre lesiones deportivas y estrés en fútbol 11 y fútbol sala femenino. *Journal of Sport and Health Research*, 10(3), 339-348. <https://doi.org/10.6018/280381>
76. Olmedilla, A., Ortega, E., & Abenza, L. (2013). Validación de la escala de catastrofismo ante el dolor (Pain Catastrophizing Scale) en deportistas españoles. *Cuadernos de Psicología del Deporte*, 13(1), 83-94. <https://doi.org/10.4321/s1578-84232013000100009>
77. Olmedilla, A., Ortega, E., Boladeras, A., Abenza, L., & Esparza, F. (2008). Relaciones entre catastrofismo ante el dolor y ansiedad competitiva en deportistas. *Anuario de Psicología Clínica y de la Salud/Annuary of Clinical and Health Psychology*, 4, 45-51. <https://doi.org/10.4321/s1578-84232013000100009>
78. Olmedilla, A., Ortín, F. J., & de la Vega, R. (2006). Lesiones deportivas y psicología: análisis, investigación y propuestas de intervención. En E.J. Garcés de los Fayos, A. <https://doi.org/10.12800/ccd.v4i10.130>
79. Olmedilla, A., Prieto, J. M., & Blas, A. (2009). Historia de lesiones y su relación con las variables psicológicas en tenistas. *Anuario de Psicología Clínica de la Salud*, 5, 67-74.
80. Olmedilla, A., Rubio V.J., Ortega, E. & García-Mas, A. (2017). Effectiveness of Stress Management Pilot Program Aimed at Reducing the Incidence of Sports Injuries in Young Football (Soccer) Players. *Physical Therapy in Sport*, 24, 53-59. <https://doi.org/10.1016/j.ptsp.2016.09.003>
81. Olsson, L. F., Madigan, D. J., Hill, A. P., & Grugan, M. C. (2022). Do athlete and coach performance perfectionism predict athlete burnout?. *European Journal of Sport Science*, 22(7), 1073-1084. <https://doi.org/10.1080/17461391.2021.1916080>
82. Ortín, F., Olivares, E.M., Abenza, L., González, J., & Jara, P. (2014). Variables psicológicas e intervención en el periodo post lesión en el contexto deportivo: Revisión y propuestas de intervención. *Revista de Psicología del Deporte*, 23(2), 465-471. <https://doi.org/10.5093/rpadef2018a14>
83. Otto, K., Geibel, H. V., & Kleszewski, E. (2021). "Perfect Leader, Perfect Leadership?" Linking Leaders' Perfectionism to Monitoring, Transformational, and Servant Leadership Behavior. *Frontiers in Psychology*, 12, 1290. <https://doi.org/10.3389/fpsyg.2021.657394>
84. Pineda-Espejel, H. A., López Walle, J. M., & Tomás Marco, I. (2017). Sport coach influence in relation to perfectionism and goal orientations. *Revista de Psicología del Deporte*, 26(suppl2), 141-148.
85. Pineda-Espejel, H.A., Alarcón, E., López-Ruiz, Z., & Trejo, M. (2018). Orientaciones de meta como mediadoras en la relación entre perfeccionismo y ansiedad precompetitiva. *Revista Internacional de Ciencias del Deporte*, 14(52), 148-162. <https://doi.org/10.5232/ricyde2018.05205>
86. Pineda-Espejel, H.A., Morquecho-Sánchez, R., Alarcón, E. (2020) Estilo interpersonal del entrenador, competencia, motivación, y ansiedad precompetitiva en deportistas de alto rendimiento. *Cuadernos de Psicología del Deporte*, 20(1), 10-24. <https://doi.org/10.6018/cpd.397001>
87. Ríos, D., Pérez, D., & Ríos, M. (2013). Epidemiología de las lesiones deportivas en países de la Unión Europea. *Revista Internacional de Medicina y Ciencias de la Actividad Física y el Deporte*, 14(55), 479-494. <https://doi.org/10.15366/rimcafd2022.86.007>
88. Rocchi, M., & Pelletier, L. (2018). How does coaches' reported interpersonal behavior align with athletes' perceptions? Consequences for female athletes' psychological needs in sport. *Sport, Exercise, and Performance Psychology*, 7(2), 141. <https://doi.org/10.1037/spy0000116>
89. Rodríguez-Franco, A., Carlo, G., Valdivia-Moral, P., & González-Hernández, J. (2023). Be Prosocial My Friend: The Social Disconnection Model of Perfectionism in Adolescents Immersed in Competitive Sport. *International Journal of Environmental Research and Public Health*, 20(4), 2887. <http://doi.org/10.3390/ijerph20042887>
90. Rubio, V.J, Pujals, C., de la Vega, R., Aguado, D., & Hernández, J. M. (2014). Autoeficacia y lesiones deportivas: ¿factor protector o de riesgo? *Revista de Psicología del Deporte*, 23(2), 439-444.
91. Ruiz-Sánchez, V., Gómez-López, M., Granero-Gallegos, A., & González, J. (2017). Relationship

- of motivational climate and fear of failure in high performance handball players. *Cuadernos de Psicología del Deporte*, 17(3), 55-64.
92. Sagar, S. S. & Stoeber, J. (2009). Perfectionism, fear of failure, and affective responses to success and failure: The central role of fear of experiencing shame and embarrassment. *Journal of Sport and Exercise Psychology*, 31(5), 602-627. <https://doi.org/10.1123/jsep.31.5.602>
93. Sagar, S. S. S., & Lavallee, D. (2010). The developmental origins of fear of failure in adolescent athletes: Examining parental practices. *Psychology of Sport and Exercise*, 11(3), 177-187. <https://doi.org/10.1016/j.psychsport.2010.01.004>
94. Sagar, S. S., & Jowett, S. (2012). The Effects of Age, Gender, Sport Type and Sport Level on Athletes' Fear of Failure: Implications and Recommendations for Sport Coaches. *International Journal of Coaching Science*, 6(2).
95. Sagar, S. S., & Jowett, S. (2015). Fear of failure and self-control in the context of coach-athlete relationship quality. *International Journal of Coaching Science*, 9(2).
96. Sánchez, M. C., Cuberos, R. C., Ortega, F. Z., & Garcés, T. E. (2016). Niveles de resiliencia en base a modalidad, nivel y lesiones deportivas. *Retos: nuevas tendencias en educación física, deporte y recreación*, (29), 162-165. <https://doi.org/10.47197/retos.v0i29.41314>
97. Sandín, B., Valiente, R.M., Chorot, P. y Santed, M.A. (2007). ASI-3: Nueva escala para la evaluación de la sensibilidad a la ansiedad. *Revista de Psicopatología y Psicología Clínica*, 12(2), 91-104. <https://doi.org/10.5944/rppc.vol.12.num.2.2007.4036>
98. Shaw, T., Howat, P., Trainor, M., & Maycock, B. (2004). Training patterns and sports injuries in triathletes. *Journal of Science and Medicine in Sport*, 7(4), 446-450. [https://doi.org/10.1016/s1440-2440\(04\)80262-7](https://doi.org/10.1016/s1440-2440(04)80262-7)
99. Slaney, R.B., Rice, K.G., Mobley, M., Trippi, J., & Ashby, J.S. (2001). Revised Almost Perfect Scale. *Measurement and Evaluation in Counseling and Development*, 34, 130-145. <https://doi.org/10.1080/07481756.2002.12069030>
100. Stoeber, J. & Janssen, D. P. (2011). Perfectionism and coping with daily failures: Positive reframing helps achieve satisfaction at the end of the day. *Anxiety, Stress & Coping*, 24(5), 477-497. <https://doi.org/10.1080/10615806.2011.562977>
101. Stoeber, J., Schneider, N., Hussain, R., & Matthews, K. (2014). Perfectionism and negative affect after repeated failure: Anxiety, depression, and anger. *Journal of Individual Differences*, 35(2), 87. <https://doi.org/10.1027/1614-0001/a000130>
102. Stoeber, Joachim & Otto, Kathleen (2006). Positive Conceptions of Perfectionism: Approaches, Evidence, Challenges. *Personality and Social Psychology Review*, 10 (4), 295–319. https://doi:10.1207/s15327957pspr1004_2
103. Sullivan, M. J. L., Bishop, S.R., & Pivick, J. (1995). The pain catastrophizing scale: Development and Validation. *Psychological Assessment*, 7(4), 524-532. <https://doi.org/10.1037/1040-3590.7.4.524>
104. Tashman, L. S., Tenenbaum, G., & Eklund, R. (2010). The effect of perceived stress on the relationship between perfectionism and burnout in coaches. *Anxiety, Stress, & Coping*, 23(2), 195-212. <https://doi.org/10.1080/10615800802629922>
105. Tassi, J. M., Díaz-García, J., López-Gajardo, M. Á., Rubio-Morales, A., & García-Calvo, T. (2023). Effect of a Four-Week Soccer Training Program Using Stressful Constraints on Team Resilience and Precompetitive Anxiety. *International Journal of Environmental Research and Public Health*, 20(2), 1620. MDPI AG. Retrieved from <http://doi.org/10.3390/ijerph20021620>
106. Taylor, S., Zvolensky, M.J., Cox, B.J., Deacon, B., Heimberg, R.G., Ledley, D.R., Abramowitz, J.S., Holaway, R.M., Sandin, B., Stewart, S.H., Coles, M., Eng, W., Daly, E.S., Arrindell, W.A., Bouvard, M., & Jurado Cardenas, S. (2007). Robust dimensions of anxiety sensitivity: Development and initial validation of the Anxiety Sensitivity Index-3 (ASI-3). *Psychological Assessment*, 19, 176-188. <https://doi.org/10.1037/1040-3590.19.2.176>
107. Török, L., Szabó, Z. P., & Orosz, G. (2022). Elite athletes' perfectionistic striving vs. concerns as opposing predictors of self-handicapping with the mediating role of attributional style. *Frontiers in Psychology*, 13,

Perfectionism, fear of failure in basketball coaches

862122.
<https://doi.org/10.3389/fpsyg.2022.862122>
108. Tóth, R., Turner, M. J., Kökény, T., & Tóth, L. (2022). "I must be perfect": The role of irrational beliefs and perfectionism on the competitive anxiety of Hungarian athletes. *Frontiers in Psychology, 13*.
<https://doi.org/10.3389/fpsyg.2022.994126>
109. Trajković, N., Madić, D., Milanović, Z., Mačak, D., Padulo, J., Krstrup, P., & Chamari, K. (2020). Eight months of school-based soccer improves physical fitness and reduces aggression in high-school children. *Biology of Sport, 37*(2), 185-193.
<https://doi.org/10.5114/biolSport.2020.94240>
110. Tyebkhan, G. (2003). Declaration of Helsinki: the ethical cornerstone of human clinical research. *Indian Journal of Dermatology, Venereology and Leprology, 69*(3), 245-247
111. Vealey, R. S., Martin, E., Coppola, A., Ward, R. M., & Chamberlin, J. (2020). The slippery slope: Can motivation and perfectionism lead to burnout in coaches?. *International Sport Coaching Journal, 7*(1), 1-10.
<https://doi.org/10.1123/iscj.2018-0043>
112. Veljkovic, A., Herodek, K., Djurovic, D., Živkovic, M., Arsic, N., Veljkovic, A. A., ... & Arsic, N. (2019). The impact of the coach's behavior on the perfectionism of athletes. In *International Scientific Congress "Applied Sports Sciences" and the Balkan Scientific Congress "Physical Education, Sports, Health"* (pp. 255-9).
113. Weber, S. R., Winkelmann, Z. K., Monsma, E. V., Arent, S. M., & Torres-McGehee, T. M. (2023). An Examination of Depression, Anxiety, and Self-Esteem in Collegiate Student-Athletes. *International Journal of Environmental Research and Public Health, 20*(2), 1211.
<http://doi.org/10.3390/ijerph20021211>
114. Wiese-Bjornstal, D.M. (2002). Pain, no gain. *Athletic Therapy Today, 7*(5), 56-57.
<https://doi.org/10.1123/att.7.5.56>
115. Williams, J.M., & Andersen, M.B. (1998). Psychosocial antecedents of sport injury: Review and critique of the stress and injury model. *Journal of Applied Sport Psychology, 10*(1), 5-25. <https://doi.org/10.1080/10413209808406375>
116. Zurita, F., Olmo, M., Cachón, J., Castro, M., Ruano, B., & Navarro, M. (2015). Relaciones

entre lesiones deportivas y parámetros de nivel, fase y modalidad deportiva. *Journal of Sport and Health Research, 7*(3), 215-228.