

1 Article

2 Psychological Intervention Using Motivational 3 Coaching in Dance Sport: A single case study

4 David Peris-Delcampo^{1, *}, Nora Taípe-Nasimba², Violeta Expósito³ and Enrique Cantón⁴

5 ¹ Psychologist. Department of methodology. Faculty of psychology. University of Valencia. Spain;

6 David.Peris-Delcampo@uv.es <http://orcid.org/0000-0002-7588-1522>

7 ² Psychologist. Line of motivation, physical activity and health. Faculty of psychology. University of

8 Valencia. Spain; notaina1213@gmail.com <http://orcid.org/0000-0001-9480-8454>

9 ³ Psychologist. Line of motivation, physical activity and health. Faculty of psychology. University of

10 Valencia. Spain; violetaexbo@gmail.com <http://orcid.org/0000-0002-2312-8707>

11 ⁴ Psychologist. Director line of motivation, physical activity and health. Department of basic psychology.

12 Faculty of psychology. University of Valencia. Spain; Enrique.Canton@uv.es

13 <http://orcid.org/0000-0001-6869-617X>

14 * Correspondence: David.Peris-Delcampo@uv.es; Tel.: +34-609126807 (D.P.)

15

16 **Abstract:** The work shows a single case intervention based on the motivational coaching model the
17 "Cantón's Giraffe", theoretically and experimentally proven in a 20-years-old dancesport
18 practitioner, who considered improving her execution with her dance partner. Methodological
19 triangulation was used [34], combining a test-retest quantitative measure (Using Ryff Psychological
20 Wellbeing Scales; the Rosenberg Self-Esteem Questionnaire and an ad-hoc instrument for the
21 motivational force assessment) and subjective analysis of the responses from the interviews
22 conducted. A three-phase intervention protocol was used [33]: identification, intervention, and
23 follow-up. The results show an improvement in reevaluation scores, an increase in the subjective
24 evaluation, and participant satisfaction and perceived resources raised at the end of the
25 intervention. These results are in line with previous similar studies.

26 **Keywords:** motivation; well-being; self-esteem; psychology; sport

27

28 1. Introduction

29 Based on the new psychological demands of the society, it is necessary to find useful tools with
30 good theoretical foundation, applied and efficient for professional psychological intervention [1];
31 which seek growth and personal development, not necessarily oriented to correct defects. Positive
32 Psychology [2,3] is based on this idea, since it focuses on achieving results and developing personal
33 well-being rather than detecting and correcting discomfort.

34 Sharing the positive approach, coaching [4,5] is framed as a process of accompaniment in which
35 an expert (commonly coach) generates a facilitating environment for the client (coachee), who
36 achieves his objectives using his own resources [6,7]. It can be understood as a behaviour
37 modification strategy, which produces a change in the client through reflection, learning,
38 self-discovery, and action [8]; in which the coaching expert will bring new strategies to the client or
39 coachee [9] only if it essential. Thus, in coaching the expert must know how to generate the process
40 of change and be competent with the elements of the process; therefore, it is important to be a
41 psychologist expert in coaching to carry out the psychological intervention and manage aspects
42 related to the mental field [10,11,5,12].

43 Positive psychology perspective studies eudaimonic psychological well-being, which refers to
44 live fully in the pursuit of our goals or seek satisfaction derived from the self-realisation of our

45 potential [13]; different from searching for positive experiences minimizing the negative ones [14].
46 From this perspective, the person seeks to enhance human qualities and achieve happiness.

47 From this positive approach, based on several classical motivational theories such as
48 Motivation Achievement Theory [15], Self-efficacy [16-17,18], Motivational Force Theory or
49 "Expectations x Value" [19-22] and Goal Theory [23-27,21]; Cantón [28,29] develops a motivational
50 intervention model from the perspective of coaching under the metaphorical name: "Cantón's
51 Giraffe". Different motivational components conform the four-part model, which adopts the figure
52 of a giraffe. The four parts represent the motivational factors explored in this psychological
53 intervention from the coaching approach.

54 Psychological interventions using "Cantón's Giraffe" model have been proven to be effective
55 and efficient in different contexts such as adapted swimming [30], female's football [31] or rhythmic
56 gymnastics [32], where an intervention protocol designed exclusively [33] was used for this model.

57 2. Materials and Methods

58 2.1. Design

59 To carry out this intervention only a methodological triangulation design was used [34], which
60 combines both quantitative and qualitative procedures. The first one consists of a test-reevaluation
61 (pre and post intervention), while the qualitative procedure involves interviews of analysis and
62 subjective evaluation of his progress and perceived changes.

63 2.2. Participants

64 The participant is a 20-years-old college student, who has been practicing competitive ballroom
65 dancing for 14 years, standard (English and Viennese waltz, tango, slow fox, and quickstep) and Latin
66 style (samba, cha-cha-cha, rumba, paso doble, and jive). She had never worked with a psychologist
67 before, lives with her family and her current dance partner is also her boyfriend. Both have proposed
68 as a goal to perform with good level the ten style ballroom dances for the Spain Championship in
69 September.

70 Prior to the intervention, the participant was informed of the intervention conditions and the
71 possibility of its publication, after her agreement she signed the informed consent, following the
72 recommendations of the ethics committee of the Faculty of Psychology of the University of Valencia,
73 available at:
74 <https://www.uv.es/ethical-commission-experimental-research/en/ethics-research-humans/preguntes-f-requents.html>
75

76 2.2. Participants

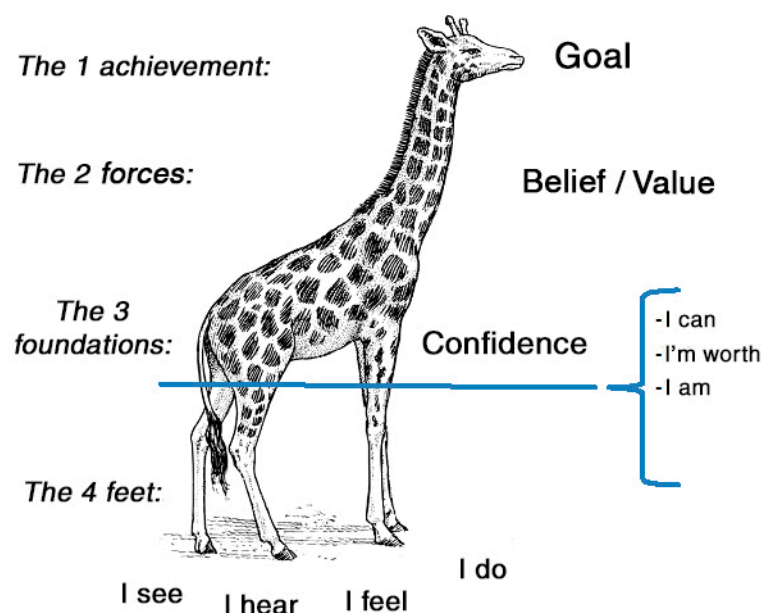
77 Regarding the quantitative instruments, the following questionnaires were used to assess pre and
78 post-test variables:

- 79 • Rosenberg Self-Esteem Scale [35] in Spanish adaptation [36], which evaluates the subjective
80 assessment of personal skills with a Cronbach alpha of 0.80 and a Likert scale from 4
81 ("Strongly agree") to 1 ("Strongly disagree") for the first five items, and from 1 ("Strongly
82 agree") to 4 ("Strongly disagree") for the last five items.
- 83 • Ryff's Psychological Well-Being Scale [37,38] in Spanish adaptation of Díaz,
84 Rodríguez-Carvajal, Blanco, Moreno-Jiménez, Gallardo, Valle & van Dierendock [39] with
85 good reliability (Cronbach's alpha between 0.84 and 0.70). This version has 29 items on a
86 Likert scale from 1 ("Strongly disagree") to 6 ("Strongly agree") and grouped into six
87 subscales: self-acceptance, environmental mastery, positive relationships, purpose in life,
88 personal growth, and autonomy.
- 89 • Ad-hoc motivational force scale, which evaluates two fundamental aspects of motivation:
90 perceived expectation of achieving the goal and the value of the expected goal. Three items
91 related to group classes, private rounds, and Saturday measured value: improving my
92 dance, increasing confidence on the floor, and improve physical resistance. Rated with a

93 scale from -10 ("minimum value") to +10 ("maximum value"). Furthermore, expectations
 94 were also evaluated using the same three items scored on a scale from 0 ("minimum
 95 expectation") to 1 ("high expectation"). Finally, the expectations score was multiplied for
 96 value score in order to obtain the motivational force, being 0 ("minimum motivational force")
 97 and 10 ("maximum force").

98 2.3. Intervention Protocol

99 The "Cantón's Giraffe" model (Figure 1) was used for this intervention and it begun with the
 100 "head", which corresponds to the goal or achievement, which must comply twelve characteristics and
 101 an accurate catalyst motivation [28]. Among those, the goal needs to be specific and temporarily
 102 planned.
 103



104

105

106

Figure 1. The 'Cantón's Giraffe' motivational coaching model [28,29].

107

Secondly, the "Neck" represents the motivational force that, according to Vroom [22], is the result of the balanced combination of positive expectation and the value granted to the goal.

109

Thirdly, identification of self-confidence ("body"), based on three supports [40,41]: (the perception of self-efficacy (I can), self-esteem (I'm worth), and self-concept (I am)).

111

Finally, the information inputs and the self-confidence formation source ("legs") on which the motivational experience is based are identified. The most important is direct experience with similar goals or tasks ("I do"). Another relevant input is the "I hear" that refers to both the self-talk and messages from others about the goal and the person ability to handle it. Also, interpretations and perceptions of the physiological sensations awakened by the goal are important for the self-confidence motivation ("I feel"). Similarly, indirect experiences of people who have achieved similar goals ("I see") conform another relevant contribution.

118

The intervention followed the three-phase protocol of Cantón & Peris-Delcampo [33]. The first phase was used to identify and obtain information about strengths and weaknesses of the motivational components, qualitatively and quantitatively measured. The second phase of the intervention involves exploring the components of the "Cantón's Giraffe" motivational model, and the third phase consists of a quantitative assessment. Also, a follow-up meeting is included to determine if there is maintenance of the motivational changes achieved.

124

The intervention was based on the coaching methodology [6,7,12] where the professional promotes reflection and questions, thus the client or coachee reaches his/her own conclusions. Examples of the questions for all the phases are shown in Table 1.

125

126

127 **Table 1.** Model set of questions for each part of the “Cantón’s Giraffe” semi-structured interview.

Goal (Head)	Strenghts (Neck)	Confidence (Body)	Base (legs)
What is your goal?	From 1 to 10, what value do you grant to you goal?	Do you think you can really achieve it?	What are you feelings when you dance? Have any of your friends encouraged you to do it?
Why is it important to you?	Do you think it is possible to achieve your goal?	What characteristics define you?	Have any of your friends set similar goals? Have you set similar goals?

128

129 *2.4. Procedure*

130 The intervention began in March and ended in May, which involved four biweekly sessions and
 131 a following-up session in June. Below is a summary table of the content and structure of the sessions
 132 (Table 2), which will be explained in more detail.

133

Table 2. Structure and content of the sessions.

Session / Phase	Description
1: Identification March 22nd	Explanation of the intervention procedure. Signing of the informed consent. Pre-test pass of the questionnaires (self-esteem and psychological well-being scales). Open-ended questions about her general condition. Information collection about her goal and time planning. Model components identification: head, body, and legs.
2: Identification March 29th	Pre-test pass of the ad hoc motive force scale. Identification of the neck, detection of weakness in positive expectations. Agreements reached in session: weekly training planning.
3: Intervention April 18th	Task review. Questions about her relationship with her partner and usefulness perception of the training. Agreements reached in session: to attend some standard class.
4: Intervention May 4th	Task review. Questions about the trainings, motivation level, and usefulness perception of the intervention. Agreements reached in session: to adapt the time planning in order to attend all the standard classes, and attending dance events with her partner. Post-test pass of the questionnaires.
Follow-up June 5th	Task review. Information collection of the motivation level and progress.

134

135 The first session (March 22nd) began by explaining the procedure of the intervention, followed
 136 by the signature of the informed consent. Subsequently, the client was asked open-ended questions
 137 in order to identify the status of the “Cantón’s Giraffe” model components and have an overview

138 of the situation. Additionally, the participant completed the Ryff's Psychological Well-being scale
139 and the Rosenberg Self-esteem questionnaire.

140 The participant reported having experienced ups and downs with her dance partner, since they
141 are not getting the results they expect in Latin style in national competitions. Her partner, whom she
142 has been dancing for two years, blamed her and the insufficient hours they practice for the situation.
143 In consequence, she felt overwhelmed because they were not being able to perform the ten style
144 ballroom dances in a competition, which was the goal they had set at the beginning of the season for
145 this Spain Championship, and had tried since they started dancing together.

146 Then she was asked why performing the ten style ballroom dances were so important for her;
147 she answered, "Performing the ten style dances is something I have loved since I was a child.
148 Although it involves a high level of effort and dedication, I feel it is something I have to do. Any
149 competent dancer must perform the ten dances in order to control the body and movements". From
150 the moment she started dancing with her current partner (two years ago), she set this goal and
151 established it for September. She thought they had postponed this goal due to her college demands
152 and decrease training hours. She started not attending weekly to dance classes due to fatigue; when
153 she did she felt disoriented, unwilling to make an effort, and reluctant to participate. She also felt
154 ridiculous when she was asked to dance in front of everyone.

155 Private lessons were not useful either. "I cannot practice the lessons, so I quickly forget them",
156 so she decided to quit private lessons during work exams periods. Neither she attended on
157 Saturdays, when they used to perform a simulation of the competition and performed rounds of all
158 dances, because she claimed not to have time to loose even though it lasted two hours.

159 Following the "body of the giraffe", she was asked if she truly believed she could achieve that
160 goal, if she felt capable. Although she repeated constantly she was going to act ridiculously, she
161 believed she could do it with effort and over time. She affirmed she was capable and confident in her
162 abilities, although she showed low self-confidence avoiding demonstrating her low proficiency in
163 standard dance "I'm not a complete useless, I can assume that I won't be as good as others but I can
164 improve over time and do not make a fool of myself".

165 Later, she was asked if she was new to a friend, currently practicing the ten style ballroom
166 dances, who started practicing half of it. She commented that many people from the academy used
167 to practice only Latin style but decided to complete the ten style dances over time. To the question
168 "Did any of those friends encourage you to do it too?" she affirmed they had tried to encourage her
169 by saying that she would be absolutely capable with effort. However, she hesitated to attend any
170 standard class because she thought she would make a fool of herself. Therefore, it was detected a
171 weakness in the "I hear" leg, specifically in the self-talk.

172 However, it was detected a strength in the "I feel" leg; she felt good dancing and inhibited
173 everything. Finally, in relation to the "I do" leg ("Have you ever had any bad experience at the
174 academy that stopped you from doing standard?"), another strength was detected since she claimed
175 not having any bad experiences in the academy with the standard style ("I've tried dancing waltz
176 and I'm not bad at it").

177 In this first session, depending on the weaknesses detected, particularly in the "I hear" leg
178 (Self-talk) and the body (Self-confidence), it was necessary to work on the initiation of activity and
179 classes attendance.

180 In the second session (March 29th), the neck (motivating force) is identified through the ad-hoc
181 Motivational Force Scale, which showed a weakness in this model component: low achievement
182 expectations in reference to her improve, her physical condition, and her confidence in her
183 performance on the floor during both private and group classes. The participant also was asked how
184 she felt during the week. She claimed to have attended more classes, but she believed she needed to
185 establish short-term goals such as attending private and group Latino classes (Wednesday at 10 pm
186 and Tuesday at 9 pm, respectively) without excuses. In order to have a better planning of the time,
187 she committed to write weekly trainings and classes she would attend.

188 When she was asked about her trainings she answered, "when we trained every day, we
189 performed better in class. I didn't even mind dancing in front of everyone since I had been practicing

190 the previous week". She also claimed feeling great, at the same level as her classmates. However, she
191 affirmed they stopped training before classes due to the lack of time. Moreover, she expressed her
192 disappointment with the last competition "even though we worked hard in the past a new couple
193 beat us in a short time, and cannot stand that". She found support in her teacher, who claimed,
194 "national courts were unreliable, that we had to focus on improving our dance, and they would
195 value it and would have no choice but give us an outright first place". This reflection helped her to
196 realise that winning was not the most important achievement but, as her teacher said, doing
197 everything possible to improve their dancing was. At the end of the session, she said she had
198 decided to attend classes because one of her best friend had insisted so much.

199 The third session (April 18th) began with the review of the previous weeks and the client's
200 feelings about it, especially with her partner. His attitude towards her changed since she started
201 writing down on the calendar all the classes she attended "he is seeing how I'm trying, and he is no
202 longer angry at my "laziness"". In addition, both attended the training sessions marked on the
203 calendar without backing out, and they felt very proud of it. Despite the days the participant was
204 more tired and felt like things were not going as planned, she assured she was trying not to blame
205 herself of the situation, as she also had a good day.

206 When she was asked about her initial reticence to attend classes, she pointed out her attitude "I
207 used to think I was going to make a fool of myself, also that the teacher was ignoring me. Now I try
208 not to think those things". She considered classes very important to grow as a dancer. Hence, she
209 evaluated the possibility of attending standard classes for mastering the ten style dances. Although
210 she agreed this task, she believed she would not have enough time for all the training sessions and
211 the new classes, also she felt insecure about her standard style level compared to her classmates.

212 In summary, the participant felt more motivated to attend classes; she learnt to be more
213 organised, and their relationship improved. She did no longer attend class apathetic; whenever she
214 felt weak, she did not attribute it to her lack of ability.

215 The fourth session (May 4th) also began reviewing last week progress and asking about the
216 trainings. She affirmed she had attended all the schedule of classes; also that the planning had been
217 very relevant to the improvement of her relationship, since her partner did not blame her for the
218 mistakes, but supported her whenever she thought she was making a fool of herself. She attended
219 some standard style classes and assured she would try to adapt her planning in order to attend all
220 classes. She admitted she had felt restless the previous week due to college demands, consequently,
221 attending classes had required a greater effort on her part but she attended anyway. She said
222 "whenever I can not attend classes I talk to my teacher, and attend the children ones"; thus, her
223 teacher noticed her involvement and helped her and paid more attention to her. The relationship
224 with her teacher improved and she stopped taking criticism negatively: "If she tells me what I'm
225 doing wrong, it is not because I'm useless. Clearly I am insecure and I will always be, but I try to
226 improve. My teacher helps me a lot telling me all the dance events that students can take part". In
227 order to achieve her goal and improve her dance technique, she agreed to attend those events as an
228 important step to reach success.

229 Regarding the usefulness of the intervention, she stated that the aspects worked on during the
230 sessions had been useful and had helped her to better planning classes attendance, realising the
231 importance of participating in classes.

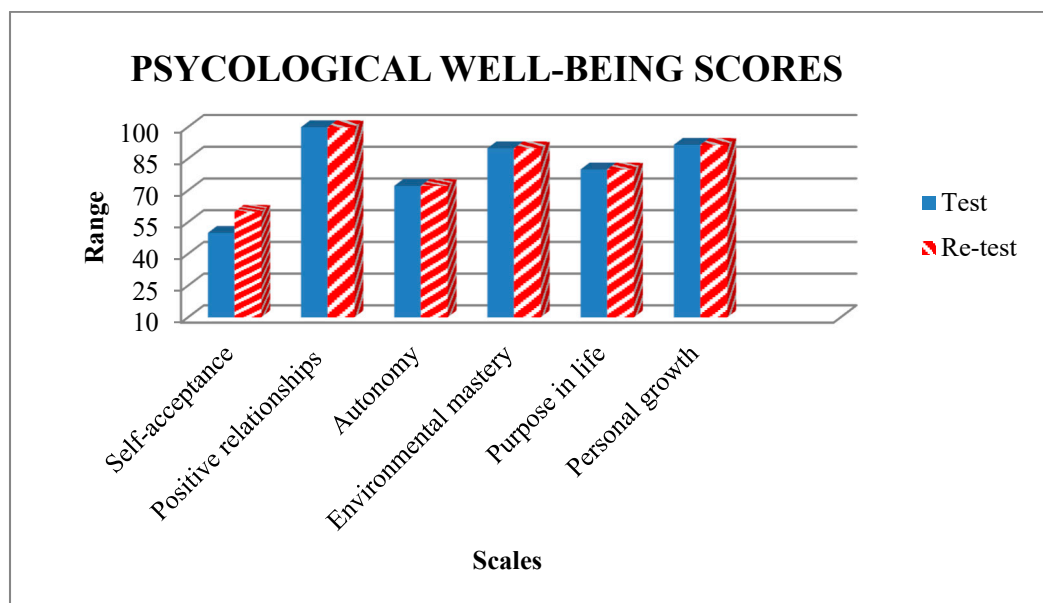
232 Ultimately, the participant filled up the assessment instruments and set a date for the follow-up
233 session.

234 After one month (June 5th) the follow-up took place, in which she showed progress in her
235 motivation and also a confidence improvement. She affirmed she was regularly attending classes,
236 both Latin and Standard styles, and also dance events proposed by her teacher. Moreover, she
237 assured her partner continued supporting her, and both were increasingly convinced they would be
238 able to perform the ten style dances in September. Therefore, the changes observed during the
239 intervention have been maintained over time.

240 3. Results

241 This section may be divided by subheadings. It should provide a concise and precise
 242 description of the experimental results, their interpretation as well as the experimental conclusions
 243 that can be drawn.

244 The results obtained after the intervention are shown below, both graphically (Figure 2 and
 245 Figure 3) and in table format (Table 3).
 246



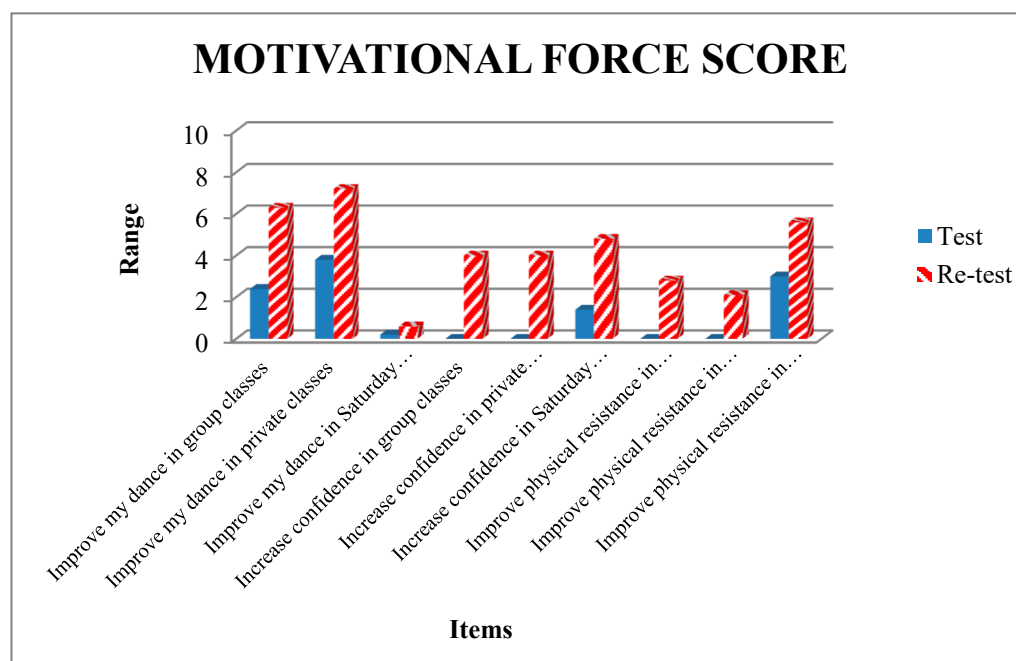
247

248

Figure 2. Psychological Well-being scores.

249

250



251

Figure 3. The 'Cantón's Giraffe' motivational coaching model [28,29].

252

Table 3. Most significant changes after the intervention.

253

Variable	Pre	Post	Changes
Self-esteem	27/40	30/40	+3
Psychological Well-being			

Self-acceptance	50/100	60/100	+10
Positive relationships	100/100	100/100	0
Autonomy	72,22/100	72,22/100	0
Environmental mastery	90/100	90/100	0
Personal growth	91,66/100	91,66/100	0
Purpose in life	80/100	80/100	0
Motivational Force (Expectations x Value)			
Improve my dance			
Group classes	0,3x8=2,4/10	0,7x9=6,3/10	+3,9
Private classes	0,4x8=3,8/10	0,8x9=7,2/10	+3,4
Saturday rounds	0,2x8=1,6/10	0,6x9=5,4/10	+3,8
Increase confidence on the floor			
Group classes	0x7=0/10	0,5x8=4/10	+4
Private classes	0x7=0/10	0,5x8=4/10	+4
Saturday rounds	0,2x7=1,4	0,6x8=4,8/10	+4,8
Improve physical resistance			
Group classes	0x6=0	0,4x7=2,8/10	+2,8
Private classes	0x6=0	0,3x7=2,1/10	+2,1
Saturday rounds	0,5x6=3	0,8x7=5,6/10	+2,6

254

255

256

257

258

259

260

261

262

263

264

265

266

267

268

269

270

271

272

273

274

The positive changes can be observed in both the figures and the table, which show improvements in the subscales Self-acceptance and Self-esteem. The positive experiences she had in successfully completing tasks successfully and actively participating in classes, favored these results and improved her self-confidence and self-efficacy for the goal achievement, and the relationship with her partner and teachers.

In addition, increases have been observed in the three Motivational Force items, especially in Increasing confidence on the floor (Saturday rounds, private and group classes), Improving my dance (Saturday rounds, private and group classes), and, to a lesser extent Improving physical resistance (Saturday rounds, private and group classes). In all cases both, expectations of achievement and value, have positively changed, showing a greater confidence in achieving the goal in the three points raised, due to the increase attendance in classes and training sessions, which she considered very important to acquire the necessary skills to face her goal. Additionally, the participant had an increase in motivation to attend classes as a result of the positive experiences during the classes, such as learning new dance styles and accepting criticism from her teachers as part of the learning process.

These quantitative results were congruent with the subjective perception of the participant and the changes observed, revealing the importance of temporarily organizing the steps to achieve the goal and benefit from the resources available, for example, participating more actively in classes. As a result, her confidence increased and the relationship with both her partner and teacher strengthened.

275

4. Discussion

276

277

278

279

280

In view of the results from the psychological intervention in the dance practitioner woman, both the reevaluation scores and the subjective considerations improved, showing the effectiveness of the intervention. Especially, the results regarding the motive force (measured through an ad-hoc instrument) turned out greater for both the main goal and the dependent sub-goals. The perception of control and the improvement of the skills related to the goal achievement (for example, the

281 participant assured that "the sessions have helped me to organize myself better"), were the most
 282 significant conclusions of the intervention; and also, according to her words, the most important
 283 conclusions.

284 These results are parallel to similar interventions which used the "Canton's Giraffe" in different
 285 sport disciplines such as adapted swimming [30], Women's Futsal [31] or rhythmic gymnastics [32].
 286 The coaching approach itself favours the expert creativity in this method [7], while the "Canton's
 287 Giraffe" model is a great guide for gradually working on the motivational elements required to
 288 achieve the established objectives. Hence, each intervention is unique depending on the
 289 circumstances of it, as observed in the current intervention and the ones mentioned above, all
 290 followed the structure and protocol of "Canton's Giraffe" and showed effectiveness despite certain
 291 differences in each process. This question can be understood as an advantage of the application of
 292 the model, since it really fits the coachee needs due to its agile, fast and justified structure; as
 293 limitations, it depends to some extent on the skills and creativity of the professional involved, and
 294 also on the client's involvement in the process.

295 As a single case design, it presents the limitations inherent to these studies, particularly those
 296 related to the difficulty of controlling and measuring all the variables involved in the process.

297 Studies of this type are important for professionals of applied psychology to "polish" a very
 298 agile and fast-application tool: the "Canton's Giraffe" (strongly grounded in theory, among other
 299 things). For further research, we recommend increasing this type of studies (in order to delimit more
 300 the structure and the application's protocol), and also to carry out research involving a greater
 301 number of subjects to compare their results.

302 **Author Contributions:** Conceptualization, D.P., V.E., E.C. and N.T.; methodology, D.P., E.C. and V.E.;
 303 validation, D.P., E.C. and V.E.; formal analysis, D.P., V.E. and E.C.; investigation, D.P., V.E., E.C. and N.T.;
 304 resources, D.P. and E.C.; data curation, D.P., V.E., E.C. and N.T.; writing—original draft preparation, N.T., V.E.,
 305 D.P. and E.C.; writing—review and editing, N.T., V.E., D.P. and E.C.; visualization, D.P., V.E., E.C. and N.T.;
 306 supervision, D.P., V.E., E.C. and N.T.; project administration, D.P., E.C., V.E. and N.T".

307 **Funding:** "This research received no external funding".

308 **Conflicts of Interest:** The authors declare no conflict of interest.

309 References

- 310
- 311 1. Cantón, E. The professional specialization in Sport Psychology. *J. Psychology sport physical exercise* **2016**, *1*,
 - 312 1-12. DOI: <https://doi.org/10.5093/rpadef2016a2>
 - 313 2. Seligman, M.E.P. The President's Address. APA 1998 Annual Report. *American Psychologist* **1999**, *54*, 1-12.
 - 314 559-562
 - 315 3. Seligman, M.E.P.; Csikszentmihalyi, M. Positive Psychology: An Introduction. *American Psychologist* **2000**,
 - 316 55, 5-14. DOI:10.1037/0003-066X.55.1.5
 - 317 4. Passmore, J.; Oades, L. G. Positive Psychology: Coaching. *The Coaching Psychologist* **2014**, *10*, 68-70.
 - 318 5. Passmore, J.; Oades, L. G. Positive Psychology: Coaching Techniques: Gratitude. *The Coaching Psychologist*
 - 319 **2016**, *12*, 34-35.
 - 320 6. Peris-Delcampo, D. Coaching: how can we use it successfully. *Psychological Information* **2014**, *107*, 11-22.
 - 321 DOI: <http://dx.medra.org/10.14635/IPSIC.2014.107.2>
 - 322 7. Peris-Delcampo, D. *Basic concepts of sport psychology and coaching for managers of sport companies*; Círculo
 - 323 Rojo: Almería, Spain, 2016.
 - 324 8. García-Naviera, A. Professional application of coaching in sport: a unique case study. *The Coaching*
 - 325 *Psychologist* **2013**, *13*, 101-112. DOI: <https://doi.org/10.5944/ap.14.1.19255>
 - 326 9. Buceta, J. M. *Coach's Skills*; National University of Distance Education: Madrid, Spain, 2016.
 - 327 10. Cantón, E. Is coaching psychology? Who can apply Coaching and in what environments?. *Psychological*
 - 328 *Information* **2014b**, *107*, 2-10. DOI: <http://dx.medra.org/10.14635/IPSIC.2014.107.1>
 - 329 11. Caperán, J. A.; Peris-Delcampo, D. From executive coaching to other fields of application: An option to
 - 330 optimize the work of the psychologist. *Psychological Information* **2014**, *107*, 22-33. DOI:
 - 331 <http://dx.medra.org/10.14635/IPSIC.2014.107.3>

- 332 12. Peris-Delcampo, D. Key points for the efficient coaching application as a tool for the psychological
333 intervention in sport. Proceedings of the 14th World ISSP Congress of Sport Psychology, Sevilla, Spain,
334 July 2017.
- 335 13. Ryan, R. M.; Huta, V.; Deci, E. L. Living well: a self-determination theory perspective on eudaimonia. *J. of*
336 *Happiness Studies* **2008**, *9*, 139-170.
- 337 14. Ryan, R. M.; Deci, E. L. On happiness and human potentials: a review of research on hedonic and
338 eudaimonic well-being. *Annual Review of Psychology* **2001**, *52*, 141-166. DOI: 10.1146/annurev.psych.52.1.141
- 339 15. Bandura, A. *Social learning theory*; Englewoods Cliffs, NJ: Prentice-Hall., 1977.
- 340 16. Bandura, A. Self-efficacy mechanism in human agency. *American Psychologist* **1982**, *37*, 122-147. DOI:
341 10.1037/0003-066X.37.2.122
- 342 17. Bandura, A. *Self-efficacy: The exercise of control*; NJ: Freeman and Co. Publishers: Nueva York, 1997.
- 343 18. White, R. W. Motivation Reconsidered: The concept of competence. *Psychological Review* **1959**, *66*, 297-333.
- 344 19. Atkinson, J.W. Motivational determinants of risk-taking behavior. *Psychological Review* **1957**, *64*, 359-372.
345 DOI: 10.1037/h0043445
- 346 20. Atkinson, J. W. *Personality, motivation and action*; Preaeger: New York, 1983.
- 347 21. Tolman, E. C. Principles of performance. *Psychological Review* **1955**, *62*, 315-326.
- 348 22. Vroom, V. H. *Work and Motivation*; John Wiley: New York, 1964.
- 349 23. Deci, E. L.; Ryan, R. M. The general causality orientations scale: Self-determination in personality. *J. of*
350 *Research in Personality* **1985**, *19*, 109-134. DOI: [https://doi.org/10.1016/0092-6566\(85\)90023-6](https://doi.org/10.1016/0092-6566(85)90023-6)
- 351 24. Dweck, C. S. Self-theories and goals: Their role in motivation, personality and development. Proceedings
352 of the Symposium on Motivation, Nebraska, 1990; Deinstbier, R. A., Eds.; Lincoln: University of Nebraska;
353 38, 199-235.
- 354 25. Ford, M. E. *Motivation humans: Goal, emotions and personal agency beliefs*; Newbury Park, CA: Sage, 1992.
- 355 26. Locke, E. Toward a theory of task motivation and incentives. *Organizational Behavior and Human*
356 *Performance* **1968**, *3*, 157-189.
- 357 27. Locke, E. A.; Latham, G. P. *A theory of goal setting and task performance*; Englewoods Cliffs, NJ: Prentice-Hall,
358 1990.
- 359 28. Cantón, E. *Cantón's Giraffe": A model of motivational strategy applied from the perspective of coaching*; CSV:
360 Granada, Spain, 2013.
- 361 29. Cantón, E. A motivational strategy model applied from the perspective of coaching. *The Coaching*
362 *Psychologist* **2014a**, *10*, 26-34.
- 363 30. Peris-Delcampo, D; Expósito, V.; Cantón, E. Psychological intervention in swimming adapted from the
364 coaching motivational perspective. *Psychological Information* **2016**, *112*, 59-73. DOI:
365 <http://dx.medra.org/10.14635/IPSIC.2016.112.5>
- 366 31. Colás, J. M.; Peris-Delcampo, D.; Expósito, V.; Cantón, E. Psychological intervention from motivational
367 coaching using "The Canton's giraffe model" in an indoor football player. *J. Psychology sport physical exercise*
368 **2017**, *2*, 1-14. DOI: <https://doi.org/10.5093/rpadef2017a12>
- 369 32. Sánchez, A. I.; Expósito, V.; Peris-Delcampo, D.; Cantón, E. Unique case study in rhythmic gymnastics
370 from the perspective of motivational coaching using the model "Canton's Giraffe". *Psychological*
371 *Information* **2018**, *115*, 154-169. DOI: <http://dx.medra.org/10.14635/IPSIC.2018.115.3>
- 372 33. Cantón, E.; Peris-Delcampo, D. Psychological intervention in sport from the motivational coaching
373 perspective. Proceedings of the 14th World ISSP Congress of Sport Psychology, Sevilla, Spain, July 2017.
- 374 34. Castañer, M.; Camerino, O.; Anguera, M. T. Mixed methods in the research of physical activity and sport
375 sciences. *Apunts. Physical Education and Sports* **2013**, *112*, 31-55. DOI:
376 10.5672/apunts.2014-0983.es.(2013/2).112.01
- 377 35. Rosenberg, M. *Society and the adolescent self-image*; Princeton University Press: Princeton, New Jersey, 1965.
- 378 36. Vázquez, A.; Jiménez, R.; Vázquez-Morejón, R. Rosenberg's self-esteem scale: Reliability and validity in
379 Spanish clinical population. *Psychological Information* **2004**, *22*, 247-255.
- 380 37. Ryff, C. Beyond Ponce de Leon and Life satisfaction: New directions in quest of successful aging. *Int. J. of*
381 *Behav. Dev.* **1989a**, *12*, 35-55. DOI: <https://doi.org/10.1177/016502548901200102>
- 382 38. Ryff, C. Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *J. of*
383 *Personality and Social Psychology* **1989b**, *57*, 1069-1081.
- 384 39. Díaz, D.; Rodríguez-Carvajal, R.; Blanco, A.; Moreno-Jiménez, B.; Gallardo, I.; Valle, C.; van Dierendock.
385 Spanish adaptation of the scales of psychological Well-Being of Ryff. *Psicothema* **2006**, *18*, 572-577.

- 386 40. Covington, M. V. Goal theory, motivation and school achievement: An integrative review. *Annual Review*
387 *Psychology* **2000**, *51*, 171-200. DOI: 10.1146/annurev.psych.51.1.171
- 388 41. Harter, S. The development of self-representations. In *Handbook of child psychology, 5th ed.*; Damon, W.,
389 Einslerberg, N., Eds.; John Wiley and Sons: New York, 1998, Volume 3, pp. 154-196