

# Tripartite Efficacy Profiles: A Cluster Analytic Investigation of Athletes' Perceptions of Their Relationship With Their Coach

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Recent studies of coach–athlete interaction have explored the bivariate relationships between each of the tripartite efficacy constructs (self-efficacy; other-efficacy; relation-inferred self-efficacy, or RISE) and various indicators of relationship quality. This investigation adopted an alternative approach by using cluster analyses to identify tripartite efficacy profiles within a sample of 377 individual sport athletes ( $M_{\text{age}} = 20.25$ ,  $SD = 2.12$ ), and examined how individuals in each cluster group differed in their perceptions about their relationship with their coach (i.e., commitment, satisfaction, conflict). Four clusters emerged: High ( $n = 128$ ), Moderate ( $n = 95$ ), and Low ( $n = 78$ ) profiles, in which athletes reported relatively high, moderate, or low scores across all tripartite perceptions, respectively, as well as an Unfulfilled profile ( $n = 76$ ) in which athletes held relatively high self-efficacy, but perceived lower levels of other-efficacy and RISE. Multivariate analyses revealed differences between the clusters on all relationship variables that were in line with theory. These results underscore the utility of considering synergistic issues in the examination of the tripartite efficacy framework.

**Keywords:** conflict, efficacy measurement, other-efficacy, relationship commitment, RISE, self-efficacy

Athletes' sporting endeavors are invariably supported (or thwarted) by their interactions with important social agents (e.g., coaches, teammates, parents) (e.g., Keegan, Spray, Harwood, & Lavalley, 2010). Accordingly, sport psychology researchers have displayed a longstanding interest in exploring the interpersonal processes that shape athletes' behaviors and perceptions (e.g., Smith, Smoll, & Curtis, 1979; Smoll & Smith, 1989). Rooted in this pioneering work, the past decade has witnessed a proliferation of close relationship research in sport that has sought to examine numerous important dyadic exchanges. In particular, researchers have

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## **Appendix A: List of Items for the Self-Efficacy and RISE Instruments**

1. Perform all the difficult technical aspects of your sport
2. Communicate effectively toward your coach at all times
3. Stay mentally strong during competition
4. Put in all your effort when working with your coach
5. Play an effective role in resolving conflict that arises between you and your coach
6. Stay in optimal physical condition
7. Play a role in devising effective goals
8. Carry out the tasks your coach sets away from practice
9. Play an effective role in maintaining a good relationship with your coach
10. Always be well organized at practice sessions
11. Always carry out your coach's instructions
12. Perform all the tactical plans set by your coach
13. Consistently reach your coach's expectations
14. Deal effectively with setbacks in your relationship with your coach

## **Appendix B: List of Items for the Other-Efficacy Instrument**

1. Communicate effectively toward you at all times
2. Always provide you with the support you need
3. Maintain expert knowledge of your sport
4. Play an effective role in resolving conflict that arises between you and him/her
5. Prepare you physically for competition
6. Provide you with enough one-to-one time
7. Play a role in devising effective goals
8. Keep you highly motivated at all times
9. Analyze your performances effectively and give expert direction
10. Prepare you mentally for competition
11. Always be open to your ideas and feelings
12. Always devise effective tactical plans
13. Always make his/her expectations of you clear
14. Put in the effort needed to ensure you progress as an athlete
15. Deal effectively with setbacks in his/her relationship with you