

TI304 Individual exam

Oppgavetekst og sensurveiledning

Answer only 2 of these 3 questions:

Question 1:

What are the implications of putting the athlete's health first to create a balanced, long lasting career on the pitch, ready for the next competition or performance? Refer to and discuss examples from elite sport.

A possible answer puts up an integrated, holistic way of doing performance management, with reference to the course literature, and shows how this is influenced by the philosophy and goal of putting health, balance and a lasting career first.

Highly relevant references could be Collins' chapter 13 (Barr) and 32 (Tufte) and 34 (Jennings) – covering prevention of overload or injury and taking the athlete's perspective of values, work-life balance and dual careers) and others. Connolly's sustainable focus on the player's health as a premise for top performance is also highly relevant (part 2; The Player).

Examples presented on lectures like Team Casper Ruud's focus on injury preventing training, and the national triathlon team's use of testing to prevent over training are highly relevant examples, especially the culture of knowing why – on a deeper level - they are doing this. Also the case from Anders Meland about Oljefondet (The Government Pension Fund Global) and their focus on recharging energy to promote high performance and avoid complacency could be an excellent and relevant example.

A good answer gives a comprehensive and nuanced view on the different aspects of the philosophy and its benefits and disadvantages in a holistic and integrated performance management delivery.

Question 2:

Why and how can innovation be an important part of performance management in sports? Give different examples from elite sports and pick one of them to elaborate how coaches and performance teams can create, implement and manage innovations effectively. In what way can innovation be a challenge? How to balance focus on new things with the basics in holistic, integrated execution of performance management?

A possible answer could define innovation and other performance factors and refer to Peter Vint's and other's (like Jones, Jordet, Graham, Connolly) thoughts on this.

Different examples of innovation are mentioned, and the elaborated example on how to create, implement and the manage innovation effectively is described, explained and discussed. This could be a broad kind of innovations, from use of testing, technology and data to innovative best practices in way of coaching.

The use of technology and testing in the National triathlon team or the way Team Casper Ruud use strength- and mobility training to increase quality on deliberate practice and training volume, Olympiatoppens use of their support team to develop technique for decathlon athletes or Geir Jordet's use of data to create new insight in dealing with penalty shootouts in football could be a relevant case from the lectures.

A good answer gives a comprehensive and nuanced view on innovations as a part of a holistic and integrated sport performance.

Question 3:

The coach-athlete relation is essential in a performance team and is often supported by different roles and functions. There are several examples of family members having one or more of these roles. Why and how can this be a benefit or a disadvantage for the way of working with performance management? Refer to and discuss examples and give your recommendations dealing with the issue.

A possible answer outlines an overview of Performance management and the different type of roles playing out, referring to the layer model presented on lecture and/or the different parts in the Collins' or Connolly's book, then showing how this can be supported, affected or influenced by family members getting involved in central roles.

A good answer elaborate how family bond can be a strength, like giving the extra support, going the extra mile or knowing the athlete in another, deeper level. It also addresses the challenges it may create to the professional performance culture, like giving honest performance oriented feedback vs being nice and protective.

Examples from lectures like Team Casper Ruud or Collins chapter 31 (Team Porteous),32 (Tufte) and 34 (Jennings) - all presented by the students in class - taking the athletes and family perspective are highly relevant. Public known examples like Team Ingebrigtsen, Rafael and Toni Nadal or Max and Jos Verstappen could also be good and relevant examples.

A good answer gives a comprehensive and nuanced view on the different roles and the family aspects, but also make choices and make recommendations, when giving advice dealing with the issue.

Give your answer in English or Norwegian.

Good luck!

Anders