



SportsConfidence

Using ChatGPT to Explore SPQ20 Feedback Reports

Guidance and prompts for athletes, coaches, sport psychologists and other practitioners

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Executive Summary

The SPQ20 Sport Personality Questionnaire provides a structured account of 20 personality characteristics and mental skills that may influence an athlete's approach to training, competition, relationships, and development. Its feedback report is the primary source for understanding the athlete's results.

ChatGPT and similar generative AI tools can provide an additional way of exploring the report. They can help organize information, explain findings in accessible language, identify important patterns, generate questions, and translate selected insights into practical development activities.

ChatGPT does not conduct a new assessment. It cannot observe the athlete, verify an interpretation, diagnose a mental-health condition, or predict sporting performance. Its contribution should be treated as an aid to structured exploration rather than an independent psychological opinion.

What ChatGPT Can Add

Used appropriately, ChatGPT can help users:

- Summarize the main findings
- Identify prominent characteristics and recurring themes
- Explore interactions between SPQ20 dimensions
- Consider potential strengths and development priorities
- Relate selected findings cautiously to sporting demands
- Generate questions for feedback or coaching discussions
- Examine common challenges in training and competition
- Develop practical mental-skills activities
- Prepare an athlete development plan
- Check an analysis for errors and unsupported assumptions

ChatGPT may be particularly helpful when considering how dimensions interact. Characteristics may reinforce, balance, or create tension with one another. The same characteristic may support performance in one situation and become less effective in another.

These interactions should be treated as hypotheses. The athlete's experience and relevant sporting evidence are needed to establish whether an interpretation is accurate and useful.

What ChatGPT Cannot Do

ChatGPT cannot:

- Administer, score, or validate the SPQ20

- Replace the complete feedback report
- Observe behavior in training or competition
- Establish the cause of a performance difficulty
- Decide whether a result is inherently good or bad
- Predict performance
- Diagnose or exclude a mental-health condition
- Assess immediate risk
- Determine medical fitness or readiness to return after injury
- Make selection, ranking, or contractual decisions
- Investigate safeguarding concerns
- Replace an appropriately qualified professional

The SPQ20 is a self-report sport personality and mental-skills assessment. It is not a clinical or diagnostic instrument.

Responsible Use

An SPQ20 report contains personal assessment information. Users should provide only the information required for the agreed purpose and understand how the AI service handles uploaded material.

When another person's report is used, coaches and practitioners should ensure that:

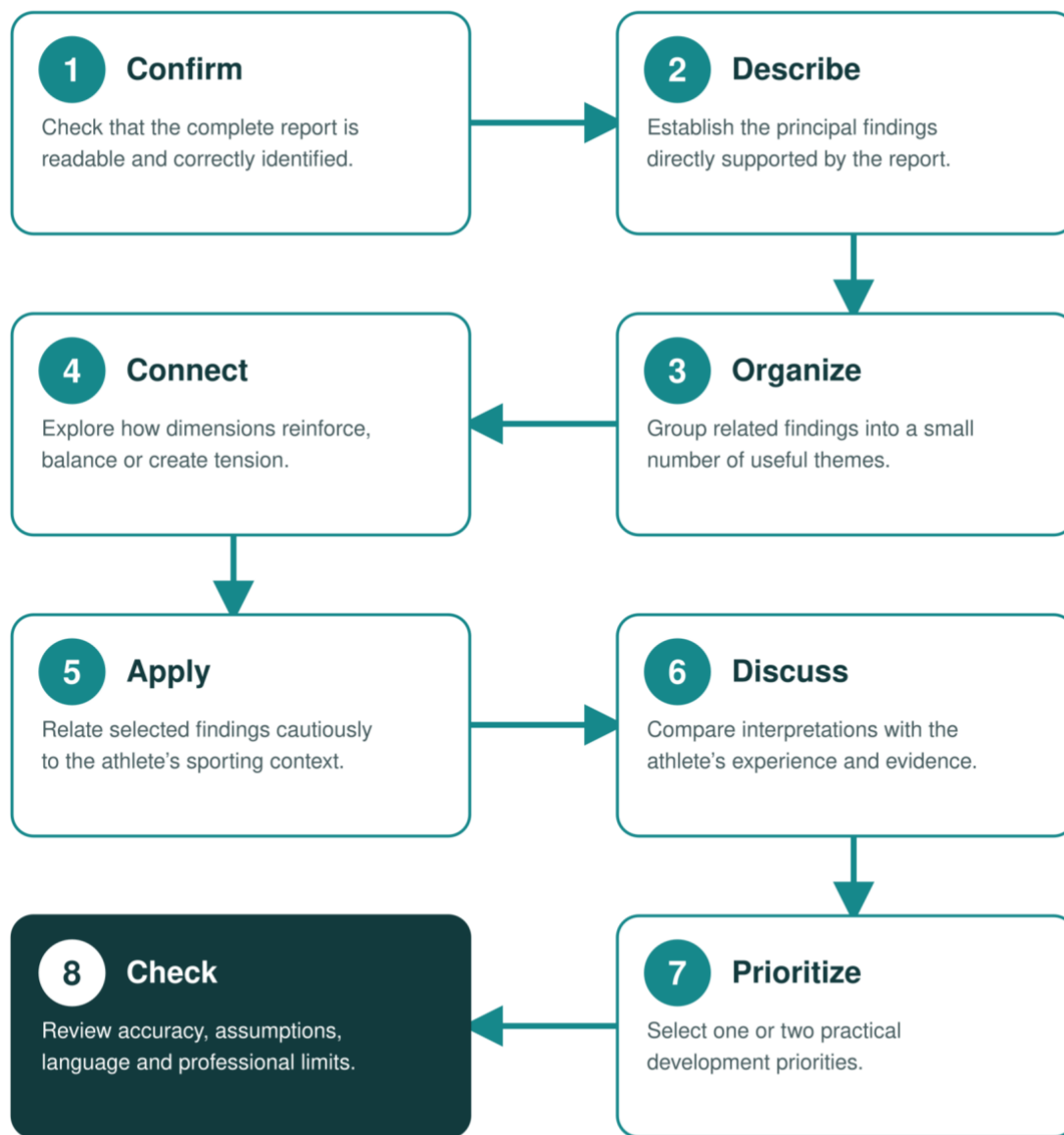
- There is a clear and legitimate purpose
- The athlete has been appropriately informed
- Suitable consent or authority exists
- Professional and organizational requirements are followed
- Only necessary contextual information is supplied
- AI-generated material is checked before use or sharing
- Human judgment remains in control

Consent to complete an assessment should not automatically be treated as consent for every subsequent use of the report.

The Recommended Process

Using ChatGPT with an SPQ20 Report

An eight-step process for evidence-based exploration and development



The foundation for every step

SPQ20 report evidence • Athlete experience
Sporting context • Human judgment

Use ChatGPT to explore the report, not to replace it.

From Analysis to Development

A useful development plan should:

- Address one or two agreed priorities
- Be supported by the report and the athlete's experience
- Build on existing strengths
- Describe specific target behaviors
- Relate to defined sporting situations
- Integrate practice into normal training
- Introduce competitive demands progressively
- Identify appropriate support
- Use observable indicators of progress
- Include a review period

The aim is not to change the athlete's personality or create an ideal profile. It is to help the athlete use existing characteristics effectively and develop greater flexibility where this would support performance or wellbeing.

When Human Support Is Required

Qualified human support should be sought when a concern involves significant or persistent distress, a mental-health difficulty, self-harm, suicidal thinking, disordered eating, substance misuse, injury, medical decisions, abuse, bullying, or safeguarding.

The SPQ20 and ChatGPT should not be used to assess risk or decide whether treatment or emergency action is required. Relevant professional, medical, emergency, safeguarding, and organizational procedures should be followed.

Central Principle

The purpose of using ChatGPT with an SPQ20 report is not to obtain the longest or most confident interpretation. It is to understand the report more clearly, ask better questions, and identify carefully judged possibilities for development.

The SPQ20 report provides the evidence. ChatGPT supports exploration. The athlete's experience, relevant sporting information, and appropriate human judgment remain in control.

1. Introduction

The SPQ20 Sport Personality Questionnaire provides a structured account of personality characteristics and mental skills that may influence an athlete's approach to training, competition, relationships, and development. Its feedback report is the primary source for understanding the athlete's results.

ChatGPT can help an athlete, coach, or practitioner explore that report in greater depth. It can organize information, highlight patterns, generate questions, and suggest possible sporting applications. It can also help translate assessment findings into language that is easier to discuss and into development ideas that can be tested in practice.

However, ChatGPT does not conduct a new assessment. It cannot observe the athlete, verify its interpretations, diagnose psychological conditions, or determine how the athlete will behave or perform. Its contribution should therefore be treated as a structured aid to exploration rather than an authoritative psychological opinion.

1.1 What ChatGPT Can Add

An SPQ20 report contains information about 20 dimensions. When several results are considered together, it can be difficult to identify which patterns are most important or how they might relate to a particular sporting challenge.

Summarizing and Organizing the Report

ChatGPT can help by:

- Summarizing the main findings
- Identifying prominent characteristics and recurring themes
- Grouping related results
- Distinguishing central patterns from less important details
- Presenting complex information in clearer language

This can make the report easier to use. Rather than examining every SPQ20 dimension separately, ChatGPT can help identify a smaller number of themes that may be especially relevant to the athlete's current objectives.

Exploring Interactions

Individual SPQ20 dimensions should not always be considered in isolation. The way one characteristic is expressed may be influenced by several others.

ChatGPT can help explore:

- Dimensions that appear to reinforce one another
- Characteristics that may balance or moderate each other

- Apparent tensions within the profile
- Situations in which a characteristic may help performance
- Circumstances in which the same characteristic may become less effective

For example, an athlete might show characteristics associated with careful preparation alongside characteristics associated with rapid or intuitive decision-making. ChatGPT can generate hypotheses about when each tendency might be useful and what questions could clarify how they operate in practice.

These interpretations remain possibilities to explore. Their value depends on whether they are supported by the report and recognized in the athlete's experience.

Supporting Sporting Application

ChatGPT can help relate selected findings cautiously to:

- The athlete's sport, event, position, or role
- Training and competition demands
- Responses to pressure and mistakes
- Motivation and goal pursuit
- Relationships with coaches and teammates
- Communication and leadership
- Injury rehabilitation and return to competition
- Current performance or development objectives

It can also generate questions for discussion, identify possible development priorities, suggest practical activities, and help review progress.

ChatGPT should not assume that a profile explains a sporting difficulty. The SPQ20 report may contribute to understanding the issue, but situational, technical, physical, interpersonal, and organizational factors should also be considered.

1.2 What ChatGPT Cannot Do

ChatGPT has no direct knowledge of the athlete beyond the information provided to it. It cannot observe behavior in training or competition, understand the full sporting environment, or know whether an interpretation accurately describes the individual.

It Does Not Replace the SPQ20 Report

ChatGPT cannot:

- Conduct or score the SPQ20
- Replace the feedback report
- Change the definitions used by the assessment
- Correctly interpret missing or unreadable results
- Treat general psychological knowledge as a substitute for report evidence

ChatGPT may misunderstand a dimension, reverse the meaning of a score, overlook an important qualification, or produce an explanation that sounds convincing but is not supported by the report.

Important statements should therefore be checked against the complete feedback report. Where ChatGPT's interpretation conflicts with the report, the report takes precedence.

It Cannot Verify an Interpretation

ChatGPT can generate plausible hypotheses, but it cannot establish that they are correct. It cannot determine with certainty:

- Why an athlete behaves in a particular way
- Whether a characteristic is helping or limiting performance
- How consistently the athlete behaves across situations
- Whether a reported problem has been accurately described
- Which interpretation best explains a particular experience

These questions require information from the athlete and, where appropriate, observations from coaches or practitioners.

It Cannot Make Professional Decisions

ChatGPT cannot:

- Diagnose a mental-health or medical condition
- Assess immediate risk
- Resolve safeguarding concerns
- Predict sporting performance
- Make selection or non-selection decisions
- Determine whether an athlete is suitable for a role
- Replace the judgment of a qualified practitioner

The distinction between performance development and mental-health treatment is considered in Chapters 2 and 11.

1.3 The Athlete's Experience Is Essential

An SPQ20 profile describes tendencies and preferences. It does not provide a complete explanation of behavior, and it does not mean that an athlete will respond in the same way in every situation.

The Importance of Context

How a characteristic is expressed may depend on:

- The sport, event, or playing position
- The athlete's experience and competitive level
- The demands of a particular situation
- Coaching style and team culture
- Physical health, injury, fatigue, or recovery
- Current confidence and motivation
- Relationships with coaches and teammates
- Skills learned through training and experience

The same characteristic may be effective in one situation and less effective in another. A strong competitive drive, for example, may support effort and persistence but become unhelpful if it leads to excessive comparison, frustration, or difficulty recovering from setbacks.

Involving the Athlete

The athlete should be involved in reviewing any interpretation. Useful questions include:

- Does this description feel accurate?
- In which situations does it apply?
- When does the athlete respond differently?
- What examples support or challenge the interpretation?
- Is the characteristic helping performance, limiting it, or doing both?
- What other explanations should be considered?

An interpretation becomes useful when it helps the athlete understand an experience, test a practical strategy, or have a more productive development discussion. It should not be retained merely because it sounds plausible.

1.4 The Purpose of This Guide

This guide provides a practical process for using ChatGPT to explore an SPQ20 feedback report responsibly.

The Process Covered

The guide explains how to:

1. Prepare the report and define the purpose of the analysis.
2. Establish the findings directly supported by the report.
3. Identify the most important patterns in the profile.
4. Explore possible interactions between dimensions.
5. Relate findings cautiously to sporting demands and common challenges.
6. Discuss interpretations with the athlete.
7. Identify development priorities and practical actions.
8. Check the analysis for errors, assumptions, and unsupported conclusions.

9. Recognize when qualified human support is required.

Intended Users

The guide is intended for:

- Athletes examining their own SPQ20 reports
- Coaches supporting athlete development
- Sport psychologists
- Other appropriately qualified practitioners

Different users will bring different levels of experience and professional responsibility. The responsible-use principles described in Chapter 2 should be applied according to the user's role and the purpose for which the report is being considered.

Central Principle

Use ChatGPT to explore the SPQ20 report, not to replace it.

The strongest analysis combines:

- Evidence contained in the complete report
- The athlete's experience
- Relevant sporting context
- Appropriate human judgment

ChatGPT can support this process, but responsibility for interpreting and applying the findings remains with the people involved.

2. Responsible and Appropriate Use

Using ChatGPT with an SPQ20 feedback report involves personal assessment information. Athletes, coaches, and practitioners should consider why the report is being used, who has authority to use it, what information needs to be provided, and how any resulting analysis will be shared.

The principles in this chapter apply throughout the guide. They are intended to support responsible exploration of the SPQ20, not to replace professional codes, organizational policies, legal obligations, or the terms governing the use of a particular AI service.

2.1 Privacy and Personal Information

An SPQ20 report contains information about an identifiable individual. Even if the athlete's name is not visible, the combination of sporting context, role, achievements, injuries, or personal circumstances may make identification possible.

Provide Only Necessary Information

ChatGPT should receive only the information needed for the agreed purpose. In most cases, it does not need:

- The athlete's full name
- Date of birth
- Home address
- Personal contact details
- The name of a school, club, or employer
- Detailed medical information
- Confidential information about other people
- Private correspondence with coaches or teammates
- A complete history of the athlete's career

Descriptions such as "the athlete," "the player," "the runner," or "the goalkeeper" will usually be sufficient.

Relevant context might include the sport, position or event, competitive level, current objective, and a concise description of the issue being explored. Context should help interpret the report without unnecessarily identifying the athlete.

Check the AI Service's Privacy Arrangements

Before uploading a report, users should understand how the AI service handles information. Relevant questions include:

- Is the information retained?
- Can it be used to improve the service or train models?

- Can chat history or model-training options be disabled?
- Who may have access to the account?
- Does the organization permit assessment reports to be uploaded?
- Are there contractual or data-protection requirements that apply?

Athletes examining their own reports should also check the privacy and data-use settings associated with their accounts.

2.2 Consent and Authority

Possessing a copy of an SPQ20 report does not necessarily provide authority to upload it to an AI service or use it for a new purpose.

Athletes Using Their Own Reports

An athlete may choose to explore their own report using ChatGPT. They should understand that:

- The report contains personal assessment information.
- ChatGPT's analysis may contain errors or unsupported interpretations.
- The report should be uploaded only if the athlete is comfortable with the service's privacy arrangements.
- Any concerning or confusing interpretation should be discussed with an appropriate person.

An athlete should not feel pressured by a coach, club, or organization to upload a personal report to an AI service.

Using Another Person's Report

Before using another person's report, a coach or practitioner should establish:

- That there is a clear and legitimate purpose
- That the athlete has been appropriately informed
- That valid consent or another appropriate basis for use exists
- That the proposed use is consistent with the purpose for which the assessment was completed
- That organizational and professional requirements have been followed
- That the athlete understands how ChatGPT will contribute

Consent should be meaningful rather than assumed. The athlete should know what information will be used, why it is being used, and who will see the resulting analysis.

New or Wider Uses

Additional permission may be required if the report or analysis will be used for a purpose beyond the original feedback process, such as:

- Sharing it with additional coaches or practitioners
- Including it in a team-development exercise
- Using it in research, teaching, or supervision
- Informing selection or contractual decisions
- Retaining the analysis in organizational records

If the proposed use could materially affect the athlete, reliance on an AI-generated interpretation is inappropriate.

2.3 Professional Responsibilities

Coaches, sport psychologists, and other practitioners remain responsible for how SPQ20 information is interpreted, communicated, and applied.

Work Within Competence

Professionals should use ChatGPT only within the limits of their role, competence, and authority. They should be able to:

- Understand the purpose and limitations of the SPQ20
- Check whether the report has been interpreted correctly
- Recognize unsupported psychological claims
- Distinguish performance-development issues from concerns requiring other expertise
- Explain the role ChatGPT played in producing an analysis
- Take responsibility for any advice or action based on the analysis

ChatGPT should not be used to create an appearance of expertise that the user does not possess.

Maintain Human Judgment

Professional judgment should remain in control of the process. A practitioner should not accept an interpretation merely because it is detailed, confident, or psychologically plausible.

Before using an AI-assisted interpretation, check:

- Whether it is supported by the report
- Whether the dimensions have been defined correctly
- Whether the direction of each result has been understood

- Whether tentative ideas are presented as established facts
- Whether alternative explanations have been considered
- Whether the athlete recognizes the description
- Whether the proposed application is appropriate to the sporting context

Where uncertainty remains, the interpretation should be revised, qualified, or omitted.

Be Transparent About the Use of ChatGPT

Where ChatGPT has contributed materially to an analysis, it is generally good practice to make this clear to the athlete and other relevant people.

Transparency may include explaining:

- Why ChatGPT was used
- What information was provided
- What tasks it performed
- How its output was checked
- Which conclusions were retained, revised, or rejected
- Who remains responsible for the final interpretation

ChatGPT should be presented as a support tool, not as an independent assessor or professional authority.

2.4 Sharing and Recording the Analysis

An AI-generated analysis may contain personal interpretations that were not present in the original report. It should therefore be handled with the same care as other confidential assessment material.

Share Selectively

Before sharing an analysis, consider:

- Whether the recipient has a legitimate need to see it
- Whether the athlete has agreed to the proposed sharing
- Whether the complete analysis is necessary
- Whether a shorter summary would be sufficient
- Whether tentative interpretations are clearly identified
- Whether the analysis could be misunderstood or used outside its intended purpose

A coach may need a concise summary of agreed development priorities rather than the complete ChatGPT conversation.

Keep Appropriate Records

Professionals should follow relevant policies when deciding whether to retain:

- The original prompt
- The ChatGPT response
- A checked and amended analysis
- Notes from the feedback discussion
- The agreed development plan

If an AI-generated response is retained, it should be clear that it was produced with AI assistance and whether it has been professionally reviewed. Unchecked output should not be stored as if it were a verified psychological record.

2.5 Performance Development and Mental Health

The SPQ20 is designed to support understanding and development in sport. It is not a mental-health screening or diagnostic instrument.

Appropriate Developmental Uses

Appropriate topics may include:

- Preparation for training and competition
- Confidence in sporting situations
- Motivation and goal pursuit
- Concentration and attentional control
- Responses to mistakes and setbacks
- Communication with coaches and teammates
- Leadership and team relationships
- Decision-making and adaptability
- Mental-skills practice
- Development planning and review

These topics may be explored when they are relevant to the SPQ20 report and treated as performance-development questions rather than clinical conclusions.

Recognize the Boundary

A performance concern and a mental-health difficulty may sometimes overlap. For example, competition anxiety may be manageable as a performance issue, but severe or persistent anxiety affecting daily life may require qualified assessment and treatment.

ChatGPT cannot determine where this boundary lies. It should not be asked to diagnose a condition, assess risk, or recommend treatment.

When there are signs of significant distress, risk, disordered eating, substance misuse, self-harm, trauma-related difficulty, or another serious psychological concern, the priority is appropriate human support. Chapter 11 provides more detailed guidance on recognizing limits and seeking assistance.

2.6 Keeping the Athlete Involved

An SPQ20 analysis should be completed with the athlete rather than imposed on them.

Use Analysis to Support Discussion

The athlete should have opportunities to:

- Confirm or challenge interpretations
- Provide relevant examples
- Explain how behavior changes across situations
- Identify strengths they want to use
- Choose development priorities
- Help design practical actions
- Review whether the agreed approach is working

An athlete may reasonably disagree with an interpretation. Their disagreement should be explored rather than treated as evidence that the report or AI analysis must be correct.

Avoid Labels

SPQ20 results should not be turned into fixed labels such as:

- “Not mentally tough”
- “Too emotional”
- “A poor team player”
- “Unable to cope with pressure”
- “Unsuitable for leadership”
- “Naturally unmotivated”

Such labels exaggerate what the assessment can establish and may harm confidence or relationships. It is more appropriate to describe possible tendencies, the situations in which they may appear, and the evidence that would help evaluate them.

2.7 Core Principles

Responsible use of ChatGPT with an SPQ20 report can be summarized in eight principles:

1. **Purpose:** Use the report for a clear and legitimate developmental purpose.
2. **Privacy:** Provide only the personal information needed for that purpose.

3. **Consent:** Obtain appropriate permission before using another person's report.
4. **Accuracy:** Check important statements against the complete SPQ20 report.
5. **Transparency:** Make clear when ChatGPT has contributed to an analysis.
6. **Collaboration:** Involve the athlete in considering and applying the findings.
7. **Professional responsibility:** Keep human judgment and accountability in control.
8. **Appropriate support:** Refer mental-health, medical, and safeguarding concerns to qualified people.

Used within these boundaries, ChatGPT can support thoughtful exploration of an SPQ20 report without changing the purpose of the assessment or extending its findings beyond what the evidence can support.

3. Preparing an SPQ20 Report for Exploration

Good preparation improves the quality of ChatGPT's analysis. Before beginning, the user should ensure that the complete SPQ20 feedback report is available, define the purpose of the exploration, and provide only the sporting context needed for that purpose.

Preparation should help ChatGPT work accurately with the report without leading it toward a predetermined conclusion.

3.1 Use the Complete Feedback Report

ChatGPT should normally be given the complete SPQ20 feedback report rather than selected pages or copied scores.

Why the Complete Report Matters

The complete report provides:

- The name and purpose of the assessment
- Definitions of the 20 SPQ20 dimensions
- The direction and meaning of the results
- Explanations of individual characteristics
- Qualifications and interpretive cautions
- Information needed to understand the overall profile

A dimension such as Aggressiveness, Power, Emotions, or Intuition may have a particular meaning within the SPQ20. That meaning should come from the report rather than from an everyday interpretation of the word.

Selected pages may show particular results without providing the definitions or wider pattern needed to interpret them accurately.

Confirm That the Report Can Be Read

After uploading the report, begin with a simple check:

Confirm that you can read the complete SPQ20 feedback report. Identify the assessment, the number of dimensions it measures, and the main sections contained in the report. Identify anything that appears missing or unreadable. Do not begin interpreting the athlete's profile yet.

Do not continue if important pages, definitions, or scores are missing or unreadable.

3.2 Define the Purpose

Before asking ChatGPT to analyze the report, decide what you want to understand or accomplish.

Appropriate Purposes

Possible purposes include:

- Obtaining an overview of the profile
- Identifying the athlete's most prominent characteristics
- Exploring strengths that may support performance
- Identifying one or two development priorities
- Examining interactions between several dimensions
- Understanding a recurring difficulty in training or competition
- Preparing for a discussion with a coach or practitioner
- Developing a mental-skills plan
- Reviewing progress toward an existing objective

A clear purpose helps ChatGPT select relevant information instead of producing a lengthy description of every dimension.

Keep the Initial Question Focused

A request such as “Analyze this report” is too broad. A more useful request identifies the purpose while leaving the conclusion open.

For example:

Use the complete SPQ20 report to identify the athlete's most prominent characteristics and the main interactions between them. Consider possible strengths and development priorities, but distinguish clearly between findings contained in the report and tentative interpretations.

A more specific purpose can be introduced when appropriate:

Explore which findings may be relevant to the athlete's difficulty recovering mentally after mistakes in competition. Consider alternative explanations and identify questions that should be discussed with the athlete.

The purpose should guide the analysis without instructing ChatGPT what it is expected to find.

3.3 Provide Relevant Sporting Context

An SPQ20 profile becomes more useful when considered in relation to the athlete's sport and circumstances.

Useful Context

Relevant information may include:

- The athlete's sport
- Position, discipline, or event
- Competitive level
- Individual or team format
- Important demands of the role
- Training and competition environment
- Current performance challenge
- Development objective
- Purpose of the discussion

For example:

The athlete is an adult golfer competing at club and regional level. They perform consistently in practice but sometimes become preoccupied with mistakes during important competitions. The purpose is to prepare for a development discussion.

Or:

The athlete is a football goalkeeper competing at academy level. The analysis should consider concentration during quiet periods, communication with defenders, rapid decision-making, and recovery after conceding a goal.

Context should help ChatGPT understand the sporting demands. It should not be used to predetermine the explanation.

Present Experience as Information to Explore

Avoid presenting an assumption as an established fact.

Instead of:

This athlete lacks confidence and cannot cope with pressure.

Use:

The athlete reports that confidence sometimes falls after an early mistake. Explore whether findings in the report may be relevant while considering alternative explanations.

The second version describes the experience without requiring the SPQ20 profile to confirm a particular conclusion.

3.4 Limit Personal Information

More information does not necessarily produce a better analysis. Excessive detail can distract from the purpose and create unnecessary privacy concerns.

Information That Is Usually Unnecessary

In most cases, ChatGPT does not need:

- The athlete's full name
- Date of birth
- Home address
- Personal contact details
- The name of the athlete's club or school
- Detailed medical information
- Confidential information about other people
- Private correspondence
- A complete sporting history

Descriptions such as “the athlete,” “the player,” or “the runner” will usually be sufficient.

The privacy, consent, and professional responsibilities described in Chapter 2 apply whenever a report or contextual information is uploaded.

Use the Minimum Sufficient Context

A useful test is to ask:

- Is this information relevant to the stated purpose?
- Will it help interpret a particular finding?
- Could the analysis proceed without it?
- Does it increase the possibility that the athlete could be identified?
- Am I authorized to provide it?

If information is not needed, it should be omitted.

3.5 Give ChatGPT a Foundation Instruction

ChatGPT should be told how to use the report before it begins detailed analysis.

Recommended Foundation Instruction

The following instruction can be added to the beginning of the analysis:

Use the complete SPQ20 feedback report as the primary source. Apply the report's definitions of the dimensions and interpret the results in the correct direction. Consider the overall pattern rather than isolated scores. Distinguish clearly between direct report findings, tentative interpretations, and possible sporting applications. Do not invent information about the athlete, diagnose mental-health conditions, predict performance, or make selection, medical, or safeguarding decisions.

This instruction establishes appropriate boundaries but cannot guarantee an accurate analysis. The resulting response must still be reviewed.

Adapt the Instruction to the User

An athlete might add:

Explain the findings in clear, accessible language and identify questions I should consider before drawing conclusions.

A coach might add:

Generate questions for a collaborative discussion with the athlete. Do not present interpretations as facts or use the report to justify selection decisions.

A practitioner might add:

Identify the evidence supporting each interpretation, note plausible alternatives, and indicate where further information from the athlete is required.

These additions change the emphasis without changing the central requirement to use the report as the primary source.

3.6 Begin With Evidence

The first stage of exploration should establish what the report actually says.

Separate Findings From Interpretation

Ask ChatGPT to distinguish between:

1. **Direct findings:** Scores, descriptions, and statements contained in the report.
2. **Tentative interpretations:** Possible meanings derived from considering several findings together.
3. **Sporting applications:** Ways in which the findings might be relevant to training, competition, or development.

This separation reduces the risk that an interesting interpretation will be mistaken for an established fact.

A useful starting request is:

Begin by listing the main findings directly supported by the SPQ20 report. For each finding, identify the relevant dimension and summarize the report's description. Do not yet infer how the athlete behaves in competition.

Once the evidence has been established, the user can proceed to the structured analysis process described in Chapter 4.

3.7 Avoid Analyzing Everything at Once

An SPQ20 report contains a substantial amount of information. Attempting to explore every score, interaction, and sporting implication in one request can produce an unfocused response.

Use a Staged Approach

Begin with an overview and then explore one topic at a time. Possible follow-up questions include:

- Which characteristics appear most prominent?
- Which dimensions seem to reinforce or balance one another?
- Which findings may be relevant to the athlete's current objective?
- What strengths could support development?
- Which interpretation is most uncertain?
- What information is needed from the athlete?
- Which one or two priorities deserve attention first?

Focused questions make the analysis easier to understand and easier to check against the report.

3.8 Preparation Checklist

Before beginning detailed analysis, confirm that:

Report

- The complete SPQ20 feedback report has been uploaded.
- The report is readable.
- The assessment and its 20 dimensions have been correctly identified.
- The definitions and explanations of the dimensions are available.

Purpose and Context

- The purpose of the analysis is clear.
- Only relevant sporting context has been provided.

- The context does not predetermine the conclusion.
- Unnecessary identifying and confidential information has been omitted.

Instructions

- ChatGPT has been told to use the report as the primary source.
- Direct findings will be separated from tentative interpretations.
- Sporting applications will be presented cautiously.
- Appropriate limits have been stated.
- The analysis will begin with evidence rather than speculation.

Once these checks have been completed, the report is ready for the structured analysis process in Chapter 4.

4. A Recommended Analysis Process

ChatGPT can analyze an SPQ20 report in many different ways. A structured process helps ensure that the analysis begins with the evidence, considers the complete profile and moves gradually toward practical application.

The recommended process consists of seven stages:

1. Confirm the report and purpose.
2. Establish the main findings.
3. Identify broader patterns.
4. Explore interactions between dimensions.
5. Relate selected findings to the sporting context.
6. Identify questions and development priorities.
7. Check and refine the analysis.

These stages do not have to be completed in a single conversation. It is usually more effective to work through them gradually, using focused follow-up questions.

4.1 Stage 1: Confirm the Report and Purpose

Begin by confirming that ChatGPT can read the complete report and has identified it correctly as an SPQ20 feedback report.

The user should also state the purpose of the analysis. This helps ChatGPT determine which information is relevant and how detailed the response should be.

A suitable opening prompt is:

Confirm that you can read the complete SPQ20 feedback report. Briefly identify the assessment, the number of dimensions it measures and the main sections contained in the report. The purpose of the analysis is to help the athlete understand the strongest patterns in the profile and prepare for a development discussion. Do not begin detailed interpretation yet.

This stage checks that:

- The correct report has been uploaded.
- The report is complete and readable.
- ChatGPT recognizes the assessment.
- The purpose of the analysis is clear.
- Detailed interpretation has not begun prematurely.

If ChatGPT cannot read part of the report, the problem should be resolved before continuing. The user should not ask it to infer missing scores, definitions or commentary.

4.2 Stage 2: Establish the Main Findings

The second stage focuses on findings directly supported by the report.

Ask ChatGPT to identify:

- The most prominent results
- The dimensions that appear most distinctive
- The report commentary associated with those results
- Any repeated themes across the profile
- Findings that may require clarification

At this stage, the aim is description rather than explanation. ChatGPT should establish what the report says before considering why the profile may have developed or how the athlete will behave.

Suggested prompt:

Identify the main findings in this SPQ20 report. Begin with the characteristics that stand out most clearly. For each one, summarize what the report says and refer to the relevant score, category or interpretive commentary. Do not yet relate the findings to a specific performance problem.

The response should be checked for basic accuracy. In particular, confirm that ChatGPT has:

- Used the correct dimension names
- Interpreted scores in the correct direction
- Used the SPQ20 definitions
- Avoided overlooking prominent results
- Avoided presenting average or less distinctive scores as major findings
- Avoided treating high scores as automatically positive
- Avoided treating low scores as automatically negative

A useful follow-up prompt is:

Separate the findings into three groups: prominent characteristics, less distinctive characteristics and results that may need further context before they can be interpreted. Explain the basis for the grouping.

This can prevent the analysis from assigning equal importance to all 20 dimensions.

4.3 Stage 3: Identify Broader Patterns

Once the main findings have been established, the next step is to organize them into broader patterns.

An SPQ20 profile should not be reduced to a list of separate scores. Several dimensions may contribute to a common theme, such as:

- Preparation and disciplined effort
- Confidence and responses to setbacks
- Emotional control
- Competitive intensity
- Concentration and performance under pressure
- Relationships and team interaction
- Adaptability and openness to feedback
- Motivation and achievement
- Personal awareness and self-management

These groupings should emerge from the athlete's results and the report's definitions. ChatGPT should not force every profile into the same set of themes.

Suggested prompt:

Organize the main findings into a small number of broader themes. Explain which SPQ20 dimensions contribute to each theme and why they belong together. Base the groupings on the report rather than on general assumptions about athletes.

The user can then ask:

Which two or three themes appear most influential in the overall profile? Explain the evidence for your judgment and identify any reasonable alternative interpretation.

This stage makes the profile easier to understand. It also provides a foundation for exploring interactions.

4.4 Stage 4: Explore Interactions Between Dimensions

Dimensions may reinforce, balance or create tension with one another. Examining these interactions is one of the areas in which conversational analysis can add particular value.

For example:

- Strong achievement motivation may be supported by conscientiousness and goal setting.
- Competitive intensity may operate differently depending on emotional control and fear of failure.
- Confidence may be strengthened or weakened by the athlete's response to mistakes.
- Adaptability may affect how readily the athlete responds to coaching and technical change.
- Self-awareness may help the athlete recognize and manage less effective reactions.

These are examples of possible relationships, not fixed rules. The analysis must be based on the athlete's actual pattern.

Suggested prompt:

Identify the most important interactions between the athlete's SPQ20 dimensions. For each interaction:

1. Identify the relevant dimensions.
2. Explain how they may reinforce, balance or create tension with one another.
3. Describe a possible advantage.
4. Describe a possible difficulty.
5. State what should be explored with the athlete before accepting the interpretation.

Interactions should be expressed cautiously. Appropriate phrases include:

- "The combination may suggest..."
- "One possible interpretation is..."
- "This pattern could be helpful when..."
- "A potential difficulty might arise if..."
- "The athlete's experience is needed to establish whether..."

Avoid categorical statements such as:

- "This combination means the athlete will..."
- "The athlete cannot..."
- "The profile proves..."
- "These scores cause..."

Chapter 6 examines interactions in greater detail.

4.5 Stage 5: Relate Findings to the Sporting Context

After the profile and its main interactions have been understood, selected findings can be related to the athlete's sport, role and current circumstances.

Relevant context might include:

- Whether the sport is individual or team based
- The amount and type of competitive pressure
- The athlete's position or event
- The duration and pace of performance
- The need to respond quickly to mistakes
- The importance of tactical adaptability
- The amount of contact with coaches and teammates
- The demands of repetitive training

- The athlete's current level of experience
- A specific performance or development objective

For example:

The athlete is a competitive golfer who reports becoming preoccupied with mistakes during important rounds. Using the SPQ20 report, identify findings that may be relevant to this experience. Consider possible strengths, possible vulnerabilities and alternative explanations. Do not assume that the report proves the cause of the difficulty.

Or:

The athlete is a football goalkeeper. Consider how the strongest patterns in the SPQ20 report might relate to concentration during quiet periods, decision-making under pressure, communication and recovery after conceding a goal.

Or:

The athlete competes in endurance running. Explore how the profile may relate to sustained motivation, tolerance of repetitive preparation, goal management, pacing decisions and responses to discomfort.

The analysis should remain selective. Only dimensions supported by the report and relevant to the sporting question should be included.

ChatGPT should also consider nonpsychological explanations. A performance difficulty may be influenced by:

- Technical preparation
- Physical condition
- Injury
- Fatigue
- Tactics
- Equipment
- Coaching
- Team organization
- Competition conditions
- Experience
- Events outside sport

The SPQ20 should not be used to explain every performance problem.

A useful checking question is:

What technical, physical, tactical, social or environmental factors might also need to be considered before relating this difficulty to the athlete's SPQ20 profile?

4.6 Stage 6: Generate Questions for the Athlete

Before selecting development priorities, use the analysis to generate questions for discussion with the athlete.

These questions help test whether the proposed interpretation matches the athlete's experience.

Suggested prompt:

Based on the analysis so far, generate questions for a feedback discussion with the athlete. Organize them under:

- Questions about strengths
- Questions about possible challenges
- Questions about interactions between dimensions
- Questions about training
- Questions about competition
- Questions about development priorities

Keep the questions open and neutral. Do not assume that the interpretations are correct.

Useful questions might include:

- Which parts of the profile feel most accurate?
- Which findings are less recognizable?
- When is this characteristic most helpful?
- When does it become more difficult to manage?
- What happens after an important mistake?
- What changes when competitive pressure increases?
- Are there examples that support this interpretation?
- Are there examples that challenge it?
- Would the coach recognize the same pattern?
- What would the athlete most like to improve?
- Which existing strength could support that improvement?

The athlete should be able to accept, qualify or reject an interpretation. Disagreement should be treated as useful information, not as evidence that the athlete lacks insight.

4.7 Stage 7: Identify Development Priorities

Once the report has been understood and discussed, the athlete can select one or two development priorities.

Attempting to work on too many areas at once can reduce focus and make progress difficult to evaluate. Priority should not be based simply on the highest or lowest score.

A useful priority is one that:

- Is supported by the report
- Is recognized by the athlete
- Relates to an important sporting demand
- Can be expressed in behavioral terms
- Is realistic to address
- Builds on existing strengths
- Can be practiced in training
- Can be reviewed over an agreed period

Suggested prompt:

Based on the SPQ20 report and the sporting context, identify no more than three possible development priorities. For each one:

- Explain the report evidence.
- Describe the sporting situations in which it may matter.
- Identify an existing strength that could support development.
- Suggest an observable behavior to strengthen or change.
- Explain what further discussion is needed before selecting it.

The athlete and practitioner should decide which priority to pursue. ChatGPT may help compare options, but it should not decide what matters most to the athlete.

A subsequent chapter explains how selected priorities can be converted into a practical development plan.

4.8 Stage 8: Check and Refine the Analysis

Before using the analysis, ask ChatGPT to review its work against the report.

Suggested checking prompt:

Check your analysis against the complete SPQ20 report. Identify:

1. Statements directly supported by the report
2. Tentative interpretations
3. Assumptions requiring further evidence
4. Any claims that go beyond the report
5. Any possible errors in the interpretation of scores or scale definitions

Correct the analysis where necessary.

The user should then complete their own review.

Check whether the analysis:

- Identifies the SPQ20 correctly
- Uses the report's definitions
- Interprets scores accurately
- Reflects the strongest overall patterns
- Considers interactions cautiously
- Separates evidence from interpretation
- Acknowledges uncertainty
- Avoids invented biographical or behavioral information
- Avoids clinical conclusions
- Avoids predicting performance
- Avoids selection or ranking recommendations
- Takes account of reasonable alternative explanations
- Leads to a manageable number of practical questions or priorities

Professional users should also compare the analysis with:

- The athlete's account
- Coach observations
- Training behavior
- Competition evidence
- Relevant performance information
- The demands of the athlete's role
- Their own professional judgment

The report takes precedence if ChatGPT's analysis conflicts with its scores, definitions or interpretive guidance.

4.9 Use ChatGPT as a Conversation

The process does not need to be completed through one long prompt. ChatGPT is often most useful when the user asks a sequence of focused questions.

A typical conversation might proceed as follows:

1. "Confirm that you can read the complete report."
2. "Identify the five most prominent findings."
3. "Organize them into broader themes."
4. "Explore the three most important interactions."
5. "Relate these findings to the athlete's difficulty recovering from mistakes."
6. "What questions should be discussed with the athlete?"
7. "Identify two possible development priorities."
8. "Check the complete analysis against the report."

This approach allows the user to correct errors, clarify context and decide which direction to pursue.

The user can also challenge ChatGPT:

- “What evidence supports that conclusion?”
- “Is there another reasonable interpretation?”
- “Does the report actually state this?”
- “Which part of your answer is tentative?”
- “What information would change your interpretation?”
- “Are you relying on the report or on a general assumption?”
- “Explain how the dimensions interact rather than describing them separately.”

Challenging the response is part of responsible use. ChatGPT should be treated as an analytical assistant, not as an unquestioned authority.

4.10 Using the Eight-Stage Process

The graphic in the Executive Summary provides an at-a-glance overview of the process. The eight stages are explained in this chapter and should be used flexibly rather than treated as a rigid sequence or completed in a single conversation.

In practice, begin by confirming the report and describing its main findings. Organize related findings into themes, explore important interactions, and consider their possible sporting relevance. Discuss the interpretation with the athlete, agree one or two realistic development priorities, and check the final analysis against the report and other relevant evidence.

The process moves from evidence to interpretation and from interpretation to action, while keeping the SPQ20 report, the athlete’s experience, and appropriate professional judgment at the center of the analysis.

5. Understanding the SPQ20 Profile

The SPQ20 provides results across 20 personality characteristics and mental skills relevant to sport. Understanding the profile involves more than identifying the highest and lowest results. Each dimension must be interpreted according to the report's definition, the direction of the scale, the athlete's wider pattern, and the sporting context.

The aim is not to classify results as good or bad. It is to understand how particular characteristics may be expressed, when they may support performance, and when they may become less effective.

5.1 Use the Report's Definitions

The SPQ20 feedback report is the primary source for interpreting every dimension.

Apply the Intended Meaning

Terms such as Aggressiveness, Power, Emotions, Ethics, or Intuition can have different meanings in everyday language. ChatGPT should not rely on general assumptions about these words.

For each prominent result, check:

- How the report defines the dimension
- What the two ends of the scale represent
- Whether a higher or lower result indicates more of the named characteristic
- What behavioral tendencies the report associates with the result
- Whether the report includes qualifications or cautions

If ChatGPT uses a meaning that differs from the report, the interpretation should be corrected or rejected.

Check the Direction of the Result

A frequent error is to assume that a high score always means "more" and a low score always means "less" in a simple or desirable sense. The interpretation depends on how the dimension is constructed and described in the report.

A useful checking instruction is:

For each result discussed, identify the dimension, state the direction of the result, and summarize how the SPQ20 report defines that end of the scale. Do not rely on the everyday meaning of the dimension's name.

5.2 Interpret the Overall Pattern

An SPQ20 profile should be understood as a configuration of characteristics rather than a collection of unrelated scores.

Begin With an Overview

Before exploring individual dimensions in detail, identify:

- The most prominent results
- Groups of dimensions that point toward a common theme
- Characteristics that may reinforce one another
- Results that may balance or qualify other findings
- Apparent tensions that require further exploration
- Dimensions that appear especially relevant to the stated purpose

The overview should be selective. It is usually unnecessary to provide an equally detailed interpretation of all 20 dimensions.

Avoid Isolated Interpretation

An individual result may suggest a possible tendency, but other dimensions may affect how it is expressed.

For example, a result associated with strong competitiveness could operate differently depending on the athlete's emotional control, relationships, adaptability, and approach to goals. It should not automatically be interpreted as evidence of effective competitive behavior.

Chapter 6 considers interactions between dimensions in greater detail. At this stage, the objective is to identify which relationships deserve closer attention.

5.3 Identify Prominent Results

Prominent results provide a sensible starting point because they may contribute strongly to the overall profile.

What Makes a Result Prominent?

Prominence may be indicated by:

- A result toward one end of a scale
- Strong interpretive language in the report
- Several related dimensions pointing toward a common theme
- A result connected closely with the athlete's current objective
- A characteristic that contrasts with another important result

Prominence does not mean that a result is automatically a strength, weakness, or cause of behavior. It means that the dimension may warrant further exploration.

Ask for Supporting Evidence

ChatGPT should explain why it has selected a result as prominent and cite the relevant information from the report.

A useful prompt is:

Identify the five most prominent results in this SPQ20 profile. For each one, state the direction of the result, summarize the report's interpretation, and explain why it may be important within the overall pattern. Do not assume that prominence means strength or weakness.

If ChatGPT cannot explain why a result is important, it may be giving it excessive attention.

5.4 Do Not Ignore Moderate Results

Moderate results may be less immediately noticeable, but they can still contribute meaningfully to the profile.

Possible Meanings of a Moderate Result

Depending on the dimension and context, a moderate result may suggest:

- A balanced or flexible position
- No strong preference toward either end of the scale
- Behavior that changes according to the situation
- A characteristic that is less influential than other results
- A tendency that becomes relevant only in combination with another dimension

Moderate results should not automatically be described as average, unimportant, or lacking in a characteristic.

Use Moderate Results Selectively

It is not necessary to interpret every moderate result. Give one closer attention when it:

- Helps explain a prominent characteristic
- Balances or qualifies another finding
- Relates directly to the athlete's current objective
- Contributes to an important interaction
- Challenges an otherwise simple interpretation

This keeps the analysis focused while allowing relevant subtleties to be recognized.

5.5 Avoid Treating High and Low as Good and Bad

SPQ20 results describe tendencies, not grades. A high result is not automatically an advantage, and a low result is not automatically a limitation.

Consider Both Sides of a Characteristic

For every prominent result, ask:

- How might this characteristic support the athlete?
- In what circumstances might it become less effective?
- What sporting demands influence its usefulness?
- Which other dimensions may strengthen or moderate it?
- Does the athlete recognize the description?
- Can the athlete adapt their behavior when the situation changes?

A characteristic that supports performance in one situation may create difficulty in another.

For example, a strong preference for structure may support preparation, consistency, and reliable routines. It may become less effective when unexpected events require rapid adaptation. The relevant question is not whether the characteristic is good or bad, but whether the athlete can use it flexibly.

Use Balanced Language

Avoid descriptions such as:

- Excellent result
- Poor score
- Strong personality
- Weak mental skill
- Ideal profile
- Unsuitable characteristic

Prefer language such as:

- May support
- Could contribute to
- May become less effective when
- Appears potentially relevant
- Requires further exploration
- The athlete's experience is needed to establish whether

Balanced language allows the analysis to remain useful without overstating what the assessment shows.

5.6 Distinguish Characteristics From Behavior

The SPQ20 describes tendencies and preferences. It does not directly observe what the athlete does.

Avoid Behavioral Certainty

A result should not be converted automatically into a categorical behavioral statement.

Instead of:

The athlete loses concentration under pressure.

Use:

The profile contains findings that may be relevant to maintaining concentration under pressure. The athlete's experience and performance evidence are needed to determine whether this occurs.

Instead of:

The athlete is a natural leader.

Use:

Some characteristics may support aspects of leadership, although leadership effectiveness will also depend on experience, communication, relationships, and the sporting environment.

This distinction is particularly important when considering selection, leadership, interpersonal difficulties, or performance under pressure.

Look for Relevant Evidence

Possible sources of supporting or challenging evidence include:

- The athlete's examples
- Coach observations
- Training behavior
- Competition reviews
- Performance records
- Responses to mistakes and setbacks
- Experiences across different sporting situations

The SPQ20 result provides a hypothesis to examine rather than proof of a particular behavior.

5.7 Recognize the Self-Report Perspective

The SPQ20 profile is based on the athlete's responses at the time of assessment.

What Self-Report Results Represent

The results may be influenced by:

- The athlete's self-perception
- Their interpretation of the questions
- Recent experiences
- Current confidence or concerns
- The context in which the questionnaire was completed
- How openly and accurately they responded

This does not make the report unreliable or unhelpful. It means the results should be understood as one structured source of information.

Use Differences Constructively

The athlete, coach, and report may not always present the same picture. Differences should be explored rather than immediately resolved in favor of one source.

Questions might include:

- Does the athlete recognize the description?
- Does the characteristic appear differently in training and competition?
- Does the coach observe the same pattern?
- Could the behavior vary according to the situation?
- Has the athlete changed since completing the questionnaire?
- Is the disagreement about the characteristic or the language used to describe it?

A difference between self-perception and other observations can itself provide a useful topic for discussion.

5.8 Relate the Profile to Sporting Demands

A profile does not have a fixed meaning independent of the athlete's sport and role.

Consider the Performance Environment

Relevant factors may include:

- Individual or team competition
- Event duration and pace
- Contact or non-contact format
- Predictability of the performance environment
- Time available for decisions
- Dependence on routines
- Frequency of errors and opportunities for recovery
- Communication and leadership demands
- Coaching style
- Level of competitive scrutiny

A characteristic may be valuable in one sport, position, or phase of development and less useful in another.

Avoid an Ideal-Profile Assumption

There is no single SPQ20 profile that guarantees sporting success. Athletes may perform effectively using different combinations of characteristics and mental skills.

The analysis should therefore ask:

- What does this athlete's sport and role require?
- Which parts of the profile may help meet those demands?
- Where might the athlete need additional strategies or flexibility?
- Which demands can be supported through training, coaching, or environmental adjustment?

The objective is to help the athlete use the profile effectively, not to compare it with an assumed ideal personality.

5.9 Produce a Balanced Profile Summary

After reviewing the main results, ChatGPT can be asked to produce a concise summary.

Recommended Structure

A balanced summary should include:

1. The most prominent characteristics
2. The principal themes across the profile
3. Potential strengths
4. Situations in which those strengths may become less effective
5. Important results that qualify the interpretation
6. Questions requiring the athlete's input
7. Areas that may warrant further exploration

A suitable prompt is:

Prepare a concise summary of this SPQ20 profile using the report's definitions. Identify the main patterns and possible strengths, explain when these characteristics may become less effective, and note any findings that qualify the interpretation. Distinguish direct report evidence from tentative conclusions and identify questions to discuss with the athlete.

Check the Summary

Before accepting the summary, confirm that it:

- Uses the correct definitions
- Interprets the results in the correct direction
- Reflects the overall pattern
- Gives appropriate attention to prominent results
- Uses moderate results only where relevant
- Avoids treating high as good and low as bad
- Does not claim to predict behavior or performance
- Includes both possible advantages and limitations
- Identifies uncertainty and the need for athlete input

Once the overall profile has been understood, the next stage is to examine how its most important dimensions may interact.

6. Exploring Interactions Between SPQ20 Dimensions

An SPQ20 profile is more informative when its dimensions are considered together. One characteristic may reinforce, balance, qualify, or create tension with another. Exploring these relationships can provide a more realistic understanding of the athlete than interpreting each result separately.

Interactions should be treated as hypotheses rather than established facts. The SPQ20 report describes individual dimensions but does not necessarily state exactly how a particular combination will operate for an individual athlete.

6.1 Why Interactions Matter

Athletes rarely behave according to one characteristic alone. Their responses reflect a combination of preferences, mental skills, experience, circumstances, and sporting demands.

Different Ways Dimensions May Interact

Two or more dimensions may:

- Reinforce a common tendency
- Balance or moderate one another
- Create an apparent tension
- Operate differently across situations
- Support a strength under some conditions
- Contribute to difficulty under other conditions
- Offer alternative ways of responding to the same demand

For example, a strong preference for preparation may be reinforced by conscientiousness and goal-setting. Alternatively, it may be balanced by adaptability or intuition when circumstances change unexpectedly.

The purpose is not to create a complicated explanation involving numerous scores. It is to identify a small number of relationships that may help explain the athlete's experience.

6.2 Select Interactions Carefully

Not every possible combination of dimensions deserves attention. With 20 dimensions, many superficially plausible relationships could be constructed.

Begin With Relevant Dimensions

Give priority to interactions involving:

- Two or more prominent results
- A prominent result and a relevant moderate result
- Dimensions connected with the athlete's current objective
- Results that appear to point toward a common theme
- Characteristics that may balance or qualify one another
- An apparent contradiction that requires clarification

Avoid combining dimensions merely because an interesting story can be created around them.

Limit the Number Examined

A useful initial analysis will usually focus on three to five interactions. Too many combinations can obscure the principal themes and increase the risk of unsupported speculation.

A suitable prompt is:

Identify up to five interactions between SPQ20 dimensions that appear most important in this profile. Explain why each dimension is relevant and identify the report evidence supporting the proposed relationship. Do not include combinations that are weakly supported or unrelated to the stated purpose.

6.3 Distinguish Types of Interaction

It can be helpful to describe the kind of relationship being proposed.

Reinforcing Interactions

A reinforcing interaction occurs when several results appear to support a similar tendency.

For example, dimensions associated with achievement, competitiveness, goal-setting, and conscientiousness might together support sustained effort and purposeful preparation.

Questions to explore include:

- Do the dimensions point toward a consistent theme?
- In which situations is this pattern most visible?
- Does the combination support effective behavior?
- Could the same pattern lead to excessive effort or inflexibility?

- Does the athlete recognize the description?

The combination may be meaningful, but it still does not prove how the athlete behaves.

Balancing Interactions

A balancing interaction occurs when one characteristic may moderate another.

For example, strong competitiveness could be balanced by empathy, ethics, or relationship orientation. A preference for careful planning might be balanced by adaptability or intuition.

Questions include:

- Does one characteristic prevent another from becoming excessive?
- Can the athlete draw on different tendencies according to the situation?
- Is the balancing characteristic strong enough to influence behavior?
- Does the balance work consistently under pressure?
- What happens when one tendency dominates?

Balanced profiles should not automatically be described as flexible. Flexibility must be explored through the athlete's experience.

Tensions and Apparent Contradictions

Some results may appear to pull in different directions. This does not necessarily indicate inconsistency or a problem.

An apparent tension may mean that:

- Different characteristics operate in different situations
- One tendency describes preparation and another describes action
- The athlete has competing preferences
- Behavior changes according to pressure or confidence
- One characteristic is more developed than another
- The apparent contradiction results from an incorrect interpretation

For example, an athlete may prefer careful analysis but also trust intuition during performance. This could support effective preparation followed by rapid execution, or it could produce hesitation if the athlete struggles to decide which approach to follow.

The athlete's examples are needed to determine which interpretation is more accurate.

6.4 Use a Structured Method

Each proposed interaction should be examined systematically.

Step 1: Identify the Dimensions

State which dimensions are involved and why they have been selected. Record whether each result is prominent, moderate, or directly relevant to the athlete's objective.

Step 2: Establish the Report Evidence

Summarize how the SPQ20 report defines each dimension and what it says about the athlete's result.

Do not begin with a general psychological theory and then search for scores that appear to support it.

Step 3: Describe the Possible Relationship

Explain whether the dimensions may reinforce, balance, or create tension with one another. Use cautious language such as:

- May reinforce
- Could balance
- Might contribute to
- Appears potentially relevant
- One possible interpretation is
- The athlete's experience is needed to establish whether

Step 4: Consider Advantages and Limitations

For each interaction, examine:

- How it might support performance
- When it might become less effective
- Which sporting demands affect its value
- Whether other dimensions qualify the interpretation
- What practical implications might follow

Step 5: Generate Alternative Explanations

An interaction should not be accepted simply because it sounds convincing.

Ask:

- Could the athlete's experience be explained differently?

- Is a situational factor more important?
- Could injury, fatigue, confidence, coaching, or team culture contribute?
- Has a moderate result been given too much importance?
- Does another dimension challenge the proposed interpretation?

Step 6: Identify Questions for the Athlete

Conclude by identifying what needs to be discussed or observed.

Useful questions include:

- Does this description feel accurate?
- When does this pattern appear?
- When does the athlete respond differently?
- What examples support or challenge it?
- Does the interaction change under pressure?
- Is it helping performance, creating difficulty, or doing both?
- What behavior could be observed in training?

6.5 Example: Achievement, Competitiveness and Goal-Setting

These dimensions may be relevant to how an athlete approaches objectives, effort, standards, and competitive comparison.

Possible Advantages

The combination may support:

- Strong motivation to improve
- Commitment to demanding goals
- Persistence during difficult training
- Willingness to measure progress
- High personal standards
- Sustained preparation for competition

Possible Limitations

Under some circumstances, it might contribute to:

- Excessive focus on results
- Difficulty accepting slow progress
- Frustration after setbacks
- Comparing performance too closely with others
- Pursuing goals despite fatigue or injury
- Reduced satisfaction with successful performances

Questions for the athlete might include:

- What happens when progress is slower than expected?
- Can goals be adjusted without feeling like a failure?
- Does competition energize or distract the athlete?
- How does the athlete respond after missing a target?
- Are recovery and wellbeing included in the goal-setting process?

The combination should not automatically be described as high motivation. Actual motivation will also depend on the athlete's circumstances, confidence, health, and sporting environment.

6.6 Example: Planning, Intuition and Adaptability

These dimensions may help explore how the athlete prepares, makes decisions, and responds to changing circumstances.

Possible Advantages

The combination could support:

- Thorough preparation
- Recognition of familiar patterns
- Rapid decisions during performance
- Adjustment when a plan no longer fits
- Confidence based on preparation
- Flexibility within an established structure

Possible Tensions

Potential difficulties might include:

- Continuing with a plan when change is required
- Abandoning structure too quickly
- Confusion between intuition and impulse
- Overanalysis that slows decisions
- Difficulty explaining intuitive choices
- Reduced confidence when events become unpredictable

Questions to explore include:

- When does the athlete follow the plan and when do they adjust it?
- How do they recognize that change is needed?
- Is intuition based on relevant experience?
- Does planning support confidence or create rigidity?
- What happens when there is little time to decide?
- How are decisions reviewed afterward?

The sport and role will strongly influence the value of this interaction. A golfer, goalkeeper, endurance athlete, and team captain may face very different decision-making demands.

6.7 Example: Empathy, Relationships and Power

These dimensions may be relevant to communication, leadership, influence, and the athlete's approach to other people.

Possible Advantages

The interaction might support:

- Understanding other people's perspectives
- Building cooperative relationships
- Communicating needs clearly
- Influencing a group
- Providing leadership
- Giving and receiving support
- Managing disagreement constructively

Possible Limitations

Depending on the pattern, possible difficulties might include:

- Avoiding necessary disagreement
- Becoming overly affected by other people's reactions
- Reluctance to express a clear view
- Dominating discussions
- Giving insufficient attention to teammates' perspectives
- Allowing relationship concerns to interfere with decisions

Questions might include:

- How does the athlete give and receive feedback?
- Can they disagree directly and constructively?
- Do they adjust their communication to different people?
- Can they understand another viewpoint without abandoning their own?
- How do teammates respond to their influence?
- Does the pattern change when the athlete is under pressure?

Team culture, role clarity, coaching style, and the behavior of other people should also be considered. An interpersonal difficulty should not automatically be explained as an athlete personality problem.

6.8 Relate Interactions to Sporting Context

The meaning of an interaction depends on what the athlete's sport and role require.

Consider Situational Demands

Relevant factors may include:

- Time available for decisions
- Predictability of the performance environment
- Individual or team responsibility
- Frequency of communication
- Need for tactical adjustment
- Consequences of mistakes
- Length and intensity of competition
- Opportunities to pause and reset
- Leadership expectations
- Coaching and team culture

The same combination may be effective in one environment and less effective in another.

Avoid Causal Claims

Do not state that a combination causes a particular behavior or performance outcome.

Instead of:

These scores cause the athlete to become anxious after mistakes.

Use:

This combination may be relevant to the athlete's reported response to mistakes. Further discussion is needed to establish how the pattern operates and whether other factors contribute.

The SPQ20 can help generate an explanation, but it cannot establish causation.

6.9 Check the Interaction Analysis

Before accepting an interaction, test whether it is sufficiently supported.

Interaction Checklist

For each proposed interaction, confirm that:

- The dimensions have been defined correctly.

- The direction of each result has been understood.
- Each dimension is genuinely relevant.
- The relationship is supported by the profile.
- A moderate result has not been given excessive importance.
- Both possible advantages and limitations have been considered.
- The sporting context has been taken into account.
- Alternative explanations have been identified.
- The athlete's input is requested.
- The interpretation is presented as tentative rather than certain.

A useful checking prompt is:

Review each interaction proposed in the analysis. Identify the dimensions involved, state the supporting report evidence, provide at least one alternative interpretation, and identify what information is needed from the athlete. Remove any interaction that is weakly supported.

The aim is to retain a small number of meaningful, testable interpretations rather than an elaborate account of every possible relationship in the profile.

7. Applying the SPQ20 to Common Sporting Challenges

Athletes commonly seek support for concerns such as competition anxiety, loss of confidence, difficulty recovering from mistakes, inconsistent motivation, injury, or problems within a team. The SPQ20 can help explore personality characteristics and mental skills that may be relevant to these experiences.

It should not be assumed that an SPQ20 profile explains the cause of a problem. Technical, physical, medical, interpersonal, organizational, and situational factors may be equally or more important. The profile should be used to generate questions and possible development strategies rather than to diagnose the athlete or provide a definitive explanation.

7.1 Use a Problem-Led Approach

A problem-led analysis begins with a clearly described sporting experience and then examines whether any findings in the report may be relevant.

Define the Challenge

Describe:

- What happens
- When and where it happens
- How frequently it occurs
- How it affects training or performance
- What the athlete has already tried
- What they would like to change

Avoid vague or judgmental descriptions such as “mentally weak,” “unmotivated,” or “unable to cope.”

For example:

The athlete reports becoming preoccupied with mistakes during important competitions. This sometimes affects concentration on the next part of the performance.

Explore Rather Than Confirm

Do not ask ChatGPT to confirm an assumed explanation.

A suitable instruction is:

Explore which SPQ20 findings may be relevant to this challenge. Identify possible strengths, possible vulnerabilities, alternative explanations, and questions to discuss with the athlete. Do not assume that the profile proves the cause of the difficulty.

7.2 Competition Anxiety and Performing Under Pressure

Pressure may arise from the importance of the event, uncertainty, evaluation, expectations, or fear of consequences.

Areas to Explore

Potentially relevant SPQ20 dimensions may concern:

- Emotional responses
- Confidence
- Competitiveness
- Achievement
- Planning and preparation
- Self-awareness
- Adaptability
- Concentration
- Goal-setting

Questions might include:

- What thoughts, emotions, and physical sensations occur?
- Does the difficulty arise before or during performance?
- Does preparation increase confidence or create more worry?
- Is the athlete focused on the task, the result, or other people's judgments?
- What helps the athlete settle and perform effectively?
- Does the response occur only in sport or also affect daily life?

Competition anxiety may be a performance-development issue, but severe, persistent, or wider anxiety may require qualified support.

7.3 Confidence and Loss of Form

Confidence can fluctuate after poor performances, injury, non-selection, technical changes, or increased competitive demands.

Areas to Explore

Relevant dimensions may relate to:

- Achievement and competitiveness
- Responses to mistakes

- Emotional control
- Self-awareness
- Adaptability
- Relationships
- Goal-setting
- Preparation and concentration

Questions might include:

- Is confidence based mainly on recent results?
- Does the athlete recognize evidence of progress?
- How do they explain success and failure?
- Does comparison with other athletes affect confidence?
- Has the performance environment changed?
- Which established strengths remain available?

The SPQ20 should not be used to declare that an athlete possesses or lacks confidence. It can help identify factors that may influence how confidence is built, protected, and restored.

7.4 Recovering From Mistakes

Mistakes are unavoidable in sport. The important issue is how quickly and effectively the athlete returns attention to the next task.

Areas to Explore

Possible influences include:

- Emotional responses
- Perfectionistic standards
- Competitiveness
- Self-awareness
- Concentration
- Adaptability
- Planning
- Confidence

Questions might include:

- What does the athlete say to themselves after an error?
- How long does the mistake affect attention or decision-making?
- Do they become cautious, impulsive, angry, or discouraged?
- Can they separate the error from their overall ability?
- Do they have a practiced reset routine?
- How do coaches or teammates respond?

A useful development strategy may involve recognizing the reaction, using a brief reset cue, and deliberately returning attention to the next controllable action.

7.5 Concentration and Distraction

Concentration difficulties can involve losing focus, attending to irrelevant cues, thinking about previous mistakes, or struggling during quiet periods.

Areas to Explore

Potentially relevant dimensions include:

- Concentration
- Emotional responses
- Self-awareness
- Planning
- Adaptability
- Intuition
- Achievement
- Competitiveness

Questions might include:

- When does concentration typically fall?
- Is the athlete under-stimulated, overloaded, worried, or fatigued?
- Is attention directed toward the task or the outcome?
- Does the athlete have clear cues for refocusing?
- Are distractions internal, external, or both?
- Could sleep, recovery, health, or the training environment contribute?

The analysis should lead to a practical attentional plan based on the demands of the sport.

7.6 Self-Talk, Perfectionism and Fear of Failure

High standards can support preparation and improvement, but they may become less effective when mistakes are treated as unacceptable or self-worth becomes dependent on results.

Areas to Explore

Relevant dimensions may concern:

- Achievement
- Competitiveness
- Goal-setting

- Conscientiousness
- Emotional responses
- Confidence
- Self-awareness
- Adaptability

Questions might include:

- Are the athlete's standards demanding but achievable?
- How do they respond when a target is missed?
- Is self-talk instructional, encouraging, critical, or threatening?
- Can the athlete distinguish excellence from perfection?
- Are goals focused on controllable behavior as well as results?
- Does fear of failure reduce commitment or encourage overcontrol?

Development may focus on more balanced performance standards, constructive self-talk, and goals that reward learning and execution as well as outcomes.

7.7 Motivation and Training Consistency

Reduced motivation may reflect unclear goals, repetitive training, fatigue, conflict, injury, loss of enjoyment, or changing priorities. It should not automatically be treated as a personality problem.

Areas to Explore

Potentially relevant dimensions include:

- Achievement
- Competitiveness
- Goal-setting
- Conscientiousness
- Adaptability
- Relationships
- Emotions
- Self-awareness

Questions might include:

- What originally attracted the athlete to the sport?
- Which parts of training remain meaningful?
- Are goals personally valued or mainly imposed by others?
- Is the athlete physically and mentally recovered?
- Does the training environment support motivation?
- Is the problem reluctance to begin, difficulty persisting, or loss of purpose?

The analysis should distinguish between a development issue and possible burnout, overtraining, depression, or another concern requiring specialist attention.

7.8 Emotional Control

Emotions can provide energy, urgency, and information. The objective is not to eliminate them but to help the athlete respond effectively.

Areas to Explore

Relevant dimensions may relate to:

- Emotional awareness
- Emotional expression
- Self-control
- Competitiveness
- Aggressiveness
- Relationships
- Adaptability
- Concentration

Questions might include:

- Which emotions arise most often?
- What triggers them?
- How are they expressed?
- Do they energize or disrupt performance?
- Can the athlete recognize escalation early?
- What helps them regain effective control?
- How do others respond?

Strategies may include breathing, attentional cues, planned responses to triggers, communication skills, and routines for returning to the task.

7.9 Injury and Return to Competition

Injury can affect confidence, motivation, identity, relationships, and perceptions of control. The SPQ20 may help explore how the athlete approaches rehabilitation, but it cannot assess physical readiness.

Areas to Explore

Potentially relevant dimensions include:

- Achievement and goal-setting
- Conscientiousness

- Emotional responses
- Confidence
- Adaptability
- Relationships
- Self-awareness
- Competitiveness

Questions might include:

- Does the athlete follow the rehabilitation plan?
- Are they trying to progress too quickly?
- How do they respond to setbacks?
- Are return-to-sport goals realistic?
- Can they communicate concerns to medical and coaching staff?
- Is fear affecting confidence or movement?
- What sources of identity and support remain available?

Medical decisions must remain with appropriately qualified healthcare professionals.

7.10 Burnout, Overtraining and Loss of Enjoyment

Burnout may involve physical and emotional exhaustion, reduced accomplishment, and withdrawal from sport. Similar experiences may also arise from overtraining, illness, injury, depression, or difficulties outside sport.

Areas to Explore

Relevant SPQ20 themes may include:

- Achievement
- Competitiveness
- Goal-setting
- Conscientiousness
- Emotional responses
- Adaptability
- Self-awareness
- Relationships

Questions might include:

- Is the athlete recovering adequately?
- Do they feel able to reduce or modify training?
- Are expectations realistic?
- Has enjoyment declined?
- Does the athlete feel trapped by obligations?
- Are difficulties present beyond sport?
- Is medical or psychological assessment needed?

The SPQ20 should not be used to diagnose burnout. Persistent exhaustion, distress, or loss of functioning requires qualified human assessment.

7.11 Relationships, Communication and Team Roles

Sporting difficulties may arise from communication, unclear expectations, role conflict, leadership style, or team culture.

Areas to Explore

Potentially relevant dimensions include:

- Relationships
- Empathy
- Power
- Aggressiveness
- Competitiveness
- Ethics
- Emotions
- Self-awareness
- Adaptability

Questions might include:

- Are roles and expectations clear?
- How does the athlete give and receive feedback?
- Can disagreement be expressed constructively?
- Does competitive intensity affect relationships?
- Can the athlete understand other perspectives without abandoning their own?
- How does the coach respond?
- Is there a wider team or organizational issue?

A team difficulty should not automatically be explained as an individual personality problem.

7.12 Selection, Non-Selection and Playing Time

Selection decisions can affect confidence, motivation, relationships, and athletic identity.

Areas to Explore

Relevant dimensions may concern:

- Achievement and competitiveness
- Emotional responses

- Confidence
- Relationships
- Power and communication
- Adaptability
- Goal-setting
- Self-awareness

Questions might include:

- How has the decision been explained?
- What meaning does the athlete attach to it?
- Can they separate the decision from their overall worth?
- What remains within their control?
- Can they seek useful feedback?
- How are they relating to selected athletes and coaches?
- What short-term goals would support progress?

The SPQ20 must not be used to justify selection decisions or determine whether an athlete is suitable for a team.

7.13 Transitions and Athletic Identity

Transitions may include moving to a higher level, changing teams or coaches, returning from injury, reducing participation, or retiring from sport.

Areas to Explore

Potentially relevant dimensions include:

- Adaptability
- Achievement
- Relationships
- Confidence
- Emotional responses
- Goal-setting
- Self-awareness
- Planning

Questions might include:

- What is changing and what remains stable?
- Which established strengths can transfer to the new situation?
- What new expectations or skills are involved?
- How important is sport to the athlete's identity?
- What relationships and sources of support are available?
- What short-term goals could create a sense of progress?
- Is the transition chosen or imposed?

The analysis should recognize practical, social, and emotional factors rather than treating adjustment solely as a personality issue.

7.14 Account for Differences Between Sports

The same SPQ20 pattern may have different implications across sporting environments.

Team and Invasion Sports

Sports such as football, rugby, hockey, and basketball may place particular demands on:

- Rapid decisions
- Communication
- Role acceptance
- Tactical adaptability
- Recovery after frequent errors
- Cooperation and competition within the team

Individual and Precision Sports

Sports such as golf, shooting, archery, and some racket events may place greater emphasis on:

- Self-regulation
- Pre-performance routines
- Concentration
- Patience
- Recovery after isolated errors
- Managing extended periods of evaluation

Endurance Sports

Running, cycling, swimming, and triathlon may emphasize:

- Pacing
- Persistence
- Goal management
- Tolerance of discomfort
- Training consistency
- Adjustment to changing physical information

Judged and Aesthetic Sports

Gymnastics, diving, figure skating, and related sports may involve:

- Evaluation by others

- Perfectionistic standards
- Body image pressures
- Repetition and technical precision
- Relationships with coaches
- Fear of visible mistakes

Combat and Direct-Opposition Sports

Combat sports and other direct contests may emphasize:

- Emotional regulation
- Controlled aggression
- Rapid adaptation
- Confidence
- Reading an opponent
- Recovery after setbacks

High-Risk and Speed Sports

Motor racing, skiing, climbing, and similar sports may require:

- Risk assessment
- Concentration
- Emotional control
- Rapid decisions
- Trust in preparation
- Adaptation to changing conditions

These categories are broad. The specific demands of the athlete's discipline, event, position, and competitive level should always take precedence over general assumptions about the sport.

7.15 Select One Challenge at a Time

An athlete may present with several related concerns, but attempting to address all of them together can produce an unfocused analysis.

Choose an Initial Priority

Give priority to a challenge that:

- Matters to the athlete
- Has a clear effect on training or performance
- Can be described in observable terms
- Has sufficient report evidence to explore
- Is suitable for performance development

- Can be addressed through practical action

The initial priority should be agreed with the athlete rather than selected solely by ChatGPT, the coach, or the practitioner.

7.16 Use a Complete Problem-Focused Prompt

The following prompt can be adapted to different sporting challenges:

Using the complete SPQ20 feedback report, explore the athlete's reported difficulty with [describe the challenge]. Begin by identifying the report findings that may be relevant. Explain how the dimensions might interact and identify potential strengths that could support improvement. Consider situational, technical, physical, interpersonal, and organizational explanations as well as the profile. Generate questions for discussion with the athlete and suggest practical development strategies. Distinguish direct report evidence from tentative interpretations. Do not diagnose a condition or assume that the SPQ20 proves the cause of the difficulty.

7.17 Check the Problem-Focused Analysis

Before accepting the analysis, confirm that it:

Evidence and Interpretation

- Uses the report's definitions
- Identifies the supporting dimensions
- Interprets results in the correct direction
- Separates evidence from hypotheses
- Avoids unsupported causal claims

Context and Action

- Describes the challenge accurately
- Considers explanations outside the profile
- Recognizes strengths as well as difficulties
- Includes questions for the athlete
- Suggests actions appropriate to the sport
- Identifies when qualified support may be required

A useful problem-focused analysis should help the athlete understand the challenge, choose a practical response, and identify what to observe or discuss next. It should not turn the athlete's profile into a diagnosis or a fixed explanation of performance.

8. From Analysis to an Athlete Development Plan

An SPQ20 analysis becomes useful when it leads to carefully selected action. A development plan should translate one or two relevant findings into behaviors that the athlete can practice, observe, and review.

The plan should not attempt to change the athlete's personality or correct every apparent limitation. Its purpose is to help the athlete use existing characteristics effectively, develop greater flexibility, and respond more successfully to particular sporting demands.

8.1 Principles of an Effective Development Plan

A useful plan is selective, practical, and developed collaboratively with the athlete.

Characteristics of a Good Plan

The plan should:

- Address one or two agreed priorities
- Be supported by evidence from the SPQ20 report
- Reflect the athlete's experience
- Focus on behavior rather than labels
- Relate to a defined sporting situation
- Build on existing strengths
- Include activities that can be practiced in normal training
- Identify appropriate support
- Specify how progress will be reviewed
- Remain open to revision

ChatGPT can help organize and develop the plan, but it should not decide the athlete's priorities without their involvement.

8.2 Select One or Two Priorities

An SPQ20 profile may suggest several possible areas for development. Trying to address too many at once can reduce focus and make progress difficult to assess.

Criteria for Selecting a Priority

Give preference to an area that:

- Matters to the athlete

- Is relevant to current sporting demands
- Is supported by the report and the athlete's experience
- Can be described in behavioral terms
- Is capable of improvement through practice
- Builds on or is supported by existing strengths
- Is appropriate for performance development
- Can be reviewed using observable evidence

A prominent result does not automatically become a development priority. It may already operate effectively or may be less important than a moderate result connected with the athlete's current objective.

Agree the Priority With the Athlete

Useful questions include:

- Which issue would make the greatest practical difference?
- Which situation does the athlete most want to handle differently?
- What is already working?
- What feels realistic to address now?
- What support is available?
- How will the athlete know that progress is occurring?

The athlete's commitment is more important than producing a theoretically comprehensive plan.

8.3 Convert Characteristics Into Behavior

SPQ20 dimensions describe tendencies and preferences. Development occurs through changes in behavior, skills, routines, decisions, or responses.

Avoid Personality Labels

A target such as "become more confident" is too broad. It does not specify what the athlete should do differently.

More useful targets might include:

- Return attention to the next task within 20 seconds of a mistake
- Use a consistent pre-performance routine
- Ask the coach one clarifying question after feedback
- Review process goals before each training session
- Use a planned breathing and self-talk routine before competition
- Communicate one clear instruction during each defensive phase
- Adjust the performance plan when agreed cues occur

These targets are observable and can be practiced.

Identify the Target Behavior

Ask:

- What does the athlete currently do?
- What would a more effective response look like?
- When should the new behavior occur?
- What cue will remind the athlete to use it?
- What might interfere with it?
- How can it be rehearsed?

The plan should describe the behavior clearly enough for the athlete and coach to recognize whether it occurred.

8.4 Build on Existing Strengths

Development plans are more effective when they use characteristics that are already established.

Use Strengths as Resources

For example:

- Strong planning may support a consistent competition routine.
- Goal-setting may support a structured rehabilitation plan.
- Self-awareness may help the athlete recognize early emotional escalation.
- Adaptability may help refine responses to unexpected events.
- Conscientiousness may support regular mental-skills practice.
- Relationships or empathy may support constructive communication.
- Competitiveness may provide energy for demanding training simulations.

The purpose is not simply to list strengths. It is to show how they can support the target behavior.

Watch for Overused Strengths

A strength may become less effective when used rigidly or excessively. Strong planning, for example, may support preparation but make unexpected changes difficult. High achievement motivation may support effort but also make recovery or adjustment harder.

The plan may therefore involve using a strength more selectively rather than trying to increase it.

8.5 Define the Sporting Situation

Development activities should be connected with a specific situation rather than discussed only in general terms.

Describe the Target Situation

Identify:

- Where the situation occurs
- What typically triggers it
- What the athlete notices
- What response usually follows
- What the consequences are
- What a more effective response would involve

For example:

After making an unforced error during an important match, the athlete continues thinking about the mistake and begins playing too cautiously.

This provides a clearer basis for development than “improve emotional control.”

Consider the Demands of the Sport

The target behavior should fit:

- The time available
- The rules and rhythm of the sport
- The athlete’s position or event
- Opportunities to pause and reset
- Communication requirements
- Physical and technical demands
- The coaching environment

A routine that works for a golfer between shots may not be suitable for a goalkeeper immediately after conceding a goal.

8.6 Set Process-Focused Objectives

Development objectives should emphasize actions within the athlete’s control.

Process Rather Than Outcome

Outcome goals may include winning, achieving a ranking, or being selected. These may provide direction, but they are not fully controllable.

Process objectives might include:

- Following the pre-performance routine
- Using an agreed attentional cue
- Resetting after an error
- Maintaining the planned pace
- Communicating clearly
- Reviewing performance constructively
- Completing scheduled mental-skills practice

A process objective should be specific enough to guide action but flexible enough to accommodate changing sporting conditions.

Define Success Realistically

Success may involve:

- Using the target behavior more consistently
- Recovering more quickly
- Recognizing an unhelpful response earlier
- Making a deliberate adjustment
- Remaining engaged after a setback
- Applying a skill under greater pressure
- Learning which strategy works best

Progress should not be judged solely by competition results.

8.7 Select Appropriate Mental-Skills Activities

The activity should address the target behavior and fit naturally within the athlete's sport.

Process Goals

Process goals direct attention toward controllable actions.

Examples include:

- Commit to the intended target on each attempt
- Return to the agreed pace after a disruption
- Use a communication cue at a specified point
- Complete the established preparation sequence

Reset Routines

A reset routine helps the athlete move from a mistake or distraction to the next task.

It might include:

1. Recognize the reaction.
2. Use a breath or physical release.
3. Apply a brief cue word.
4. Direct attention to the next action.
5. Re-engage with the performance.

The routine should be brief enough to use in the actual sporting situation.

Self-Talk Cues

Self-talk should be concise, believable, and task-relevant.

Examples include:

- Next action
- Commit to the target
- Smooth and controlled
- See it and respond
- Reset and go
- Stay with the process

The most effective wording should be chosen by the athlete.

Imagery

Imagery can be used to rehearse:

- The target situation
- The desired response
- Recovery after an error
- Effective emotional control
- Adjusting to an unexpected event
- Applying a routine under pressure

Imagery should supplement physical practice rather than replace it.

Competition Simulations

Training can gradually introduce:

- Time pressure
- Scoring
- Evaluation
- Consequences
- Distraction

- Fatigue
- Unexpected changes
- Competitive comparison

Simulation helps test whether the skill remains usable when demands increase.

Reflection

A brief review might ask:

- What happened?
- Did I recognize the cue?
- Did I use the planned response?
- What helped?
- What interfered?
- What will I repeat or adjust next time?

Reflection should support learning rather than become extended self-criticism.

8.8 Integrate Mental Skills Into Normal Training

Mental skills are unlikely to become reliable if they are discussed but not practiced.

Stage 1: Learn

Understand the skill and practice it in a calm, low-pressure setting.

Stage 2: Rehearse

Use the skill during familiar training activities.

Stage 3: Add Challenge

Introduce time pressure, scoring, evaluation, fatigue, or controlled distraction.

Stage 4: Simulate Competition

Use the skill during realistic competitive practice.

Stage 5: Apply

Use the skill in competition when appropriate.

Stage 6: Review

Evaluate what happened and refine the strategy.

The athlete should not wait until an important competition to test a new routine for the first time.

8.9 Identify Appropriate Support

The plan should identify who can help the athlete practice, apply, and review the target behavior.

Possible Sources of Support

Support may come from:

- The coach
- A sport psychologist
- A strength and conditioning practitioner
- A physiotherapist or medical professional
- A trusted teammate
- A parent or guardian
- Another appropriate member of the performance team

The person's role should be clear. A coach might provide opportunities for pressured practice, while a sport psychologist might help develop and refine a mental-skills routine.

Medical, mental-health, and safeguarding concerns should be referred to appropriately qualified people.

8.10 Decide How Progress Will Be Reviewed

The plan should specify what evidence will be used to assess progress.

Possible Indicators

Evidence might include:

- The athlete's training notes
- Completion of agreed practice activities
- Use of the target routine
- Time taken to recover after mistakes
- Coach observations
- Performance reviews
- The athlete's confidence in using the skill

- Examples from training and competition
- Ability to apply the behavior under increasing pressure

Use a small number of meaningful indicators. Excessive monitoring can become burdensome and distract from performance.

Combine Different Perspectives

The athlete's experience should remain central. Coach observations and performance evidence may add useful information, but they should not automatically override the athlete's account.

Differences between sources can be explored through questions such as:

- Did the athlete use the intended behavior?
- How effective did it feel?
- What did the coach observe?
- Did the situation differ from what was anticipated?
- What alternative explanation should be considered?

8.11 Set a Review Period

The review period should allow enough time for practice while providing an opportunity to make adjustments.

Review Timing

A plan might include:

- Brief reflection after relevant training sessions
- A weekly check on practice and learning
- A more structured review after four to six weeks
- Review following a suitable competition
- Earlier review if the plan is clearly unsuitable

The appropriate period will depend on competition schedules, training opportunities, injury status, and the complexity of the skill.

Progress is rarely linear. A difficult performance does not necessarily mean that the strategy has failed.

8.12 Use the SPQ20 Appropriately During Review

The SPQ20 report may help explain the original rationale for the plan, but it should not be treated as the main measure of progress.

Review Behavior, Not Personality Scores

Ask whether:

- The target behavior is occurring more consistently
- The athlete can use it under greater pressure
- Recovery has become quicker or more effective
- The athlete understands the relevant triggers
- The strategy fits the sporting situation
- Further adjustment or support is needed

It will not normally be necessary to repeat the SPQ20 simply to evaluate a short-term development plan.

8.13 Development Plan Template

The following structure can be used to record the plan.

Priority and Evidence

- **Development priority:** What is the agreed focus?
- **SPQ20 evidence:** Which findings may be relevant?
- **Athlete's experience:** What examples support or challenge the interpretation?
- **Alternative explanations:** What other factors may contribute?

Target and Action

- **Target situation:** When and where should the behavior occur?
- **Target behavior:** What will the athlete do?
- **Existing strengths:** Which characteristics can support the behavior?
- **Practice activities:** How will it be rehearsed?
- **Frequency:** When and how often will practice occur?

Support and Review

- **Support:** Who will assist and what will they do?
- **Evidence of progress:** What will be observed or recorded?
- **Review period:** When will the plan be reviewed?
- **Boundaries:** Are any concerns outside performance development?

8.14 Example: Recovering From Mistakes

Priority and Evidence

- **Development priority:** Recover attention more quickly after an error.

- **SPQ20 evidence:** Findings relating to emotional responses, achievement, competitiveness, concentration, or adaptability may be relevant.
- **Athlete's experience:** The athlete reports continuing to think about mistakes and becoming cautious during the next phase.
- **Alternative explanations:** Technical uncertainty, fatigue, coach reactions, or the importance of the competition may also contribute.

Target and Action

- **Target situation:** Immediately after a noticeable mistake in training or competition.
- **Target behavior:** Recognize the reaction, take one controlled breath, use the cue "next action," and direct attention to the next task.
- **Existing strengths:** Planning supports a consistent routine, while self-awareness helps identify the reaction.
- **Practice activities:** Rehearse the reset routine during normal training and then introduce scoring and consequences.

Support and Review

- **Support:** The coach creates realistic practice situations and provides brief feedback on recovery.
- **Evidence of progress:** The athlete uses the routine more consistently and returns attention to the next task more quickly.
- **Review period:** Review weekly and complete a fuller evaluation after four weeks.

8.15 Use a Development-Planning Prompt

A complete prompt might be:

Using the SPQ20 report and the agreed priority of [state the priority], develop a practical athlete development plan. Identify the report evidence and any alternative explanations. Translate the priority into a specific target behavior in a defined sporting situation. Build on the athlete's existing strengths and recommend activities that can be integrated into normal training. Include appropriate support, indicators of progress, and a review period. Distinguish report findings from tentative interpretations and do not recommend mental-health or medical treatment.

8.16 Check the Development Plan

Before accepting a ChatGPT-generated plan, confirm that it:

Focus and Evidence

- Addresses one or two agreed priorities
- Is supported by the report

- Reflects the athlete's experience
- Considers alternative explanations
- Avoids fixed personality labels

Practical Application

- Defines a specific sporting situation
- Describes observable target behavior
- Builds on existing strengths
- Fits normal training
- Progresses toward realistic competitive demands
- Identifies appropriate support

Review and Boundaries

- Uses meaningful indicators of progress
- Includes a realistic review period
- Can be adjusted in response to experience
- Does not treat the SPQ20 as a progress score
- Remains within performance-development boundaries

A useful plan should be simple enough to apply, specific enough to review, and flexible enough to change as the athlete learns what works.

9. Prompts for Athletes, Coaches and Practitioners

The prompts in this chapter can be copied and adapted when exploring an SPQ20 feedback report. They are starting points rather than fixed scripts. The wording should be adjusted to reflect the user's role, the athlete's sport, and the purpose of the analysis.

For best results, begin with the foundation instruction and report check. Then use one focused prompt at a time rather than asking ChatGPT to complete the entire analysis in a single response.

9.1 Construct an Effective Prompt

An effective prompt tells ChatGPT what evidence to use, what task to perform, and what limits to observe.

Essential Components

A useful prompt normally includes:

- The report to be used
- The purpose of the analysis
- Relevant sporting context
- The specific question to be explored
- The desired form of the response
- A requirement to distinguish evidence from interpretation
- Appropriate limits and cautions

For example:

Using the complete SPQ20 feedback report, identify the athlete's most prominent characteristics and explain how they may interact. Distinguish direct report findings from tentative interpretations. Consider possible strengths and limitations, and identify questions requiring the athlete's input.

9.2 Use a Foundation Instruction

Add the following instruction at the beginning of the analysis.

Reusable Foundation Instruction

Use the complete SPQ20 feedback report as the primary source. Apply the report's definitions of the dimensions and interpret the results in the correct direction. Consider the overall profile rather than isolated scores. Distinguish clearly between direct report

findings, tentative interpretations, and possible sporting applications. Do not invent information about the athlete, diagnose mental-health conditions, predict performance, or make selection, medical, or safeguarding decisions.

This instruction establishes the basis for the analysis but does not guarantee that every response will be correct. The output must still be checked.

9.3 Confirm the Report

Before beginning interpretation, establish that ChatGPT can access and understand the report.

Report Check

Confirm that you can read the complete SPQ20 feedback report. Identify the assessment, the number of dimensions it measures, and the main sections contained in the report. Identify anything that appears missing or unreadable. Do not begin interpreting the athlete's profile yet.

Do not continue if important pages, definitions, or results are unavailable.

9.4 Obtain an Initial Overview

The first analysis should establish the main pattern without attempting to explain every dimension.

Evidence-First Overview

Identify the five most prominent results in this SPQ20 profile. For each one, state the direction of the result and summarize the report's interpretation. Then identify the principal themes across the profile. Do not yet infer how the athlete behaves in competition.

Plain-Language Summary

Explain the main findings of this SPQ20 report in clear, accessible language. Focus on the most important characteristics and avoid psychological jargon. Distinguish what the report states from your interpretation.

Balanced Profile Summary

Prepare a concise summary of the athlete's SPQ20 profile. Identify the principal characteristics, possible strengths, situations in which those strengths may become less effective, and questions to discuss with the athlete.

9.5 Prompts for Athletes

Athletes can use ChatGPT to understand their own reports, prepare for discussion, and identify possible development priorities.

Understanding the Profile

Explain the most important patterns in my SPQ20 report. For each one, identify the report evidence and explain how it might appear in training or competition. Present sporting applications as possibilities rather than facts.

Exploring Strengths

Identify three strengths that may be supported by my SPQ20 profile. Explain which results support each one, when the strength may be most useful, and when it might become less effective.

Identifying a Development Priority

Based on my SPQ20 report, suggest up to three possible development priorities. Explain the evidence for each one, identify strengths that could support improvement, and give me questions to help decide which priority matters most.

Testing Whether an Interpretation Fits

Turn this interpretation into questions I can use to decide whether it accurately describes me. Ask about situations in which the pattern appears, situations in which I respond differently, and examples that might challenge it.

9.6 Prompts for Coaches

Coaches can use ChatGPT to prepare questions and development activities, but should avoid treating the analysis as an independent judgment of the athlete.

Preparing for Feedback

Using the SPQ20 report, prepare a collaborative feedback discussion. Identify the main findings, questions to ask the athlete, possible strengths to recognize, and interpretations that should be presented cautiously. Do not assume that coach observations are more accurate than the athlete's experience.

Connecting the Report With Observation

Compare these coaching observations with the SPQ20 findings. Identify areas of agreement, possible differences, and alternative explanations. Do not force the observations to fit the profile.

Identifying Observable Behavior

Translate the agreed development priority into specific behaviors that could be observed in training and competition. Avoid labels and identify how the athlete and coach could review progress together.

Avoiding Overinterpretation

Review this analysis from a coaching perspective. Identify claims that go beyond the report, assumptions about behavior, inappropriate selection implications, and questions that require discussion with the athlete.

9.7 Prompts for Practitioners

Sport psychologists and other appropriately qualified practitioners can use ChatGPT to organize evidence and generate hypotheses while retaining professional responsibility for the final interpretation.

Preliminary Analysis

Produce an evidence-based preliminary analysis of this SPQ20 report. Identify prominent results, important interactions, possible strengths, possible development areas, and areas of uncertainty. Cite the report evidence supporting each interpretation.

Developing Hypotheses

Generate a small number of testable hypotheses about how the main SPQ20 dimensions may interact in the athlete's current sporting context. For each hypothesis, provide supporting evidence, an alternative explanation, and questions for the athlete.

Planning a Feedback Session

Prepare a feedback-session structure based on this report. Begin with the athlete's objectives, identify the main themes to explore, provide open questions, and conclude with possible development priorities. Ensure that the athlete can confirm, challenge, or qualify the interpretations.

Preparing a Professional Summary

Draft a concise professional summary of the SPQ20 analysis. Separate report findings, practitioner interpretations, athlete comments, and agreed development actions. Avoid diagnosis, prediction, and categorical personality labels.

9.8 Explore Interactions

Interaction prompts should focus on a small number of well-supported relationships.

Main Interactions

Identify up to five interactions between SPQ20 dimensions that appear most important. Explain whether the dimensions may reinforce, balance, or create tension with one another. State the evidence and identify what must be checked with the athlete.

Apparent Contradictions

Identify results that appear to point in different directions. Explain at least two ways each apparent contradiction could operate in practice and provide questions that would help distinguish between the interpretations.

Alternative Interpretations

Review each proposed interaction and provide a plausible alternative explanation. Remove any interpretation that is weakly supported by the report.

9.9 Explore a Sporting Challenge

Use a clearly described problem rather than a general request to analyze performance.

General Challenge Prompt

Using the SPQ20 report, explore the athlete's reported difficulty with [describe the challenge]. Identify relevant report findings and possible interactions between dimensions. Consider strengths, vulnerabilities, and explanations outside the profile. Generate questions for the athlete and suggest practical development strategies. Do not assume that the SPQ20 proves the cause.

Performance Under Pressure

Explore which SPQ20 findings may be relevant to the athlete's experience of performing differently under pressure. Consider preparation, attention, emotions, confidence, goals, and the sporting environment. Identify what additional information is needed.

Recovering From Mistakes

Explore how the SPQ20 profile may relate to the athlete's response after mistakes. Identify relevant strengths and possible difficulties, but also consider technical confidence, fatigue, coaching reactions, and the importance of the event. Suggest questions and a brief reset strategy to test.

Motivation and Training Consistency

Explore which SPQ20 findings may be relevant to inconsistent training motivation. Consider goals, achievement, competitiveness, conscientiousness, adaptability, enjoyment, recovery, and the training environment. Do not assume that reduced motivation is a personality problem.

Relationships and Communication

Use the SPQ20 report to generate hypotheses about communication, feedback, and team relationships. Consider the behavior of coaches and teammates, role clarity, and team culture. Suggest neutral questions rather than assigning blame.

9.10 Develop an Action Plan

Once a priority has been agreed, ChatGPT can help turn it into a practical plan.

Selecting a Priority

Compare these possible development priorities using their importance to the athlete, supporting SPQ20 evidence, relevance to the sport, suitability for behavioral practice, and likelihood of meaningful progress. Do not make the final choice for the athlete.

Converting a Priority Into Behavior

Convert the development priority of [state priority] into a specific behavior in a clearly defined sporting situation. Identify the trigger, desired response, practice method, and observable indicators of progress.

Complete Development Plan

Create a practical development plan for the agreed priority. Include the SPQ20 evidence, athlete's experience, alternative explanations, target situation, target behavior, existing strengths, practice activities, support, evidence of progress, and review period.

Practicing Under Pressure

Create a progressive practice sequence for this mental skill. Begin in a low-pressure setting and gradually introduce realistic competitive demands. Keep the activities appropriate to the athlete's normal training.

9.11 Check the Analysis

Checking prompts help identify errors, unsupported claims, and inappropriate applications.

Evidence and Scale Check

Check every important statement against the SPQ20 report. Confirm that each dimension has been defined correctly and that the direction of each result has been interpreted accurately. Identify any unsupported statement.

Assumption Check

Identify anything in the analysis that has been inferred about the athlete but is not contained in the report or the contextual information provided. Rewrite unsupported claims as questions or tentative hypotheses.

Alternative-Explanation Check

For each major interpretation, provide at least one alternative explanation involving situational, technical, physical, interpersonal, or organizational factors.

Language and Boundary Check

Identify categorical, judgmental, diagnostic, predictive, or overly certain language. Rewrite it using appropriately qualified language. Flag any matter requiring medical, mental-health, safeguarding, or other qualified human support.

Complete Review

Audit the analysis for accuracy, evidence, scale direction, unsupported assumptions, alternative explanations, sporting relevance, athlete involvement, professional boundaries, and practical usefulness. List the changes needed before the analysis is used.

9.12 Improve Weak Prompts

Small changes in wording can substantially improve the analysis.

Replace Vague Requests

Instead of:

Analyze this report.

Use:

Identify the main patterns in this SPQ20 profile, explain the supporting report evidence, and distinguish direct findings from tentative sporting interpretations.

Replace Leading Requests

Instead of:

Explain why this athlete cannot cope with pressure.

Use:

Explore whether any SPQ20 findings may be relevant to the athlete's reported difficulty under pressure. Consider alternative explanations and identify information needed from the athlete.

Replace Judgmental Requests

Instead of:

What are this athlete's weaknesses?

Use:

Identify characteristics that may become less effective in particular sporting situations and explain how existing strengths could support development.

Replace Overconfident Requests

Instead of:

Predict how this athlete will perform.

Use:

Identify possible ways the profile may be relevant to the demands of the athlete's sport, while explaining why the report cannot predict performance.

9.13 Use a Prompt Sequence

A staged sequence usually produces a clearer and more reliable analysis than one very large prompt.

Recommended Sequence

1. Confirm that the complete report is readable.
2. Establish the main findings.
3. Identify prominent characteristics.
4. Explore a small number of interactions.
5. Introduce relevant sporting context.
6. Examine one agreed challenge.
7. Generate questions for the athlete.
8. Select a development priority.
9. Create a practical plan.
10. Check the complete analysis.

Each stage should be reviewed before proceeding. This makes errors easier to identify and keeps the athlete involved in deciding which areas deserve further attention.

10. Checking ChatGPT's Analysis

Every ChatGPT analysis of an SPQ20 report should be checked before it is used in feedback, coaching, development planning, or professional records.

ChatGPT can produce an explanation that is clear and psychologically plausible but still contains errors, unsupported assumptions, or excessive certainty. The purpose of checking is to establish whether the analysis is accurate, appropriately cautious, relevant to the sporting context, and useful to the athlete.

ChatGPT can assist with this review, but the final check must involve human judgment.

10.1 Check the Source

Begin by confirming that ChatGPT used the correct and complete SPQ20 feedback report.

Confirm the Assessment

Check that the response:

- Identifies the report as an SPQ20 feedback report
- Recognizes that the assessment contains 20 dimensions
- Uses the report provided rather than general information
- Refers to dimensions that actually appear in the report
- Does not confuse the SPQ20 with another assessment
- Does not claim access to information that was not provided

If ChatGPT has misunderstood the assessment, the analysis should be repeated from the beginning.

Confirm That the Report Was Complete

Check that ChatGPT had access to:

- The athlete's results
- Definitions of the dimensions
- Interpretive descriptions
- Relevant qualifications and cautions
- All pages needed to understand the overall profile

An analysis based only on scores or selected pages may overlook the report's intended meaning.

If the report was incomplete or unreadable, do not try to correct individual conclusions. Upload a complete copy and restart the analysis.

10.2 Check Definitions and Score Direction

ChatGPT may rely on the everyday meaning of a dimension instead of its SPQ20 definition.

Verify Each Important Dimension

For every dimension used in a significant conclusion, confirm:

- That the dimension has been named correctly
- That its definition matches the report
- That the direction of the result has been understood
- That the description reflects the appropriate end of the scale
- That qualifications in the report have been retained

Particular care should be taken with terms that may have several meanings, such as Aggressiveness, Power, Emotions, Ethics, Relationships, or Intuition.

Check Prominence

Confirm that ChatGPT has not:

- Described a moderate result as extreme
- Ignored an important prominent result
- Given excessive weight to a minor difference
- Treated all high scores as strengths
- Treated all low scores as weaknesses
- Assumed that a prominent result determines behavior

Ask ChatGPT to explain why it has selected each result as important. If it cannot provide clear report evidence, the result may have been overemphasized.

10.3 Trace Conclusions Back to Evidence

Every important conclusion should be connected with information in the report or clearly identified contextual evidence.

Classify Each Statement

A useful review distinguishes four types of statement:

1. **Direct finding:** Information stated in the SPQ20 report.
2. **Tentative interpretation:** A possible meaning derived from several findings.
3. **Contextual application:** A possible connection with the athlete's sport or current circumstances.

4. **Unsupported statement:** A claim that cannot be traced to the report or information provided.

For example:

- **Direct finding:** The report describes the athlete as showing a strong preference for structured preparation.
- **Tentative interpretation:** This preference may support consistent routines.
- **Contextual application:** It could be helpful when preparing for a predictable competition schedule.
- **Unsupported statement:** The athlete becomes anxious whenever plans change.

The unsupported statement should be removed or rewritten as a question.

Request the Evidence

A useful checking prompt is:

For every major conclusion in the analysis, identify the supporting SPQ20 dimension, state the direction of the result, and summarize the relevant report evidence. Label each conclusion as a direct finding, tentative interpretation, or contextual application. Identify anything that is unsupported.

10.4 Check the Strength of the Language

The certainty of the language should match the strength of the evidence.

Identify Excessive Certainty

Words and phrases requiring scrutiny include:

- Proves
- Causes
- Always
- Never
- Will perform
- Cannot cope
- Is naturally
- Is unsuitable
- Definitely means
- This athlete is

These expressions may turn a tentative interpretation into a categorical judgment.

Use Appropriately Qualified Language

Prefer:

- May
- Might
- Could
- Appears
- Suggests
- One possible interpretation is
- May be relevant to
- Requires further exploration
- The athlete's experience is needed to establish whether

Cautious language should still be clear. It should explain the proposed interpretation and the evidence supporting it rather than becoming vague or evasive.

10.5 Check Interactions Between Dimensions

ChatGPT may combine several results into a convincing but unsupported psychological story.

Review Each Proposed Interaction

Confirm that:

- The dimensions are genuinely prominent or relevant
- The report definitions support the proposed connection
- The result for each dimension has been interpreted correctly
- A moderate result has not been given excessive importance
- Both possible advantages and limitations have been considered
- Other dimensions that qualify the interpretation have not been ignored
- An alternative interpretation is possible
- The athlete's input has been requested

Interactions should be retained only when they add meaningful understanding. A complex explanation is not necessarily a more accurate one.

10.6 Check Sporting Applications

A valid description of a characteristic may still be applied incorrectly to the athlete's sport.

Verify the Sporting Context

Check that the analysis correctly understands:

- The athlete's sport, event, or position
- The competitive level
- Whether the sport is individual or team-based
- The pace and duration of performance
- Decision-making demands
- Opportunities to pause and reset
- Communication and leadership requirements
- The athlete's current objective

General assumptions about a sport should not replace specific information about the athlete's role and environment.

Avoid Performance Predictions

An overstated application might say:

This profile means the athlete will perform poorly under pressure.

A more appropriate version is:

Some findings may be relevant to the athlete's reported response under pressure. Further discussion and performance evidence are needed to determine how the pattern operates.

The SPQ20 can inform questions and development strategies, but it cannot predict performance.

10.7 Consider Alternative Explanations

The profile is only one possible source of information about a sporting challenge.

Look Beyond Personality

Alternative explanations may include:

- Technical uncertainty
- Physical fatigue or inadequate recovery
- Injury or illness
- Lack of experience
- Inappropriate goals
- Coaching style
- Role ambiguity
- Team culture
- Interpersonal conflict
- Training design
- Environmental conditions
- Wider personal circumstances

For each major interpretation, ask:

- What else might explain the athlete's experience?
- Is the SPQ20 evidence strong enough to retain this interpretation?
- What information would help distinguish between the alternatives?
- Is a situational explanation more likely than a personality-based one?

A good analysis does not force every sporting problem to fit the assessment profile.

10.8 Check for Invented Information

ChatGPT may add details that appear reasonable but were not included in the report or contextual information.

Common Examples

It may invent or assume:

- The athlete's age or experience
- Their training history
- Previous injuries
- Relationships with coaches
- Typical competition behavior
- Motivation for completing the assessment
- Causes of confidence or performance problems
- Examples of behavior
- Reactions from teammates
- Mental-health history

Statements should be removed if their source cannot be identified.

A useful instruction is:

Identify every statement about the athlete that is not directly supported by the report or the contextual information provided. Remove it or rewrite it as a question requiring confirmation.

10.9 Check for Labels and Stereotypes

Assessment findings should not be converted into fixed descriptions of the athlete.

Replace Labels With Testable Hypotheses

A label might say:

The athlete is a poor team player.

A more appropriate interpretation would be:

Some findings may be relevant to how the athlete communicates or responds to team demands. Examples from the athlete and coach are needed to establish whether any difficulty exists.

Other labels to avoid include:

- Mentally weak
- Overemotional
- Arrogant
- Unmotivated
- Unsuitable for leadership
- Unable to cope with pressure
- Not competitive enough
- A natural winner

The analysis should describe possible behavior in particular situations rather than define the person.

10.10 Check Professional Boundaries

Some conclusions or recommendations fall outside the appropriate use of the SPQ20 and ChatGPT.

Mental Health and Wellbeing

The analysis should not:

- Diagnose or exclude a mental-health condition
- Interpret an SPQ20 result as a clinical symptom
- Assess risk
- Recommend psychological treatment
- Suggest that performance coaching is sufficient for serious distress

Chapter 11 provides fuller guidance on recognizing when qualified support is required.

Medical and Injury Matters

The analysis should not:

- Diagnose an injury or medical condition
- Determine physical readiness to compete
- Override medical or rehabilitation advice
- Recommend medication or treatment
- Decide when an athlete should return to sport

Medical decisions belong to appropriately qualified healthcare professionals.

Selection and Organizational Decisions

The analysis should not:

- Recommend selection or non-selection
- Determine suitability for a team or role
- Predict leadership effectiveness
- Justify contractual or disciplinary action
- Rank athletes by personality
- Identify an ideal SPQ20 profile

These decisions require wider evidence and accountable human judgment.

Safeguarding

ChatGPT should not be relied upon to investigate or resolve a safeguarding concern. Relevant concerns should be handled through the applicable safeguarding procedures and referred promptly to an appropriate person.

10.11 Check Development Recommendations

Even an accurate interpretation can lead to an impractical or inappropriate recommendation.

Review Each Recommendation

Confirm that it:

- Addresses an agreed priority
- Follows logically from the analysis
- Is expressed as a behavior or skill
- Fits the athlete's sport and training
- Builds on existing strengths
- Is realistic and proportionate
- Identifies suitable support
- Can be reviewed using observable evidence
- Remains within performance-development boundaries

Generic advice such as “be more confident” or “control emotions” should be replaced with specific actions that can be practiced.

10.12 Compare the Analysis With Human Evidence

The athlete's experience is essential to deciding whether an interpretation is useful.

Discuss the Analysis With the Athlete

Ask:

- Which parts feel accurate?
- Which parts do not fit?
- In what situations does the pattern appear?
- When does the athlete respond differently?
- What examples support or challenge it?
- What important context is missing?
- Which interpretation is most useful to explore?
- What would the athlete like to do next?

Disagreement should not automatically be treated as lack of insight. The interpretation may be wrong, incomplete, poorly worded, or applicable only in some situations.

Consider Other Relevant Evidence

Where appropriate and properly authorized, the analysis may also be compared with:

- Coach observations
- Training records
- Performance reviews
- Competition examples
- Development notes
- Medical or rehabilitation information provided by qualified professionals

No single source should automatically be treated as definitive. Differences between sources should be explored openly.

10.13 Ask ChatGPT to Critique Its Analysis

ChatGPT can help identify weaknesses in its earlier response, although this is not a substitute for human review.

Complete Checking Prompt

Audit the SPQ20 analysis against the complete report. Check the assessment identity, completeness of the report, definitions, score direction, prominence, and supporting evidence. Separate direct findings, tentative interpretations, and sporting applications. Identify unsupported assumptions, invented information, excessive certainty, labels, weak interaction claims, and inappropriate professional conclusions. Provide alternative explanations and identify questions requiring the athlete's input. Remove or revise anything that is not sufficiently supported.

The corrected output should then be checked again against the report.

10.14 Use a Human Review Checklist

Before using the analysis, complete the following review.

Source and Accuracy

- Was the correct and complete report used?
- Were the dimensions defined correctly?
- Were results interpreted in the correct direction?
- Were prominent and moderate findings treated appropriately?
- Can each important conclusion be traced to evidence?

Reasoning and Language

- Are findings separated from interpretations?
- Are interactions adequately supported?
- Have alternative explanations been considered?
- Has invented information been removed?
- Is the level of certainty appropriate?
- Have labels, stereotypes, and predictions been avoided?

Context and Boundaries

- Is the sporting context accurate?
- Has the athlete been involved?
- Are professional, medical, mental-health, selection, and safeguarding boundaries respected?
- Are development recommendations practical and proportionate?
- Is further human support required?

10.15 Correct the Analysis

If problems are found, revise the response rather than merely adding a general disclaimer.

Correction Process

1. Remove unsupported statements.
2. Correct definitions and score direction.
3. Separate evidence from interpretation.
4. Reduce excessive certainty.
5. Add relevant alternative explanations.
6. Replace labels with behavioral questions.
7. Correct inaccurate sporting assumptions.
8. Remove recommendations outside appropriate boundaries.

9. Identify matters requiring athlete input or professional support.
10. Recheck the complete revised analysis.

An analysis should be used only when it is accurate enough to support discussion, cautious enough to reflect the evidence, and practical enough to benefit the athlete.

11. Recognizing Limits and Seeking Appropriate Support

The SPQ20 is designed to support understanding and development in sport. It does not assess mental-health conditions, medical fitness, immediate risk, or safeguarding concerns. ChatGPT cannot extend the purpose of the assessment or the competence and authority of the person using it.

Most uses of the report will remain within normal performance-development boundaries. If the discussion raises a concern about health, wellbeing, safety, abuse, or another matter requiring specialist judgment, the priority should shift away from further AI-assisted interpretation and toward an appropriate human response.

Three decisions guide this response:

1. **Stop or pause AI-led exploration.** Do not use ChatGPT to assess, investigate, diagnose, or decide what action is required.
2. **Involve an appropriate person.** Seek support from someone whose role, qualifications, or responsibilities match the concern.
3. **Follow established procedures.** Use the relevant emergency, medical, safeguarding, or organizational process.

11.1 Recognize the Boundary

Performance-development questions concern how an athlete prepares, responds, communicates, learns, and develops within sport. These topics may be explored with the SPQ20 when the report is used cautiously and the athlete remains involved.

A different response is needed when the issue is no longer primarily about development or when there may be a significant concern about the athlete's health, wellbeing, or safety. Examples include:

- Significant or persistent distress or deterioration in everyday functioning
- Self-harm, suicidal thinking, or an immediate safety concern
- A disclosure or suspicion of abuse, bullying, exploitation, neglect, or another safeguarding matter
- Disordered eating, substance misuse, or another concern that may require clinical assessment
- Injury, pain, medical treatment, or decisions about fitness and return to sport
- Any matter outside the user's role, competence, or authority

These concerns should not be inferred from an SPQ20 score. They may emerge from what the athlete says, what another person reports, or what is observed in the sporting environment. The response should be based on the concern itself, not on an interpretation of the personality profile.

11.2 Stop or Pause AI-Led Exploration

When a concern crosses the performance-development boundary, do not continue prompting ChatGPT in an attempt to decide how serious it is or what it means. Further AI-generated analysis may create false reassurance, unnecessary alarm, or delay in obtaining appropriate help.

Do not ask ChatGPT to:

- Diagnose or exclude a mental-health or medical condition
- Assess whether an athlete is safe or determine the level of risk
- Decide whether a disclosure is credible
- Investigate a safeguarding concern
- Recommend clinical treatment or determine readiness to return to sport
- Decide whether emergency, medical, or safeguarding action is required
- Replace professional advice, organizational procedures, or direct human support

It may be appropriate to preserve a brief factual record of what prompted the concern, subject to the organization's policies. Do not ask ChatGPT to expand that record into a diagnosis, risk judgment, or speculative explanation.

11.3 Involve an Appropriate Person

The appropriate source of support depends on the nature and urgency of the concern, the athlete's circumstances, and the procedures applying in the relevant sport or organization. It may include:

- A doctor, psychologist, or other appropriately qualified health professional
- A sport psychologist or other practitioner working within clearly defined competence
- The organization's safeguarding or welfare lead
- A responsible manager, coach, parent, guardian, or other authorized person
- Emergency or statutory services where the situation requires them

ChatGPT should not be asked to choose between services, determine whether a referral threshold has been met, or replace locally established advice. Where the appropriate route is unclear, seek guidance from a responsible person within the organization or from a suitably qualified professional.

A Supportive Initial Conversation

Where it is safe and appropriate to speak with the athlete:

- Listen and acknowledge the concern without trying to interpret it through the SPQ20
- Use clear, calm, and nonjudgmental language
- Explain the next step and who may need to be involved
- Do not investigate, challenge a disclosure, or promise absolute confidentiality
- Record and share information only as required by the relevant procedure

The purpose of this conversation is to support an appropriate next step, not to conduct an assessment or reach a conclusion.

11.4 Follow Established Procedures

Organizations and practitioners should know in advance which procedures apply and who is responsible for receiving concerns. Contact details and escalation arrangements should be kept current.

Immediate Health or Safety Concerns

If there may be an immediate threat to health or safety, stop the SPQ20 discussion and follow the applicable emergency procedure. Do not delay action while seeking further interpretation from ChatGPT.

Safeguarding Concerns

Report a disclosure, observation, or concern through the organization's safeguarding procedure or to the designated person. The role of a coach or practitioner is normally to recognize, respond, record, and refer the concern, not to investigate it through ChatGPT or independently determine whether it is true.

Athletes Under 18

When the athlete is under 18, follow the child-safeguarding requirements that apply to the organization, sport, and jurisdiction. Involve parents, guardians, safeguarding leads, or statutory services as required by those procedures. The child's welfare takes priority over completing or preserving an AI-assisted analysis.

Confidentiality and Information Sharing

Share information only with people who have an appropriate role and only to the extent necessary for the response. Explain that confidentiality may have limits when health, safety, safeguarding, or legal duties require information to be passed on. Avoid uploading sensitive disclosures or case-management information to ChatGPT unless there is a clear, authorized, and policy-compliant reason to do so.

11.5 Continue Performance Support Appropriately

Seeking additional support does not automatically mean that all performance-development work must end. It may continue when it is safe, wanted by the athlete, within the practitioner's competence, and consistent with professional advice and organizational requirements.

Where performance support continues:

- Keep roles and responsibilities clear

- Obtain suitable consent before coordinating or sharing information
- Do not allow performance work to interfere with treatment, recovery, or safeguarding action
- Adjust expectations where health, wellbeing, or safety requires it
- Return to the SPQ20 only when it serves an appropriate development purpose

11.6 A Practical Stop-and-Refer Check

Before continuing an AI-assisted SPQ20 discussion, ask:

- Is this still primarily a performance-development question?
- Is it within my role, competence, and authority?
- Could continuing the analysis delay or interfere with appropriate human support?
- Is there an established procedure or responsible person who should now be involved?

If the answer creates doubt, pause the AI-led exploration and seek appropriate guidance. It is not necessary to determine a diagnosis, prove a concern, or establish its severity before following the relevant support or reporting route.

Central Principle

The SPQ20 and ChatGPT can support development discussions, but neither should be used to assess risk, make clinical or medical decisions, investigate safeguarding concerns, or replace qualified human judgment.

When health, wellbeing, or safety becomes the concern: stop or pause the AI-led analysis, involve an appropriate person, and follow the relevant procedure.