

A CASE STUDY OF THE DESIGN, IMPLEMENTATION, AND FORMATIVE
EVALUATION OF A TEAM DEVELOPMENT PROGRAM FOR A WOMEN'S
SWIMMING AND DIVING TEAM IN A NCAA DIVISION I UNIVERSITY SETTING

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ABSTRACT

This dissertation reflects a case study of the process of the design, implementation and formative evaluation of a team development program conducted with a swimming and diving team consisting of twenty-three women at a NCAA Division I university during the 2008-2009 academic year. The dissertation was undertaken to contribute to the knowledge base about how team development programs can be designed and implemented in athletic settings. As a foundation for the dissertation, the participant observer role was used in conjunction with Maher's (2000) Program Planning and Evaluation (PP&E) Framework and Maher's (2004) Student-Athlete Pyramid of Development. Relying on these approaches as procedural and technical guidance, a framework of knowledge, skills and abilities was formulated and then put into an evaluable programmatic form to assist the student-athletes on the team with interpersonal communication, within the team context. This dissertation explores how the PP&E Framework can be coupled with some of the levels of the Student-Athlete Pyramid of Development along with knowledge about team development from business, military, and sport to assist an athletic team in learning to communicate constructively. Formative evaluation data is provided from participating team members and the coaching staff about the actual and potential value of this kind of program. Finally, conclusions and recommendations are offered for the possible design and implementation of similar team development programs in athletic, business, and other contexts.

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CHAPTER I

INTRODUCTION AND OVERVIEW

Abstract

The purpose of this chapter is to provide an introduction to the design, implementation, and formative evaluation of a Team Development Program created to assist a NCAA Division I Swimming and Diving team with interpersonal communication using Maher's (2000) Program Planning and Evaluation Framework. Additionally, an overview of the dissertation chapters is provided and the contribution this dissertation makes to the literature is discussed.

Introduction

This dissertation describes the process used to design, implement and evaluate a team development program for a NCAA Division I collegiate athletic team in the Northeastern United States, using the Program Planning and Evaluation Framework of Dr. Charles Maher (2000). Overall, the team development program was designed to facilitate interpersonal communication within an athletic team of twenty-three women during the 2008-2009 academic year.

The use of teams to reach goals in business organizations has become common practice (Sales, Dickinson, Converse, & Tannebaum, 1992, Sundstrom, De Meuse & Futrell, 1990 as referenced by Stout, Salas, & Fowlkes, 1997). Empirical literature on

teamwork and team development has grown with the use of teams in business over last three decades. A search in PsychInfo yielded 2049 and 243 titles respectively with publication dates starting in the early 1970's but with most of the literature available being from the last fifteen years. Among those titles, there are articles which provide information about trust, the work of the whole being greater than the sum of its parts and team harmony as it applies to corporate and executive teams (Green, Hill, Friday, Friday, 2005, Kayes, Kayes, Kolb, 2005 and Mendoza, 2001). Military studies provide the indication that effective communication can help resolve conflict (Cannon-Bowers & Salas, 1998) and that teamwork is a teachable skill (Stout, Salas, & Fowlkes, 1997). However, there is little evidence that empirical findings from the studies of business and the military are being used in the field of athletics. There are a limited number of articles which discuss the competitive nature of athletic teams and how team members' ability to effectively communicate and interact with one another can help or hinder them (Danish, Owens, Green, Brunelle, 1997). Within this context, the Student-Athlete Pyramid of Development (Maher, 2004) points out that it is valuable to know how the individual athlete relates to teammates and coaches within the team. Based on corporate, military and the athletic literature, the ability to effectively work with other members of a team to reach desired results is a valuable asset for individuals, teams, and organizations. A meta-analysis on information sharing and team performance performed by Mesmer-Magnus and DeChurch (2009) found that information sharing in teams is positively related to team performance. Additionally, Morgan, Salas and Glickman (2001) found that training military teams to communicate effectively helped to develop team unity and commitment. The combined findings of the above mentioned researchers suggest that a

group of individuals willing to commit to mutual accountability can be taught the knowledge, skills and abilities which, when applied successfully, may lead to better teamwork, more team consistency and the ability to focus more energy on the tangible output the team is designed to deliver.

This dissertation documents a yearlong effort to design and implement a team development program by one team development consultant with a group of physically talented individuals who were willing to commit to working on communication as a team. Additionally, the evaluation process which was developed to learn what was valuable about the team development program is reviewed.

The design, implementation and evaluation phases of the project employed Maher's (2000) Program Planning and Evaluation Framework beginning with the Clarification Phase, moving into the Design Phase, followed by the Implementation Plan and ending with the Evaluation Phase. The process used to design and implement the Swimming and Diving Team Development Program is described briefly here and in detail in chapter four.

Clarification Phase

The target population was determined by conducting one on one interviews with the coach and the assistant coach and group interviews with all members of the team. Considerations were made for including the coaching staff in the definition of the team. However, it was decided that the target population for the team development program would be limited to the athletes on the team roster in order to create an environment where the athletes could address their concerns in an honest manner, without fear of repercussions from the coaching staff. The team roster included athletes who were

actively competing and those who were rehabilitating from injury. All team members were asked to attend scheduled meetings to discuss what was not working within the team in order to assess need.

Design Phase

The knowledge, skills, and abilities (KSA's) which the team was taught in an effort to address their communication needs were developed by the consultant to create a framework for communication which the team understood and was able to use in discussion. The KSA's fit into Maher's Student-Athlete Pyramid of Development (2004) at level I, the student-athlete as a person and level II, the student-athlete as a "coper".

Implementation Phase

After knowledge, skills and abilities (KSA's) were developed team meetings were used to teach the KSA's and to practice the use of the KSA's using interpersonal concerns with which the team was struggling. This service took place over the course of two academic semesters from September 2008 through May 2009 with the formative evaluation following after informed consent was obtained at the end of the program.

Evaluation Phase

The evaluation was conducted using the Evaluation Phase of Maher's Program Planning and Evaluation Framework (2000) and involves twelve interrelated steps; 1) Identify the client, 2) Determine the client's need for program evaluation, 3) Place the program to be evaluated into "evaluable" form, 4) Delineate program evaluation questions, 5) For each program evaluation question, specify the data collection variables, 6) Describe the data collection methods, instruments, and procedures, 7) Describe the methods and procedures for data analysis, 8) Specify program evaluation personnel and

responsibilities, 9) Delineate guidelines for communication and use of program evaluation information, 10) Construct program evaluation protocols, 11) Implement the program evaluation, and 12) Evaluate the program evaluation. Each of these steps is described in detail in the Swimming and Diving Team Development Program Evaluation Plan which can be found in chapter five of this dissertation.

Overview of the Chapters

The format of this dissertation consists of nine interrelated, but distinct chapters. The first chapter provides an introduction and brief overview of the work that was undertaken; explaining what was done, how it proceeded, and why it is relevant to the field of psychology. The second is a review of the relevant literature. The literature on sport psychology as a discipline is examined followed by a purposeful sampling of the empirical and conceptual literature on team development and teamwork from corporate, military and athletic environments. Information is provided on the consultation approach which was used; including the case study method, the role of the participant observer, Program Planning and Evaluation (Maher, 2000) and the Student-Athlete Pyramid of Development (Maher, 2004). The organizational context of the team and the university of which it is a part is discussed in chapter three while the team development program description, the evaluation plan and the program evaluation results are laid out in chapters four through six respectively. Chapter seven provides the development improvement plan for the next iteration of the continuing work with the 2009-2010 team and chapter eight discusses the assessment of the program evaluation. Finally recommendations for the future of the Swimming and Diving Team Development Program and similar

programs, as well as what can be concluded about the 2008 – 2009 program are presented in chapter nine.

This dissertation contributes to the knowledge available about the role of psychology in team development, the use of the participant observer role in team development with athletic teams, and explores how some of the levels of Maher's (2004) Student-Athlete Pyramid of Development can be adapted to assist a sports team in learning to communicate constructively. Formative evaluation data is provided from the participating team members as well as the coaching staff who have interacted with the team over the course of the ongoing team development project. Finally, conclusions and recommendations are offered for possible design and implementation of similar programs.

Summary

This dissertation represents the first documented attempt to use Maher's Program Planning and Evaluation Framework (2000) and Maher's Student-Athlete Pyramid of Development (2004) to assist an athletic team with interpersonal communication. A targeted review of the literature on team building and development from the business, military and athletic domains is presented. The Organizational Context of the Department of Intercollegiate Athletics and the Swimming and Diving team is provided followed by a description of the Team Development Program and the Evaluation designed for a NCCA Division I Women's Swimming and Diving team. The results of the evaluation and the improvement plan developed from those results are supplied followed by the assessment of the evaluation. Finally, recommendations for similar programs and possible conclusions from this program are offered.

CHAPTER II

LITERATURE REVIEW

Abstract

The purpose of this chapter is to provide a focused review of the literature as it pertains to sport psychology as a discipline and team building and development, from athletic, corporate, and military environments. Additionally, the empirical and conceptual literature will be examined as it pertains to the consultation approach which was used in the program design including the case study method, the role of the participant observer, Program Planning and Evaluation (Maher, 2000) and the Student-Athlete Pyramid of Development (Maher, 2004).

History of Sport Psychology

Sport psychology in the United States can be traced back to two books written by Coleman Griffith; *Psychology of Coaching* published in 1926 and *Psychology and Athletics* published in 1928 (Singer, Hausenblas & Janelle, 2001). Griffith's research was based on his work at the University of Illinois and with the Chicago Cubs (Carron 1993 and Singer, 1989). Unfortunately for research in the field Griffith did not have students or contemporaries to continue his work when he moved on to other opportunities (Singer, 1989).

World War II generated an interest in the armed forces in the performance and training of skilled military operations. This interest generated research in motor learning/control and the ability to become an expert in a physical skill such as the use of a machine to perform a task. Prior to the 1960's, the topics of research associated to sport psychology related to "personality and success, abilities and achievement, motivation, and social process dynamics" (Singer, Hausenblas, & Janelle, 2001).

The 1960's brought a sudden increase to the field of sport psychology in both scientific interests as well as in public knowledge. The International Society of Sport Psychology was founded and the first International Congress of Sport Psychology was held in 1965. Two years later the North American Society for the Psychology of Sport and Physical Activity (NASPSPA) held its first conference. Both the International Congress of Sport Psychology and NASPSPA have held regular conferences since their inception (Singer, 1989).

The first journal committed to publishing peer reviewed empirical sport psychology articles was the *International Journal of Sport Psychology* (IJSP); created and funded by an Italian psychiatrist, Ferruccio Antonelli (Salmela, 1999). Although published in Italy the articles were in English and the abstracts in three other languages. In the United States, interest in sport psychology was growing in academia as well. University departments were developed to focus on sport psychology and began gaining interest among students. In 1979 the *Journal of Sport Psychology* (now the *Journal of Sport & Exercise Psychology*) was established to publish the high quality research articles beginning to emerge from the academic setting (Singer, Hausenblas, & Janelle, 2001).

In contrast to the academic setting, the Advancement of Applied Sport Psychology (AAASP) was established by John Silva in 1989 to address the applied aspect of sport psychology. Similarly, *The Sport Psychologist*, first printed in 1986, published the work of individuals who were involved professionally in sport psychology as opposed to the academic laboratory setting (Singer, Hausenblas, & Janelle, 2001). Additionally, associations developed where sport psychologists could network. The formation of the American Psychological Association Division 47 (Sport and Exercise Science) took place in 1987 (Hays & Brown, 2004). Throughout the 1980's and into the 1990's the ability for psychologists involved in sport to share their work grew in both applied and academic environments.

Into the twenty-first century, sport psychology has continued to increase in popularity with links to the fields of sport science, education and psychology (Zaichkowsky & Naylor, 2005). A challenge facing sport psychologist of today is that the word 'psychologist' is most often associated with the diagnosis and treatment of mental disorders. There are sport psychologists who do address clinically diagnosable issues such as eating disorders, anxiety, depression and substance abuse among others. However, it is much more prevalent for sport psychologists to work with individuals or teams of individuals who would be considered normal or above normal in their mental and/or physical abilities (Zaichkowsky, 2006). In the realm of normal or above a sport psychologist may work in the domains covering skill acquisition, stress and anxiety, arousal, self efficacy, motivation, goal setting and life span development (Maher, 2003) to list only a few. And as Singer, Hausenblas, & Janelle (2001) acknowledged, "(U)nderstanding how to help one to realize potential, to achieve, and/or to be fulfilled is

not a unique consideration in sport settings.” A sport psychologist may be of service in many domains encompassed by individual athletes and teams as well as beyond the confines of athletics.

Team Building and Development

In sport psychology and the larger field of performance psychology, there is a domain referred to as group dynamics which can further be separated into morale and cohesion, interactive processes and social dimensions to name a few (Singer, Hausenblas, & Janelle, 2001). However, the empirical literature on how team building and development occurs within athletic teams is limited. The business world provides a range of books in which the authors provide information on how they have created successful teams and there are books written by academics providing viewpoints about how teams work when they are studied in a lab. To delineate empirically based literature on teams, team building, and team development, it is necessary to look to the military and primarily to the work of Eduardo Salas. The following is a brief overview of the literature in each of these areas.

The Field of Athletics

In researching the literature for team building/development in sports a word that appears on a very regular basis is “cohesion”. Physicists define cohesion as the molecular force which holds particles together (Random house dictionary, 2009). As a social construct, cohesion has been more difficult to define. Libo (1953) operationalized cohesion as the affinity the individuals have for the group. However, Mudrack (1989) commented that Libo’s definition explains what cohesion may be at an individual level but does not consider actual *group* cohesiveness. A definition which is widely accepted

in sport psychology was provided by Carron, Brawley and Widmeyer in 1998; “a dynamic process that is reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs” (as quoted by Paskevich, Estabrooks, Brawley & Carron, 2001). Paskevich (2001) and his colleagues discuss team cohesion under the headings of level of competition, size of team, social loafing adherence behavior, leadership factors, role involvement, group norms and collective efficacy. Each of these factors is discussed with regard to how it affects team cohesion and how the factors are measured in the literature. The authors continue by addressing how the research on cohesion could be advanced. The possible negatives of improving cohesion were explored when Buys’ 1978 works (a and b) are referenced to skim over the possible drawbacks of team cohesiveness. The suggested damages of team cohesion are conformity, group think and undesirable group norms. However, nowhere in the course of twenty pages of text on group cohesion in sports do Paskevich and his associates suggest how to improve team cohesion.

Veach and May (2005) also use Carron, Brawley and Widmeyer’s definition of team cohesion but go a step farther and provide suggestions for improving cohesiveness. The ideas offered include improving communication, establishing a positive-feedback environment, having clear expectations with regard to roles and the team holding each individual accountable. Veach and May (2005) go on to propose that good communication within the team will help develop mutual understanding of individual’s personal values and heighten respect, thereby improving team cohesion. Veach and May provide narrative accounts of individuals and teams who have been successful rather than

using empirical data to support their claims. Veach and May (2005) further suggest that the business world may hold useful information about teamwork and team development.

The Corporate Environment

With respect to business literature, the starting point of the team development discussion is to define the difference between a group and a team. Very rarely are these terms used interchangeably and they will not be in this dissertation. A group is identified as any number of individuals *interacting* with one another (Hartley & Hartley, 1952, emphasis added). In contrast, the accepted definition of a team is a number of individuals with a shared commitment, responsibility, purpose, or goal (Harvard business essentials, 2004, Katzenbach & Smith, 2004 and Thompson, 2004).

One of the first books written on teams in the corporate environment was *A Diagnostic Approach to Organizational Behavior* by Judith Gordon, first published in 1983. In her fourth edition (Gordon 1993), she provides thirteen characteristics of an effective team. Among them: Group members continually try to listen and clarify what is being said and show interest in what others say and feel, Differences of opinion are encouraged and freely expressed, the team is willing to surface conflict, team exerts energy toward problem solving rather than allowing it to be drained by interpersonal issues or competitive struggles and the team is responsive to the changing needs of its members. Gordon continues later by asserting that having a team develop a common language is crucial to team success and that trust between team members promotes communication leading to improved team performance. More recent authors agree that trust between team members is crucial for the development of team communication; without which teams can not be successful (Hackman, 2002, Light, 2007, Thompson

2004, and Urch Druskat & Wolff, 2004). Along with trustful communication comes the ability for teams to have conflict or engage in constructive criticism (also called professional skepticism) without being torn apart (Gordon 1993, Harvard Business Essentials, 2004 and Thompson, 2004); which involves the ability for members to be active rather than reactive in addressing topics of concern (Thompson, 2004). Gordon (1993) and Hackman (2002) agreed that empathic active listening and being able to think about alternative responses to a situation are vital to successful team interaction.

Creating Teams with an Edge published by Harvard Business Essentials (2004) added that interpersonal skills are an important trait for individuals who want to be successful in a team work environment.

In addition to having the ability to communication and work through conflict corporate literature also discusses the elusive concept of team cohesion. When Thompson (2004) asked business managers to explain team cohesion they came up with words like, ‘camaraderie’, ‘energy’, ‘rapport’, ‘we-feeling’, and team ‘spirit’. In spite of cohesion being a difficult construct to define, there is agreement among business authors that members of a team who feel like they are in ‘it’ together tend to be more successful (Gordon, 1993, Hackman, 2002, Harvard Business Essentials, 2004, Thompson, 2004, and Urch Druskat & Wolff, 2004). Even Lencioni (2002) in his fable about a CEO who took an unsuccessful executive team and created an industry leader pointed to the absence of trust, the fear of conflict, and avoidance of accountability as being fundamental reasons why teams do not reach their full potential.

With all the talk in the corporate environment about what makes a successful team there is the underlying assumption that things like ‘trust’, ‘communication’,

‘addressing conflict’ and even ‘team cohesion’ can be taught and learned. Textbooks in MBA schools abound on how to create and manage successful teams. Thompson (2004) and Gordon (1993) are only two examples. The Harvard Business Review has published several articles on the subject of successful teams (Harvard Business Review on *Teams that Succeed*, 2004) and Harvard Business Essentials (2004) has published a book claiming to be the *Complete Skill Set to Build Powerful and Influential Teams* in its subtitle. If the skills were not learnable books and articles such as these would not continue to be published. It is therefore not unreasonable to consider that the knowledge, skills and abilities crafted in the corporate environment over the past twenty years could be put to use in helping college athletes work together to become a higher performing team.

The Military

Cannon-Bowers & Salas (1998) use a very similar definition of team in their work with the military as is found in the corporate literature; “a set of two or more individuals who interact interdependently and adaptively toward a common goal or objective.” However, this does not indicate that the research on teams and teamwork is easy to apply outside of controlled research (Stout, Salas, Fowlkes, 1997). Fortunately, organizations started to report increases in productivity and quality with the use of teams in the late 1980’s (Brodie, 1989, Dumaine, 1990 and Sheridan, 1990) and the military has spent more on applied teamwork than on any other research throughout the 1990’s (Cannon-Bowers & Salas, 1998).

Grouping individuals together and providing them with a goal which requires they work together does not mean they will necessarily perform as a team (Salas, Bowers, &

Cannon-Bowers, 1995). Teamwork takes more than having each individual be an expert in the task he or she must do (Salas, Bowers, & Cannon-Bowers, 1995). However, teamwork is considered to be teachable (Stout, Salas, & Fowlkes, 1997) by providing the knowledge, skills, and abilities for the individuals to successfully interact to accomplish the task set before them (Stout, Salas, & Fowlkes, 1997). Morgan, Salas & Glickman, (2001) suggested that training should include helping a team to communicate, relate, and interact; rather than only how to do taskwork (behaviors critical to function, Baker & Salas, 1996). When trying to measure the construct of teamwork Cannon-Bowers, Tannenbaum, Salas & Volpe (1995) considered adaptability, situational awareness, performance monitoring and feedback, leadership and team management, interpersonal relations, coordination, communication and decision making; while Morgan, Glickman, Woodard, Blaiwes, & Salas (1986) used communication, adaptability, cooperation, acceptance of suggestions or criticism, giving suggestions or criticism, team spirit, and cooperation. Similar constructs for teamwork have been found to correlate with team functioning (Oser, Salas, Merket, Walwanis & Bergondy, 2000) and to be connected to team performance (Stout, Cannon-Bowers, Salas, & Morgan, 1990). Specifically, communication has been found to correlate positively to team performance (Cannon-Bowers, & Salas, 1998, Morgan, Salas, & Glickman, 2001, and Salas, Bowers, & Cannon-Bowers, 1995). The above studies would indicate that the dynamic process of team performance can be positively effected if the individuals on a team are able to successfully use interpersonal skills to address conflict and problem solve; both of which have their foundation in communication. Moreover, Cannon-Bowers & Salas (1998)

have suggested that if knowledge, skills and abilities specific to a team were developed for interpersonal and self-management situations team competitiveness may improve.

Team Building and Development Summary

One of the common themes in the literature around team development is that communication between the team members is crucial to team success. However, the focus of where that communication should take place or in what context communication should be taught is not specified. Many of the articles on which Salas (Baker & Salas, 1996, Cannon-Bowers & Salas, 1998, Morgan, Salas, & Glickman, 2001, Salas, Bowers, & Cannon-Bowers, 1995, and Stout, Salas, & Fowlkes, 1997) is an author indicate that at least having task communication is a vital link to superior team function. Lyman's (1997) dissertation on communication suggests that how individuals communicate is shaped by past experiences but does not touch on how or where communication styles can be modified. Sullivan & Feltz (2003) state specifically that the construct of team communication is vaguely defined. In his work on skill development for teams, two of Light's (2007) five areas of learning believed to be vital to enhancing team functionality are interpersonal connection between team members and whole spectrum communication. Light's constructs would suggest that team communication should be considered across the scope of life interactions which individuals on a team share. The author of this dissertation would argue that teaching team members how to handle interpersonal interactions or conflict with respectful communication and to hold each other accountable to dealing with one another in a considerate manner will also benefit task level communication. Therefore, teaching a team to address interpersonal conflict

with successful methods of communication may lead to better team overall performance during athletic competition.

Consultation Approach

The Case Study Method

The case study method of research is often used to gain knowledge into individual and group process in organizational and social situations (Yin, 2003) and is a frequent approach in many fields including psychology, sociology, political science and social work (Gilgun, 1994). Stanford University researcher Kathleen Eisenhardt (1989) stated that “(the case study) research approach is especially appropriate in new topic areas”. Further, Yin (2003) defined a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when, the boundaries between phenomenon and context are not clearly evident.” If the researcher wishes to gather information about events as they take place and the desire is not to manipulate the behaviors in question it is often most effective to observe or interview the individuals directly involved (Yin 2003) and develop the case around the qualitative data.

Qualitative data is gathered in the setting where it takes place by “watching, asking or examining” (Wolcott, 1992). The strength of data gathered in this fashion is that it is not influence by the laboratory setting. Instead events are captured organically as they happen; providing the ability to look into ‘real life’ (Miles & Huberman, 1994). Qualitative data collected in a case study allows the researcher to understand how the individuals involved think, feel and react to a set of circumstances (van Manen, 1977) which often exposes intricacies which otherwise may have been missed. Additionally, case study data is gathered over a period of time in context; providing a continuum of

behavior rather than simply a 'snapshot' as is often the case in the laboratory (Miles & Huberman, 1994).

That is not to say that qualitative data, however, is without limitations. The information noticed, observed and recorded by the researcher is specifically what he or she deems to be of value. Behaviors thought to be non-relevant are not recorded and are therefore not part of the data analysis (Atkinson, 1992). Miles & Huberman (1994) suggest that data filtered through the lens of the research's values may be more interpretations of actions (including intention, meaning and consequences) than the unbiased recording of behavior. Thus care must be taken by the researcher to remember that it is possible only to observe behavior; it is not possible to observe *why* behavior takes place (Whyte, 1984 emphasis added). However, effective program evaluation has been done using the case study method to gather qualitative data (Miles & Huberman, 1994, Patton, 1990, and Yin, 2003).

Participant Observer Role

The participant observer role is a case study technique used to gather, most often, qualitative data (Jorgensen, 1989 and Yin, 2003). The foundation of participant observation is found in social anthropology where it was used to study indigenous tribes (Malinowski, 1922 as referenced by Whyte, 1984). The participant observer role is specifically suited to gathering data that is not measurable from an outside viewpoint (Jorgensen, 1989); particularly if the target of the investigation is the interaction of individuals in a group setting (Whyte, 1984). Participant observations is, by definition, an investigator taking an active role in a group, team or setting in order to gain insight into the interpersonal dynamics of the individuals (Lofland, Snow, Anderson & Lofland,

2006). Additionally, the participant observer role has been used successfully in the evaluation of programs (Andrason, 1999, Hare & O'Neill, 2000, Jackson, 2003, Lamberth, 2007, and Lawrence, 2002).

Participant observation is often associated with offering an advantage over the laboratory setting when a realistic picture of the interactions and culture of a group of interest (Jorgensen, 1989, Labaree, 2002, Lofland, Snow, Anderson, & Lofland, 2006 and Whyte, 1984,). However, there are risks relevant to the current study which must be understood about participant observation.

Considerable literature on participant observation focuses on an 'under cover' methodology; wherein the individual gathering data sells him or herself as a colleague of those being studied (Becker, 1968, Gold, 1958, Jorgensen, 1989, Lofland, Snow, Anderson, & Lofland, 2006, and Whyte, 1984). In the case of this dissertation this deception was not necessary; rather, the graduate student who was consulting to the swimming and diving team was able to be very open about her role and that her work would possibly lead to her dissertation. However, the risk of the consultant becoming more participant than observer was very real. Gold (1958) cautioned his readers about this risk; suggesting that when a participant observer and those being observed being to relate as "ordinary" friends the observer has the potential to lose perspective on the data to be collected. In the case of this dissertation the risk of "going native" was reduced by the professional relationship in place between the graduate student and the team members being observed.

Program Planning and Evaluation Framework and Team Psychology

A programmatic approach to working with teams is necessary due in part to the complex nature of multiple individuals being involved. There are three documented successes in using Maher's (2000) Program Planning and Evaluation (PP&E) Framework with an athletic team. In 1999, Andrason worked with a collegiate soccer team to improve their athletic performance through the use of the four phases of the framework; clarification, design, implementation, and evaluation. Lawrence (2002) furthered the literature on the use of PP&E in the sport psychology consultation process in his work with a college tennis team. Finally, Lamberth brought the use of the framework to the high school level in her 2007 work with football, basketball, and baseball teams. Each of these researchers worked within the athletic team setting to improve the performance of the team by working with the individual athletes on performance related concerns. There are no documented attempts to use the PP&E framework with team communication and interpersonal interactions as the main focus. This dissertation represents the first documented effort into applying Maher's (2000) framework directly to the process of athletic team development through interpersonal communication.

As previously mentioned the Program Planning and Evaluation (PP&E) Framework developed by Maher (2000) is based on four interrelated but separate phases; clarification, design, implementation, and evaluation. The clarification phase is used to gain an explicit understanding as to the target population, their needs, and the context of the larger organization of which the target population is a part. In the design phase a program is devised to meet the target populations' needs based on the information gathered in the pervious phase. Once a program has been successfully designed to meet

the needs of the target population it is implemented during the implementation phase. Care must be taken to make changes to the design if accurate information is gained during implementation that would indicate the need for adjustment. Finally, the evaluation phase is used to judge the value or merit of the program for continuous improvement in additional iterations.

The Student-Athlete Pyramid of Development

The Division of Intercollegiate Athletics has a responsibility to its student-athletes not only as competitors but to their overall experience as individuals at the university. The obligation to student-athlete development is not isolated to a single individual or section of a university. The variety of professionals associated with a university Department of Sports Medicine is likely to include coaching staff, athletic trainers, various individuals trained in athletic specialties (I.E. weight training, nutrition, yoga, etc) an academic support group, sport psychologists and a diverse medical staff among others. Every person in each of these roles supports the student-athlete community and is accountable in the journey toward student-athlete development.

In order to delineate the interrelated segments of student-athlete development Maher (2004) developed The Student-Athlete Pyramid of Development with six specific levels (see Figure 1). The Pyramid is designed to aid in the understanding of student-athletes in order to offer assistance specifically where it is needed.

The Pyramid starts at the base with Level I, the student-athlete as a *person*. Becoming familiar with the individual's personality, values, and priorities with regard to how athletics fits into life creates a foundation for assisting in student-athlete development. Moving up, Level II requires assessment of the individual's ability to

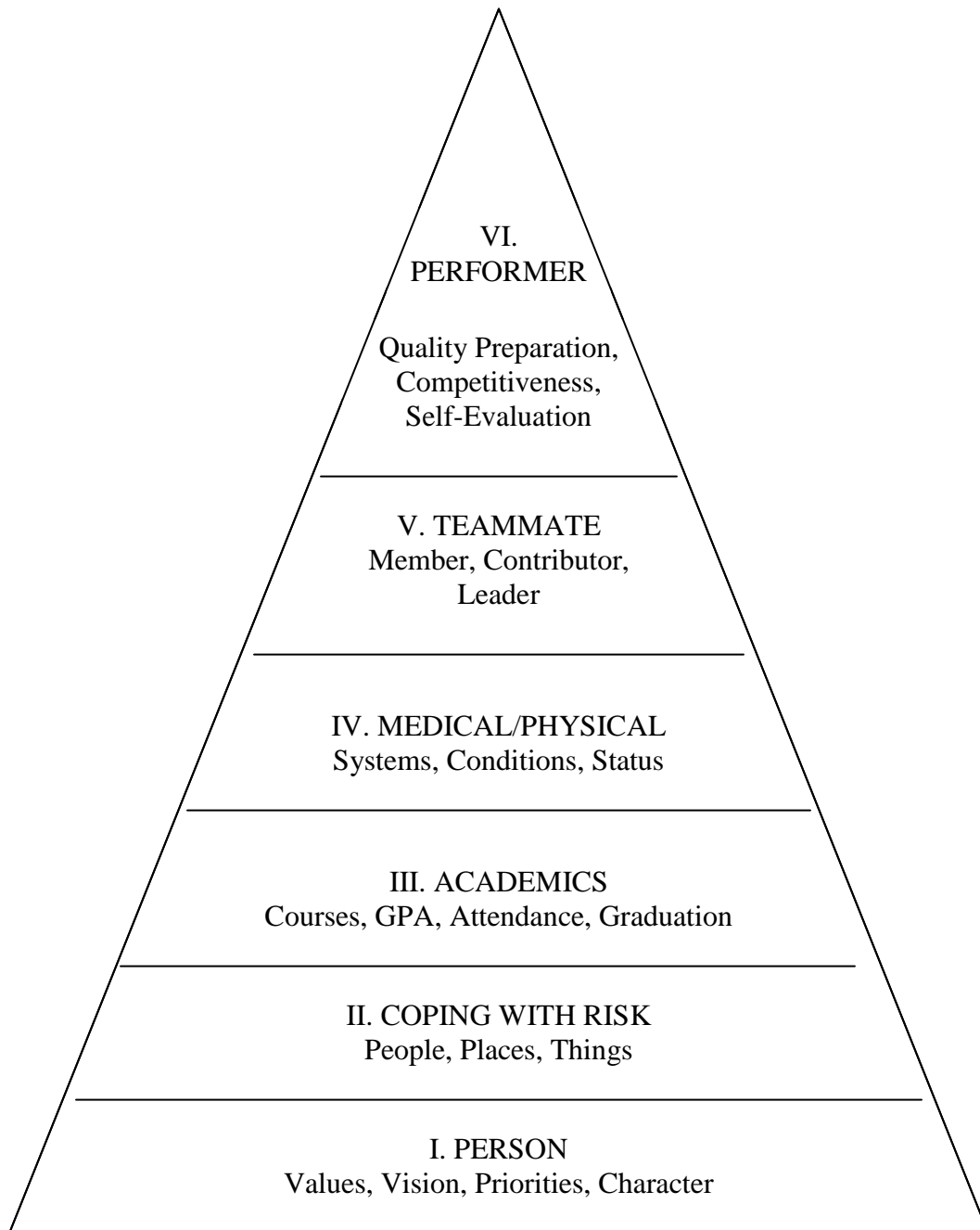


Figure 1
Student-Athlete Pyramid of Development (Dr. Charlie Maher, 2004).

successfully cope with people, places and things in high-risk situations. Maher (2004) characterizes this level as understanding the student-athlete as a '*coper*'. The *academic* aspect of student-athlete life is addressed in Level III; taking into account how the individual is progressing through their college course work in route to an undergraduate degree. The medical and physical status of the student-athlete is taken under consideration in Level IV. The purpose of this level is to answer the question, to what extent does the student-athlete have *medical or physical* concerns which may necessitate observation or intervention. Level V looks at the milieu of student-athlete as a *teammate*; including interactions with the coaching staff and other members of the team. Additionally, how the student-athlete understands him or herself in the context of the team should be evaluated. Finally, the student-athlete as a *performer* is the focus of Level VI. At this level mental and emotional skills should be gauged to determine strengths and areas for possible development. Further, how the individual utilizes their mental and emotional skills in the course of their athletic and academic endeavors should be examined.

The Student-Athlete Pyramid of Development (Maher, 2004) was originally designed to use as a guide in the assessment and development of individual student-athletes. This dissertation is the first documented effort to apply some of the levels of the Pyramid for development in the team setting. As each of the levels can be used to help a practitioner understand and develop an individual plan for a specific student-athlete, it can also be used to assist members of a team better know each other and how to support each other in their athletic and personal endeavors; thus creating a framework for a team development program.

Consultation Approach Summary

The participant observer role has been used successfully to gather data within a case study utilizing Maher's (2000) Program Planning and Evaluation (PP&E) Framework (Anderson, 2009, Andrason, 1999, Hartke, 2008 and Lawrence, 2002). This dissertation moves the literature forward by using participant observation of a case study involving the PP&E framework as well as the Student-Athlete Pyramid of Development in a group setting to do team development work with the members of a Division I swimming and diving team.

Summary

This chapter provided a targeted review of the literature pertaining to the history of sport psychology and team building and development in the athletic, corporate and military domains. The empirical and conceptual literature related to the use of the case study method and the role of the participant observer were examined as they pertained to the work done for this dissertation. Additionally, explanations of Maher's (2000) Program Planning and Evaluation Framework and Student-Athlete Pyramid of Development (2004) were provided.

CHAPTER III

ORGANIZATIONAL CONTEXT

Abstract

This chapter provides information about the relevant context of the Division of Intercollegiate Athletics, within a NCAA Division I university, and about the team in which the Swimming and Diving Team Development Program was designed, implemented, and evaluated. This information was gathered by the author of this dissertation over the course of three semesters through her role as the team development coach to the swimming and diving team and her intern role in the University's Department of Sports Medicine, in addition to conducting a permanent product review of historic information available on university websites.

The Division of Intercollegiate Athletics' readiness to implement a development program was assessed using Maher's (2000) AVICTORY framework to categorize context information into clear levels. AVICTORY stands for the organization's *Ability* to commit resources (time, money, workforce, etc) to the program, the *Values* held by the people who have a stake in the organization, understanding the *Ideas* that the organization has about the target population, determining the *Circumstances* of the structure and direction of the organization, looking at if the *Timing* of the program is appropriate, understanding the extent to which the organization feels an *Obligation* to

addressing the needs of the target population in a programmatic way, making a judgment about the *Resistance* which might be met with regard to the program, and finally, assess the *Yield* (positive outcome) organizational members believe should result from the implementation of the program.

The Division of Intercollegiate Athletics

Ability

During the spring of 2008, when the swimming and diving team development plan was in its most formative stages, the state financial support provided to the University was proposed to be cut by \$38 million. In response to the projected funding cuts the University's Division of Intercollegiate Athletics began to examine its financial plan for areas to reduce the budget including the consideration of reducing staff and student services. This course of action directly affected the University's Division of Intercollegiate Athletics ability to commit any resources to the proposed team development program. For the author of this dissertation this meant being willing to undertake the team development program with the knowledge that doing so would likely provide a great learning experience but no monetary profit. The stakeholders in the team development program did not provide opinions about the risk of the program not taking place due to budgetary constraints.

Values

The values of the stakeholders within the Division of Intercollegiate Athletics appear to have the best interest of the student-athletes in mind. However, the team development consultant (author of this dissertation) was of the impression that larger, more visible sports such as football and men's and women's basketball received the

majority of consideration from the stakeholders. Additionally, in a personal conversation between the team development consultant and a university staff member, the suggestion was made that universities have three unspoken tiers of importance within athletics and that swimming and diving teams were solidly in the bottom tier. A positive outcome from being in this position was that it allowed the swimming and diving coaching staff along with the team development consultant to design and implement the team development program without the involvement of other levels of management.

Ideas

As noted above, the stakeholders within the University's Division of Intercollegiate Athletics showed very little interest in the swimming and diving team development program. Therefore, they did not provide any ideas throughout the design process.

Circumstances

The circumstances section of the AVICTORY framework is designed to assist in gaining an understanding of the stability of the Division of Intercollegiate Athletics' leadership personnel. In the spring of 2008, when the team development program was in the design phase it was thought that the leadership was stable. The athletic director had been in his position for ten years and the university president had been the same for seven years. However, one semester into the year long team development program, the athletic director was let go from his position and an interim AD was assigned; lasting four months until the new athletic director was hired. This change created some uncertainty within the organization but did not appear to have any effect on the swimming and diving proposed team development program.

Timing

Due to the lack of interest of the Division of Intercollegiate Athletics leadership personnel and the willingness of the team development consultant to implement the program at no cost to the university it was the belief of the team development program's key stakeholders that there would be no resistance to the program being run during the 2008-2009 academic year.

Obligation

The leadership of the Division of Intercollegiate Athletics did not seem to feel obligated to participate in the decision making process about the development of the swimming and diving team.

Resistance

Although the university leadership personnel did not feel obligated to meeting the swimming and diving team's development needs, they also did not have motivation to oppose the design and implementation of the team development program.

Yield

Due to the lack of involvement by the University's Division of Intercollegiate Athletics leadership they had no expectation of the team development program's success and were not observed to have any opinions about possible risks associated with implementing the program.

Division of Intercollegiate Athletics Context Summary

Using the AVICTORY framework to consider the likely involvement of the Division of Intercollegiate Athletics, it was concluded that as long as funding was not being sought the university leadership would be very liberal in allowing the Swimming

and Diving Team Development Program to be designed and implemented as the swimming and diving coaching staff and the team development consultant saw fit. Following the year long program, this assumption proved to be valid. University leadership did not become involved in any part of the team development program. However, the detachment of university leadership should not be judged negatively. A search of more than twenty other university websites nationwide yielded no evidence that the Division of Intercollegiate Athletics is addressing interpersonal team development of athletic teams in a programmatic manner at any other university.

The Swimming and Diving Program

Ability

The Swimming and Diving Program had the ability to provide physical resources to the team development program in the form of making space available where the team development meetings could be held. Additionally, the head coach provided temporal resources by setting aside time in the team practice schedule for team development meetings. The Swimming and Diving Program did not have any financial resources to allocate to the team development program.

Values

The crux of the values of the Swimming and Diving Program was the head coach. The head coach was aware of the need for the student-athletes to be able to engage in respectful conflict. However, the coaching staff did not have the knowledge, skills or abilities to address the need in a programmatic manner. For the head coach, and by extension the Swimming and Diving Program, the motivation behind wanting the student-athletes to be able to address interpersonal conflict was seated in the belief that less

interpersonal conflict would lead to the student-athletes being able to be more focused on swimming and diving; making the team more competitive in their division. Thus, the head coach was very committed to addressing the developmental needs of the student-athletes.

Ideas

The head coach of the swimming and diving program had very entrenched ideas about the outcome he was expecting from the swimming and diving team development program; including better team cohesiveness and less gossiping among the team members. The head coach also believed that successfully addressing the team interpersonal conflict was long overdue. However, the task of reducing gossip while increasing cohesiveness in a programmatic fashion was left to the consultant; as the head coach was unclear how to begin.

Circumstances

The leadership personnel of the swimming and diving program was believed to be stable and likely to remain so throughout the 2008-2009 academic year. The head coach was entering his twelfth season with the team. The assistant coach was starting his third year with the program and the diving coach had been coaching with the team for sixteen years. Interviews by the team development consultant indicated that it was the intention of each of the coaches to remain in their respective positions throughout the length of the team development program.

Timing

The coaching staff of the swimming and diving program were committed to allowing time within the swimming and diving practice schedule for the team to meet

with the team development consultant. Early discussions with the head coach suggested that he was of the opinion that the challenges the team was facing with regard to interpersonal conflict could be resolved in a very short timeframe. However, after discussing the need for time to design and implement a successful program with the team development consultant the head coach was willing to allocate appropriate time for the team development program to be successful. Additionally, the leadership personnel of the swimming and diving program believed the 2008-2009 academic year was a viable time to implement a team development program due in part to a series of conflicts which were ongoing or ended poorly between the members of the swimming and diving team the previous season.

Obligation

The coaching staff of the swimming and diving team felt obligated to assist the student-athletes of the team with interpersonal conflict in a programmatic way particularly due to the belief that addressing the team conflict was likely to reduce the stress experienced by the coaching staff caused by having to spend practice time addressing disagreements between team members rather than working on swimming and diving.

Resistance

Resistance from the individuals involved with the swimming and diving program was considered to be unlikely as both the coaching staff and the student-athletes believed the interpersonal conflict in the team was negatively affecting the team's ability to compete successfully. Additionally, the team members and the staff indicated they were very ready to try the programmatic approach after having been unsuccessful in resolving

their interpersonal conflict on their own. In contrast, some resistance was experienced from the head coach to allow for enough time in the team schedule for the program to be a success.

Yield

The coaching staff were the only members of the swimming and diving program to express expectation of benefit from the swimming and diving program. The head coach wanted the team to be more cohesive and 'act more like a team'. The assistant coach commented that he hoped that the team development program would help the team have less 'drama' (i.e. interpersonal conflict) during practice. While the diving coach was less specific; saying only that he anticipated the program would 'help the team get along better'.

Summary

The organizational context in which the Swimming and Diving Team Development Program was implemented was separated into two distinct groups. The first, the Division of Intercollegiate Athletics at the university was unaware of the needs of the target population and gave the impression of being indifferent to the Team Development Program so long as funding was not requested. Website searches of the Division Intercollegiate Athletics at other universities yielded no evidence that athletic team interpersonal conflict was being addressed in a programmatic way by any of the universities; indicating the lack of interest by the administration in the Swimming and Diving Team Development Program was possibly due to a lack of information about the need within the larger context of university athletics.

The second organizational group was the swimming and diving program administered by a coaching staff consisting of a head coach, an assistant coach and a diving coach. The members of the swimming and diving program understood the need of the target population to have a way to address interpersonal conflict and the coaching staff was willing support the programmatic design, implementation and evaluation of a team development program.

CHAPTER IV

TEAM DEVELOPMENT PROGRAM DESCRIPTION

Abstract

This chapter describes the design of team development program, including the consultation approach, the plan for how the program was implemented, a description of the knowledge, skills and abilities (KSA's) which were developed for the team and an explanation of the nature of the meetings which took place between the swimming and diving team and the team development consultant. The information in this chapter was gathered by the author of this dissertation using participant observation in her role as the team consultant to the swimming and diving team. Prior to the development of the Swimming and Diving Team Development Program which was designed and implemented during the 2008-2009 academic year the team development consultant was asked by the swimming and diving head coach to meet with the team to help them address some very specific conflict taking place within the team. After being involved with the team for five meetings in April and May of 2008, the coach asked the consultant to formulate a program to be implemented during the following academic year.

Consultation Approach

The consultation approach for the design and implementation of the team development program followed Maher's (2000) Program Planning and Evaluation

Framework, which begins with Clarification, moves through Design and Implementation and ends with an Evaluation. The first three phases will be described here. The evaluation plan and results are presented in detail in chapters five and six.

Clarification Phase

The process of clarifying the target population began with a meeting between the team development consultant and the head coach. Three separate but related population possibilities became apparent: One - the head coach and the coaching staff, Two - the swimming and diving student-athletes and the coaching staff as one group, and Three - the swimming and diving team student-athletes exclusively. Based on discussions with the University's sport psychology staff, indications from the head coach that he believed the student-athletes should be the focus of the team development program and observations made by the team development consultant during coach-run team meetings, the decision was made that the team would be best served if the target population was limited to the student-athletes. Initial meetings between the student-athletes and the team development consultant were attended by the coaching staff to illustrate to the student-athletes that the coaches believed the consultant was competent and trustworthy in the role of team development consultant. In addition, the team development consultant and the coaching staff agreed that it was likely to be helpful for the coaching staff to learn and understand the skills the student-athletes were being taught. However, it was observed by the team development consultant that the coaches being in attendance in the team development meetings was limiting the student-athlete's ability to speak freely and make use of the communication skills to resolve conflict. As a result, taking into account that the target population was determined to be exclusively made up of the student-athletes of

the swimming and diving team, team development meetings were closed to coaching staff after the first three clarification meetings.

The second step in the Clarification Phase was to determine the needs of the swimming and diving student-athletes. The process of gathering information and creating boundaries around the needs of the student-athletes involved several sources beginning with discussions between the team development consultant and the head coach. The head coach stated that he believed there was too much “drama” within the team and that this drama was negatively affecting the individual student-athlete’s ability to focus during practice and at meets. Further probing by the team development consultant revealed that “drama” referred specifically to the team using gossip, breaking into ‘cliques’, actual screaming matches between team members, ostracizing individual members and other harmful methods to punish one another for social infractions to the unspoken team norms.

In addition to meeting with the head coach, the team development consultant had informal conversations with the assistant coaches and the athletic trainer for the team. These conversations indicated that in addition to the student-athletes not having a productive way to address conflict within the team there was an additional concern about the student-athlete’s ability to engage in constructive conversations with the head coach. Conversations with the university sport psychologist further indicated that some of the student-athletes on the team were feeling over-trained or burned-out but did not believe they would be successful in trying to communicate that to their teammates or to their coaching staff.

The team development consultant obtained further information about the needs of the members of the swimming and diving team by asking the team members themselves to share their thoughts and ideas anonymously. During two separate meetings, about ten days apart and without the coaches present, the team development consultant handed out blank index cards and pencils/pens and asked the student-athlete members of the team to provide input on what they felt the team needed to be successful.

In the first of two information gathering meetings the student-athletes were given two index cards. On one they were asked to write what they believed were indicators of a good team on one side and the indicators of a team with limitations or challenges on the other side. The second card was for the team to provide their definition of the word 'team' and on the back what topics of discussion they believed their team needed to become a 'good team'. The team development consultant obtained several pieces of data about the team from these questions. First, how united the team was on what it means to be a team. On this question there were only slight variations. Many of the individuals who provided an answer to "what is a team" included words similar to "a group of individuals working together to achieve a common goal" (see Appendix B for a complete list of responses). The answers to the question were so similar that the team development consultant concluded they had been coached as a group to that definition; possibly by the coaching staff.

The feedback on the other three questions provided more insight into the individual needs of the student-athletes and what they wanted specifically to feel like they were part of a healthy team. Interestingly, in contrast to what they said about the

definition of a team, their answers on becoming a team had very little to do with having a common goal.

When the student-athletes were asked to provide their ideas about what a healthy team looked or felt like they offered words and phrases about the interaction between teammates; things like “respect”, “trust”, “communication” and “chemistry” (see Appendix C for the complete list of responses). Replies to what a team with limitations might look like reflected negative relationships between teammates; “disrespectful”, “disconnected”, “fighting”, “tension”, and “chaotic” (see Appendix D for the complete list of responses). In addition, the student-athletes of the swimming and diving team responded to the question of what topics would be useful for their specific team by providing several specific interpersonal suggestions revolving around communication; “differences in handling stress”, “differences in reacting to failure”, “understanding each other”, “talking about weight/eating issues”, “having respectful conflict” and “building trust” (see Appendix E for the complete list of responses).

In the second meeting student-athletes were asked to provide their insight into their team norms and on the back of the card how those norms were enforced (i.e. how offenders were ‘punished’ by the team). Their answers revealed that many of the individuals did not understand the difference between rules created by the coaching staff and norms held by the group. The rules which came up the most often were: ‘being at practice’, ‘being on time for practice’, ‘wearing the correct colors to the weight room’ and their ‘24/48’ rule around drinking. In contrast the actual norms which were shared were clustered around the theme of interpersonal relationships; ‘being invested in the team’, ‘respecting teammates and coaches’, ‘how to appropriately interact with other

members' boyfriends or ex-boyfriends' and 'how negative attitudes should be contained' (see Appendix F for a complete list of responses).

On the reverse of the 'norms' card where the athletes were asked to provide their thoughts on how the team enforced or punished members who did not adhere to the norms, individuals who had listed rules on the front provided punitive punishments; including 'suspension from practice', 'not being allowed to swim at a meet', 'community service' and 'involving the coaches for punishment'. The student-athletes who had a better understanding of group norms provided 'punishments' which the team development consultant had observed; 'cold shoulder', 'gossip', 'ganging up', 'ostracizing', 'tension' and 'taking sides' (see Appendix G for a complete list of responses).

After gathering the information provided by the head coach, the assistant coaches, the athletic trainer and the student-athletes themselves to clarify the target population and their needs the team development consultant determined that the majority of the concerns could be grouped into how the individuals on the team communicated with each other on an interpersonal level. Armed with this information the team development consultant moved into the next phase of the project, design.

Design Phase

The Design Phase of Maher's (2000) Program Planning and Evaluation Framework involves four steps; 1 – Describe the program purpose and goals, 2 – Consider program design alternatives, 3 – Develop the program, and finally 4 – Document the program design.

Program Goals

The program purpose and goals were developed during conversations between the team development consultant and the head coach and during discussions between the team development consultant and her supervising sport psychologist. Four interrelated goals were developed:

1. To improve team communication and reduce negative gossip
2. To provide the swimming and diving team with knowledge, skills and abilities (KSA's) which assist in interpersonal communication
3. For each member of the team understand the communication KSA's (as developed by the consultant) and be able to use them successfully in a conversation
4. To provide scheduled time for the team to discuss interpersonal concerns as they related to the team

These goals were discussed with the team and with the coaching staff in order to gain agreement that attaining these goals would address their current concerns regarding the team's communication and development. After the team and the coaching staff endorsed the purpose and goals the team development consultant was able to begin the next step of considering program design alternatives.

Design Alternatives

Design options were centered on the team development consultant being involved in face to face meetings with the student-athletes. The first consideration was if the team development meetings could or should be an extension of the team meetings the coaching staff was already holding with the team. However, the coaching staff expressed concern

that finding enough time in everyone's schedule to accommodate both meeting agendas at the same time would be very difficult. Additionally the head coach felt that it was important to indicate that team development was important enough to dedicate separate meetings to it. The team development consultant agreed that developing interpersonal communications skills was not something which should be 'tacked on' to the end of a team meeting. These factors led to the decision that team development meetings would be single topic discussions.

The second consideration for the team development meetings was whether or not the coaching staff should be included. The benefit to having the coaching staff in the meetings was that they could learn the skills along with the student-athletes and be able to support the use of the new method of communication. The drawback to the coaching staff being present was the student-athletes were likely to feel inhibited to bring up the more serious interpersonal concerns, particularly if those concerns involved the coaching staff. The team development consultant met with her advisor, who had experience working with sports teams, to discuss the advantages and disadvantages to having the coaching staff attend the team development meetings. The advisor recommended, at least at the beginning of the process, the likelihood that the coaching staff would stifle the team's ability to discuss many of their more challenging issues outweighed the assistance the team might gain from the coaches learning the skills at the same time. When the team development consultant discussed her concerns with the head coach he agreed that it would be better for the team development program be designed to be run without the coaching staff being present at the development meetings.

The actual configuration of the team development meetings had two options. One, for the team to meet as a whole or Two for the team to be broken into smaller groups. Based on her observations of team meetings held by the coaching staff, the team development consultant was concerned that a group with twenty-three members was very large for each person to be able to feel comfortable enough to speak. In order to test how the team would respond to being broken into two smaller groups, the team development consultant divided them up using the team roster; making sure there were Freshmen, Sophomores, Juniors, and Seniors in each group. Additional consideration was made to ensure both groups had representation from each swimming stroke as well as from the diving team. There were two meetings held where group 1 would meet with the team development consultant for thirty minutes while group A met with the head coach about swimming related issues. The team development consultant did find the smaller groups more manageable and believed that more of the student-athletes were able to speak during the smaller meetings. However, the student-athletes stated that if they were going to work through 'team' issues they needed to be together as a whole team. The team development consultant agreed with this point and after having a discussion with the student-athletes about her concerns that certain members were being 'silenced' by the group and gaining agreement that the group would allow the team development consultant to point out when she believed silencing was happening, it was decided that the team development program would be designed to have all of the members of the swimming and diving team present at the meetings.

The decision on where to hold the team development meetings was determined by where it was easiest for the most members of the team to be at one time. The sport

psychology division of the University's Department of Sports Medicine did not have a space it could allocate to the program and the Department of Sports Medicine building was not located in a place convenient to the swimming and diving team. The facility where the team held pool practice had a room directly adjacent to the pool deck, typically used for team meetings, massage, equipment storage and team "down" time. The head coach agreed to allow the use of this space for development meetings.

The final decision to be made in meeting design was how often the team development consultant would meet with the team. In following with the scheduling of individual student-athlete's who were working with the school sport psychologist the initial thinking was that the meetings would be most productive if held on a weekly basis. The head coach agreed that weekly would be best, however after looking at the team's schedule of practices and meets it was realized that a consistent weekly meeting with the majority of the team members being able to attend was unlikely. The decision was made by the team development consultant that the program would be designed to run on a weekly basis but with the flexibility built into it that meetings could be held every ten days to two weeks without losing the focus of the program purpose and goals.

After considering the program design alternatives the Swimming and Diving Team Development Program was designed to use flexible weekly meetings, held in the facility where the team practiced, between the team development consultant and the student-athlete members of the swimming and diving team to teach and practice knowledge, skills, and abilities (KSA's) intended to reduce negative gossip and improve interpersonal communication within the team and to provide a designated time for the

team to talk through interpersonal concerns with the team development consultant acting as a facilitator.

Program Development

The KSA's which were created for the team development program were constructed by the team development consultant to create a framework for communication which the whole team could know, understand and use in discussion. The KSA's fit into Maher's Student-Athlete Pyramid of Development (2004) at level I, the student-athlete as a person, level II the student-athlete as a "coper" and level V the student-athlete as a teammate. Level I, the student-athlete as a person takes into consideration the distinguishing personal traits and dispositions of each student-athlete; their strong points and challenges, values and priorities and what the student-athlete expects both as a student and as an athlete. Level II, the student-athlete as a "coper" takes into account how the individual may be negatively swayed by people, places or things around her; how disciplined she is as a student and an athlete and what risks she might have for making poor behavioral choices. Level V looks for insight into how a student-athlete relates to and is perceived her teammates and coaching staff during all forms of interaction (practice, competition, classroom and other places). These levels were not used in the design of the team development program so the consultant could better understand the individual student-athletes; rather levels I and II were employed in the creation of communication KSA's to help the student-athletes better understand themselves and to help the team members better understand each other as a person and a 'coper'. Level V of the Student-Athlete Pyramid of Development was used to assist the

team development consultant in designing KSA's which could help the individuals of the swimming and diving team become better teammates to each other.

The process of learning of the KSA's was designed to start by helping the individuals become more self-aware; to really pay attention to what was happening within themselves rather than reacting impulsively to a situation or teammate and then to be able to manage the situation to a positive outcome. The words 'trigger', 'internal dialogue', and 'result' were developed to help the team recognize when a situation might need to be managed.

The term trigger refers to the actual ignition point of a conflict. The moment an interaction goes from being nothing important to being something which needs to be managed. If the team members were able to "catch" a situation as it unfolded they would have a better chance of controlling the outcome. Once a trigger point had been identified the unconscious process which takes place within each individual is made more conscious by putting words to and voicing internal dialogue. This process makes the assumptions on both sides of the misunderstanding visible, making assessment possible on how those assumptions are contributing to the situation. In addition, the effort which goes into putting thoughts and feelings into words was designed to help the team slow a situation down rather than allowing emotion take over and the interaction to get out of control.

Finally, the result of a situation can be addressed. Talking about real outcomes of past tensions and how, if things had been handled differently in the beginning and middle stages the outcome could have been different, helped the team recognize the ability they had to influence the negative effect unresolved conflict was having on the team.

Recognizing when a situation was becoming tense was only a starting point for being able to address it. Developing a set of communication KSA's gave the team the ability to speak to each other in a common language in addition to creating a standard to which they could hold each other accountable. The team development consultant created seven basic ideas which when used successfully helped to facilitate a positive discussion. They are – *Allow space to feel, What is your internal dialogue, Ask before providing feedback, Speak from the "I", Assume the positive, Creating a team vocabulary, and Learning when to call a time-out.* A brief description of these concepts follows.

Allow space to feel. The swimming and diving team often engaged in what came to be called "fire-storming". This is a process where so much gossip and finger pointing swirled around an event that the actual people and facts involved become lost in the emotional exchange. The idea of having space to feel means each member was responsible for figuring out which feelings are actually hers and which ones belong to someone else. For example: if person A does something directly to person B, person B may have a lot of direct feelings such as hurt or anger. Person C, who is not actually involved in the situation, would often take on the hurt or anger belonging to person B. But when person C takes time to think about which feelings are really hers it is often more disappointment that person A acted like she did and empathy for person B. Disappointment and empathy are expressed very differently than anger and hurt. By understanding her feelings person C is better able to confront person A about why what happened is not acceptable and to help person B address her hurt or anger in a productive manner by engaging in proactive problem solving.

What is your internal dialogue? Having space to feel would not be helpful if the individual was unable to listen to her internal dialogue. To help facilitate this process a fill in the blank statement was developed. I feel _____ because _____. Using this fill in the blank statement allowed the individual to think about the feeling word she chose and if it was the right one (anger was very often a first choice but upon review and use of a feeling words list it could be changed to something more descriptive); and creates a starting point for a discussion which often focuses around expectations or group norms which have been violated. The last part of this statement was not allowed to be filled in with “because person X did.....” Instead the response would look like “I feel disappointed because my expectations around how situation xyz was handled were not met”. The portion of the statement after the ‘because’ was designed to help the individual pin point what was bothering her and determine her ‘controllables’ in the situation. The statement is simple enough that team members are able to use it to prompt someone to step back and think about what was happening in the moment.

Ask before providing feedback. This concept was developed after it was noticed by the team development consultant that when an individual was confronted about a situation it was frequently by a third party (person C from the example above) and often felt like a sneak attack. Out of the blue in a public setting person C would say to person A “You shouldn’t have...” putting person A in a defensive position. Asking to give feedback has a two-fold aim. One – it makes the person who wants to give the feedback really think about it before bring up a subject; asking herself questions like, is this really my issue to address, how do I want to word this and am I doing this to help this person or out of my need to express unwanted emotion? Two – It allows the person receiving the

feedback a moment to prepare herself and be ready to listen in a constructive manner rather than to immediately put up her defenses which can cause the situation to negatively escalate. If a person did not feel they were in a place to hear feedback at the moment they were asked they would be allowed to defer to another time. It was the responsibility of the individual who deferred to bring the subject back to the table within a specified timeframe.

Speak from the "I". Statements that start with "you..." immediately put the other person in a one down defensive position and open communication is made much more difficult. Instead, starting a sentence with "I feel like..." creates space for a discussion rather than a feeling of a dictate about what happened. This process enables all the parties involved to see the different interpretations of the same event and to better understand other people's feelings and reactions. It has been observed by the team development consultant that asking an individual to speak from the "I" causes them to speak more slowly and spend more time thinking about what they want to communicate. This leads to a better understanding on the part of the listeners and feeling more heard by the speaker.

Assume the positive. Assuming the positive was meant to help each individual quell the immediate internal defensive response that often accompanied receiving feedback. When an individual was able to believe they were being spoken to from a place of love and concern rather than assume they were being attacked a safer environment for team discussion could be created. A challenge with this particular skill was it was a hard norm to establish; all of the response triggers were internal to the individual; leaving them with the sole ability to catch themselves assuming negative

things about a teammate and change the course of their thoughts. Additionally because the swimming and diving team had a history of attacking one another; building the trust to believe feedback was from a positive place was slow and had some setbacks.

Creating a team vocabulary. The process of defining a team vocabulary was designed to assist the team to communicate successfully during periods of high emotion. The team vocabulary skill was not designed to be used once to create words the student-athletes could use to communicate. Instead the goal was to help the members of the swimming and diving team understand that words could be defined as a team to suit a given purpose at any time in the hope that the creation of team vocabulary would continue to be used when the team came upon a recurrent communication stumbling block.

The team development consultant started by defining the word “stress” to be used to call a teammate to check her external display of emotion or to explain a need for time to gather one’s thoughts before responding. For example: if a teammate were venting in a negative manner about another teammate’s behavior the listening party would say “that situation really seems to be *stressing* you. Have you talked to her about it?” This statement is designed to let the speaker know that she needed to check her outward display because it was likely negatively affecting the team and to reinforce the developing norm of taking concerns directly to the source. Additionally, the use of the word ‘stress’ could be used to table a discussion. “I am feeling pretty *stressed* about this and would like to talk about it later.” This comment bears the underpinnings of “I’m not sure I can respond appropriately to you at this time. Please let me gather my thoughts and I will come back to you”. Using team vocabulary goes hand-in-hand with knowing

when to call a time-out, discussed below. In addition to the use of the word ‘stress’ as a general catch all for being overwhelmed, the team was given a feeling word list to help them better articulate their internal dialogue.

The vocabulary on its own does not really help a team if the individuals do not feel heard. To address the statement “what I think I hear you saying is....” was added to allow for the expression of the hearer’s internal dialogue about a statement and to give the speaker a chance to clarify if she felt misunderstood before the conversation headed off of the topic at hand.

Learning when to call a time-out. Knowing when to table a discussion can a very useful communication skill when used properly. Recognizing a trigger and having the nerve to say “this is getting out of control” can keep a team from heading into a downward spiral. The rules developed for the swimming and diving team for using a ‘time-out’ include the actual use of the vocabulary or the time-out hand signal (fingers of one hand pointing toward the palm of the other in the shape of ‘T’) in addition to a timeframe for continuing the conversation to avoid the other party’s feeling abandoned in the conversation and then having the issue swept under the rug. “I really need a time-out right now. Are you available for us to talk about this again tomorrow during lunch?” The use of a time-out was designed to allow for de-escalation when a situation became heated. A challenge in creating this norm was that newer members of the team did not have the confidence (and in some cases the maturity) to call a halt to a conversation when intense emotion was involved.

KSA's Summary

The team development consultant designed seven communication skills with the intention of assisting the swimming and diving team with their interpersonal communication. These skills were, *Allow space to feel*, *What is your internal dialogue*, *Ask before providing feedback*, *Speak from the 'I'*, *Assume the positive*, and *Creating a team vocabulary*. In addition to these skills the student-athletes were taught how to recognize situational triggers, notice their internal dialogue and to manage results in interpersonal communication situations which could escalate into conflict.

Documentation of the Program Design

After the team development program was designed the team development consultant documented the design by creating a Microsoft Word document which included a brief description of each of the KSA's. This documentation was designed to assist the team development consultant in running productive and effective meetings with the team and was not disseminated to the team members or the coaching staff.

Following the completion of the design phase the Swimming and Diving Team Development Program was ready to move into the next phase, implementation.

Program Implementation Phase

The seven KSA's described above were designed to be taught, demonstrated and practiced in meetings scheduled for an hour once a week with 23 members of the swimming and diving team and the team development consultant. The format of the first five meetings was for the team development consultant to teach (explain in words) a skill and then to demonstrate the skill using an interpersonal conflict provided by the team. Finally, the team practiced the new skill and other skills already learned and relevant to a

conflict from the team's recent past. In this way team members were able to practice the new skill in a safe environment where the team development consultant was able to facilitate the discussion.

Upon the completion of the introduction of each of the seven team communication skills the format of the meetings changed. The teaching and demonstration portion of the meetings was eliminated and the allotted time was spent with the team working through current interpersonal issues that were affecting the team at that time. The topics of conversation were brought up by the team members and often focused on conflict between members of the team which was in the process of involving the entire team. The team development consultant facilitated these discussions to ensure the team communication skills were being used and that the conversation did not degrade into screaming, name calling or other personal attacks.

At the beginning of the implantation of this program the team development consultant met with the head coach to look at the team's practice and competition schedule to determine when meetings could be held. The days and times of these meetings varied week to week but were held before or after pool practice. The final scheduling of the meetings was nine meetings over the 15 week fall 2008 semester and four meetings during the off-season spring 2009 semester. Each meeting was scheduled to be an hour long. However, due to flexibility in the consultant's schedule and the desire by the team to work through issues completely it was more common for the meetings to last 90 minutes. Additionally, two supplementary meetings were held at the request of the team to address specific concerns during the fall semester. All together the consultant held 15 team development meetings with the swimming and diving team over the course

of the fall semester 2008 and the spring semester 2009 as part of the team development program.

Summary

The Swimming and Diving Team Development Program was designed using the four phases of Maher's (2000) Program Planning and Evaluation Framework. In the Clarification Phase the decision was made that the student-athletes would be the target population of the program. With input from the coaching staff, the student-athletes and other team support staff the determination was made that the swimming and diving team needed a method for communicating on an interpersonal level. In the Design Phase the team development consultant created seven communication KSA's to be taught, demonstrated and practiced during weekly, hour long team development meetings. The Implementation Phase was completed during the 2008-2009 academic year.

Following the completion of the implementation of the Swimming and Diving Team Development Program the consultant utilized specially developed surveys to evaluate the team member's and the coaching staff's reactions to the program. The evaluations process and outcomes are described in the following chapters.

CHAPTER V

TEAM DEVELOPMENT FORMATIVE PROGRAM EVALUATION PLAN

Abstract

The purpose of this chapter is to provide documentation of the evaluation plan designed for a Women's Swimming and Diving Team Development program which was developed to gain an understanding of the reactions of the members of the team who were involved in the program and of the coaching staff who observed communication changes in the swimming and diving team over the course of the team development program. Additional topics of interest for the evaluation include the demographic information of the target population, how the swimming and diving program was implemented and to what extent the team members and the coaching staff believe the team has made progress toward the goals of the swimming and diving team development program. The evaluation plan was designed using questionnaires provided to the coaching staff and the team members to obtain information about the team's and coaches' reactions to the program and 4x6 cards and verbal questions during team development meetings to acquire demographic information about the team.

The Evaluation Plan

The first questionnaire was the Student-Athlete Single Meeting Reaction Form (Appendix H). The form was designed to be handed out at the end of one to several team

development meetings. The intended purpose of this form was to gain an understanding of the student-athlete's reactions to the content and format of an individual team development meeting. However, due to the time constraints on this dissertation this questionnaire was not able to be implemented.

The second questionnaire was the Coach/Student-Athlete Program Reaction Sheet (Appendix I). The intended purpose of this form was to allow the coaching staff and the team members to describe their reactions to the team development program in their own words and to provide any thoughts or ideas to make the next iteration of the program better or more useful. The Program Reaction Sheet was originally planned to be handed out in a team development meeting and emailed as a follow-up measure. However due to the time constraints of this dissertation the Coach/Student-Athlete Program Reaction Sheet was emailed to the coaching staff and the team members along with a copy of the online consent form (Appendix H).

The third questionnaire, the Program Evaluation Questionnaire, had two forms; one designed specifically for the coaches (Appendix I) and the other for the student-athletes (Appendix J). The Program Evaluation Questionnaires were designed to obtain specific feedback on the use of the seven interpersonal communication skills which were taught over the course of the team development program. The coaching staff was asked if they observed the use of the skills and the team members were asked if they used the skills and if they observed their teammates using the skills. The Program Evaluation Questionnaires were emailed to the student-athletes and the coaching staff along with a copy of the online consent form at the same time the Coach/Student-Athlete Program Reaction Sheets were sent.

Due to the questionnaires being provided to the coaching staff and the student-athletes via email the informed consent form (Appendix K) was not used.

The process of the evaluation followed Maher's (2000) Program Planning and Evaluation approach including: considering the background information, the organizational context, the target population, the goals of the program, the purpose of the evaluation, who the program personnel was, where the program was held, the program evaluation questions which were addressed (including the developed protocols for each program question), the timeline developed for the evaluation and finally the developed assessment of the evaluation as they relate to the implemented program. The evaluation plan for the team development program designed for a women's swimming and diving team in a NCAA Division I University setting follows:

Background Information

Client

The head coach of the swimming and diving team had been coaching for 31 years and he was in his twelfth season as the head coach of the swimming and diving team involved in the team development program, as per his biography page on the team website.

Key Stakeholders

The assistant swimming coach was in his third season in the program; and the diving coach who was in his seventeenth season.

Additional Stakeholders

The medical doctor who was in charge of athletic training services and the sport psychologist for the university who was providing supervision to the team development consultant (author of this dissertation).

Organization

The Division of Intercollegiate Athletics

Target Population

Active members of the women's swimming and diving team (For demographic information on the team please see chapter 6, tables 1-5).

Organizational Context

An organization's readiness to implement a development program can be assessed using the acronym AVICTORY (Maher, 2000). AVICTORY stands for the organization's *Ability* to commit resources (time, money, workforce, etc) to the program, the *Values* held by the people who have a stake in the organization, understanding the *Ideas* that the organization has about the target population, determining the *Circumstances* of the structure and direction of the organization, looking at if the *Timing* of the program is appropriate, understanding the extent to which the organization feels an *Obligation* to addressing the needs of the target population in a programmatic way, making a judgment about the *Resistance* which might be met with regard to the program, and finally, assessing the *Yield* (positive outcome) organizational members believe should result from the implementation of the program.

In the setting of the team development program implemented for this Division I women's swimming and driving team, information about the organizational context was

gathered by a doctoral graduate student over the course of four semesters through her internship role as the team development coach to the swimming and diving team and as a performance consultant for the university. Observations were made of the context about the team at the swimming and diving team meetings held by the coach as well as during meetings facilitated by the consultant. Additional information was gathered via one on one meetings with some of the student-athletes in the consultant's internship role as an individual performance consultant within the larger organization as well as during discussions between the consultant and the university's on staff sport psychologist.

Ability

At the time of the program's inception, the division of inter collegiate athletics did not have the ability to commit resources of time or money to a team development program for the swimming and diving team. The organization was able to provide one volunteer graduate intern to work on the project.

Values

The general belief within the organization was that team development programs would have a positive effect for many of the sports teams. However, due to constraints addressed here, team development was given an extremely low priority within the organization.

Ideas

Within the larger organization, there was no thought given to the team development of the swimming and diving team. The head coach was able to provide information about what he believed the team needed. This was communicated to the consultant by providing a verbal list of symptoms he believed the team was exhibiting

including ‘lack of cohesiveness’, ‘the entire team being involved in severe arguments about things unrelated to swimming’, and the coach spending ‘too much’ time addressing personal conflict; which directly interfered with his ability to be an effective coach.

Circumstances

Throughout the time period in which the team development program was designed and implemented, the organization was going through budget restructuring due to a decrease in state provided funds. Just prior to the consultant being asked to assist the swimming and diving team the men’s swimming and diving team was eliminated at the university. Additionally, during the second semester of the program, the Athletic Director was terminated and replaced by an interim director. A new permanent director was not in place until two months prior to the end of the program. These factors combined to create an environment where the direction of the athletic training services was in flux and the swimming and diving team in particular was volatile as they tried to create a new sense of team.

Obligation

The organizational members of Athletic Training Services (including trainers, medical staff and the administrative personnel) were not observed to have any feelings of responsibility to addressing the development needs of the women’s swimming and diving team. The medical doctor in charge was content to allow the team development program to occur, however he did not feel a sense of responsibility for making sure it took place. The head coach was strongly committed to helping his team move past the negative circumstance of losing the men’s team and to develop the women’s team both physically

and psychologically. Once the idea of the program development plan was proposed he was completely committed to its implementation.

Resistance

The organization offered no resistance to the program so long as there was no request for funds or support.

Yield

The organization provided no expectation of the program. The medical doctor expressed a desire that the intern have a positive learning experience but did not offer any specific gains he anticipated for the team. The head coach hoped that an outcome of the program would be his being able to spend more of his time coaching swimming and less dealing with personal conflict between the members and that the team would be more cohesive (i.e. “act and feel more like a team”).

Target Population of the Organization

The University website indicated that the Division of Intercollegiate Athletics included over 650 student-athletes on nine men’s and thirteen women’s teams, their coaches, twelve licensed, certified athletic trainers and a medical staff consisting of orthopedic consultants, sports psychologists, a registered dietician, and various other health care professionals. However, for the purposes of this evaluation the target population was limited to the student-athlete members of the Swimming and Diving team as they were the only segment of the Division of Intercollegiate athletics who participated in the team development program.

An interview conducted by the team development consultant with the head coach showed that the swimming and diving team consisted of twenty-three (23) college

student-athletes. Through the course of the year long development program one student-athlete left the team for personal reasons and one student-athlete chose to attend only two of the first few meetings and had expressed no interest in being involved in the evaluation process. The original thought was that only twenty-one student-athletes would be eligible to participate in the evaluation of the program. However, after further consideration it was decided that questionnaires would be sent to all 23 members of the team; allowing each of the individuals to decide if they would like to provide feedback or not.

In the meeting where statistical information about the team was gathered seven team members did not attend. Of the eighteen student-athletes who did attend there were six freshman, two sophomores, five juniors, four seniors and one fifth year senior in attendance. Their average age was 19.83 years and their average cumulative GPA was 3.25. Six of the student-athletes were competing without injury, ten were competing in a limited capacity with injury, one was not competing due to surgery and one was red shirting due to injury. Every swimmer/diver who provided funding information was being funded at least in part. One individual was receiving \$10,000 a semester in academic funding but no athletic funds. One was receiving book funding through athletics. One was 20% funded, three were 30% funded, one was 35% and one was 40% through athletics. Two were 40% funded by athletics and 45% funded by academics. One was 70% funded by athletics and one was 70% funded by athletics and receiving \$10,000 a semester from academics. Two were 75% funded by athletics. One was 80% funded by athletics and three were 100% funded by athletics (for full team demographic data please see chapter 6 tables 1-6).

Goals of the Team Development Program

The team development consultant met with the head coach to discuss the coach's thoughts and ideas for what the role of the consultant would be and what he believed to be the concerns which needed to be addressed. The consultant observed team meetings facilitated by the coaches and held meetings in which the coaches participated as well as meetings with only the team members in the semester prior to the implementation of the team development program. In one of the early meetings with team members each individual was given an index card and asked to indicate on one side what they thought a good team looked like and on the other what their team needed to be a good team.

After consolidating the information provided on what the team thought their team needed to be a good team (Appendix E) into themes the consultant developed four goals which the program would address:

1. To improve team communication and reduce negative gossip
2. To provide the swimming and diving team with knowledge, skills and abilities (KSA's) which assist in interpersonal communication
3. For each member of the team to understand the communication KSA's (as developed by the consultant) and be able to use them successfully in a conversation
4. To provide scheduled time for the team to discuss interpersonal concerns as they related to the team

These goals were discussed with the coach and the team and agreement was reached that attaining the goals would address the concerns they had with the team's current and ongoing development.

Purposes of the Program Evaluation Plan

1. To gain an understanding of how well the team had learned and could implement the communication KSA's.
2. To identify deficiencies in the use/understanding of the communication KSA's and to be able to develop ways to address them.
3. To understand what methods of learning the team found to be most successful.
4. To understand to what extent the Swimming and Diving team has made progress toward the goals of the Swimming and Diving Team Development Program (Please see above).

Program Personnel

- Participant observer, Team Development Consultant – Female doctoral candidate with a background in sport and performance psychology.
- Participant observer's supervisor – Male doctoral level psychologist with 9 years of experience working in sport psychology.
- Head coach – Male with 31 years of coaching experience in his twelfth season as head coach of the program.
- Assistant coach – Male in his third year as assistant coach of the program
- Diving coach – Male in his seventeenth season as the diving coach of the program
- Swimming and Diving team members - Active members of the women's swimming and diving team (For demographic information on the team please see chapter 6, tables 1-6).

Program Sites/Locations

The program was designed to be run in the training facility where the swimming and diving team held in the pool training. A room directly adjacent to the pool deck, typically used for team meetings, massage, equipment storage and team “down” time, was provided by the coach for development meetings. The room was furnished with a sectional couch and comfortable chairs which provided seating for the majority of the team. Occasionally a team member would have to sit on the floor or an exercise ball and the majority of the time the team development consultant stood during the meetings. This location was chosen primarily because team development meetings were usually scheduled before or after practice and the team felt at ease in the space dressed in their practice attire.

All of the team development meetings were held in this room with the exception of two. One of which was held in a different room in the same facility because the team had been meeting with the coach in that room just prior to the team development meeting. The second was held on a different campus because the pool was being cleaned and the team was practicing at a different facility. The setup in both cases was conference style with tables and chairs.

Program Evaluation Questions to be Addressed

1. Who participated in the Swimming and Diving Team Development Program?
2. How was the Swimming and Diving Team Development Program Implemented?
 - Frequency – how often where meetings held
 - Intensity/content – what information was covered in the meetings
 - Time Frame – over what calendar dates was the program designed to run

3. What have been reactions of the participants and the coaching staff to the Swimming and Diving Team Development Program?
4. To what extent have the participants made progress toward the goals of the Swimming and Diving Team Development Program?

Program Evaluation Protocols

Protocol 1

Program Evaluation Question 1

Who participated in the Swimming and Diving Team Development Program?

Data Collection Variables. The data collection variables included the relevant characteristics of the 2008-2009 women's Swimming and Diving team. These characteristics include:

- College major
- Year in school (Freshman, Sophomore, Junior, Senior, 5th year Senior)
- Chronological age
- Cumulative GPA
- Status on the team during the season (uninjured – competed, injured-competed, injured-did not compete, red shirt)
- How much college funding was received (athletic and academic)

Data Collection Methods, Instruments and Procedures. The data collection procedure involved providing each student-athlete a 4x6 index card and a writing implement during a scheduled team meeting and verbally asking them the following questions:

1. What is your major?

2. What year are you in school (Freshman, Sophomore, Junior, Senior, 5th year Senior)?
3. How old are you?
4. What is your cumulative GPA?
5. What is your status on the team this season (uninjured – competed, injured-competed, injured-did not compete, red shirt)?
6. How much funding do you receive (please list academic and athletic funding separately)?

Methods and Procedures for Data Analysis. The components for data analysis were major, year in college, age, cumulative GPA, status on the team and amount of funding received. Data was typed out in narrative form (please see Chapter 6) as well as placed in a table (chapter 6, tables 1-6).

Personnel and Responsibilities. The team development consultant was responsible for collecting, analyzing and organizing the data, placing the data in narrative form and creating the display table which was provided to the coaching staff.

Protocol 2

Program Evaluation Question 2

How was the Swimming and Diving Team Development Program Implemented?

Data Collection Variables. The data collection variables included:

1. Frequency – how often were meetings held
2. Intensity/content – what information was covered in the meetings
3. Time Frame – over what calendar dates was the program designed to run

Data Collection Methods, Instruments and Procedures. Data collection procedures entailed a review of the meeting schedule calendar (maintained by the team development consultant) and the team development consultant's notebook. This notebook contained the team development consultant's notes of the scheduled content for each team development meeting as well as observations and remarks about the actual content.

Methods and Procedures for Data Analysis. The components for data analysis included how often team development meetings were held, the content of the team development meetings and the time frame over which the team development meetings occurred. Data on frequency is provided in narrative form in chapter six as well as in a table (chapter 6, table 7) showing scheduled versus actual meeting dates. Content and time frame are also supplied in narrative format in chapter six.

Personnel and Responsibilities. The team development consultant was responsible for collecting, analyzing and organizing the data and placing the data in a table and/or narrative form which was provided to the coaching staff.

Protocol 3

Program Evaluation Question 3

What have been the reactions of the participants and the coaching staff to the Swimming and Diving Team Development Program?

Data Collection Variables. The data collection variables were:

- The thoughts, feelings and judgments of the student-athletes and the coaching staff in regard to the swimming and diving team development plan of 2008-2009.

- The student-athletes were active members of the women's swimming and diving team
- The coaching staff were the swimming and diving head coach, the swimming and diving assistant coach and the diving coach

Data Collection Methods, Instruments and Procedures. The data collection method was planned to be the distribution, completion and collection of two questionnaires: the Student-Athlete Single Meeting Reaction Form (Appendix H) and the Coach/Student-Athlete Program Reaction Sheet (Appendix I).

The Student-Athlete Single Meeting Reaction Form was planned to be completed by student-athletes in attendance at team development meetings. The form was intended to be handed out at the end of scheduled meetings and student-athletes will be provided time to fill them out and turn them in to the team development consultant by leaving them on the table in the meeting room. However, due to the timing of this dissertation the Student-Athlete Single Meeting Reaction Form was not implemented.

The Coach/Student-Athlete Program Reaction Sheet (Appendix I) was completed by student-athletes and coaching staff of the swimming and diving team at the end of the team development program (late May 2009). The Coach/Student-Athlete Program Reaction Sheet was planned to be distributed via both via email and a hard copy provided during a scheduled team development meeting. However, due to the timing of this dissertation all of the questionnaires were provided exclusively through email. Both coaching staff and student-athletes had the option to return the Coach/Student-Athlete Program Reaction Sheet via hard copy placed in the team development consultant's mailbox located in the swimming and diving office lobby or via email directly to the

team development consultant. The coaches and student-athletes who responded to the questionnaires all replied via email. In order to maintain the anonymous nature of the evaluation process, emailed responses were printed out and the electronic version of the email with the respondent's name was deleted.

Methods and Procedures for Data Analysis. The units of analysis were the responses of the student-athletes of the swimming and diving team and the coaching staff. The Coach/Student-Athlete Program Reaction Sheet allowed participants to respond in narrative form. Narratives were gathered into master coach (Appendix N) and master student-athlete (Appendix O) lists and then grouped by theme and frequency. Basic themes and ideas were provided in written form to the coaching staff and presented to the student-athletes and the coaching staff during a team meeting. The information provided is planned to be used to improve the program in the subsequent iterations with the 2009-2010 swimming and diving team.

Personnel and Responsibilities. The student-athletes and coaching staff were to be responsible for completing and returning the Student-Athlete Single Meeting Reaction Form which was not implemented. Student-athletes and coaching staff were responsible for completing and returning the Coach/Student-Athlete Program Reaction Sheet. The team development consultant was responsible for distribution and collection of the questionnaires as well as the creation of the master response lists, the grouping of themes and frequencies and the development of the basic themes and ideas document and presentation.

*Protocol 4**Program Evaluation Question 4*

To what extent have the participants made progress toward the goals of the Swimming and Diving Team Development Program?

Data Collection Variables. The data collection variables were:

- The thoughts, feelings, reactions and observations of the student-athletes and the coaching staff as they relate to the knowledge, skills and abilities developed and taught through the team development program
- The student-athletes were active members of the women's swimming and diving team
- The coaching staff was the swimming and diving head coach, the swimming and diving assistant coach and the diving coach

Data Collection Methods, Instruments and Procedures. The data collection method was the distribution, completion and collection of two questionnaires: the Program Evaluation Questionnaire Coach (Appendix K) and the Program Evaluation Questionnaire Student-Athlete (Appendix L). The Program Evaluation Questionnaire Coach and the Program Evaluation Questionnaire Student-Athlete required responses on a graduated scale, never, sometimes, often, always. Data was gathered into master student-athlete and coach lists by question and was placed into tables (chapter 6, tables 8 and 9 respectively) to show the frequency of each response for all of the questions. This information was provided to the coaching staff in written documentation and presented to the student-athletes and the coaching staff during a team meeting. The information

provided is planned to be used to improve the program in the subsequent iterations with the 2009-2010 swimming and diving team.

Methods and Procedures for Data Analysis. The Program Evaluation Questionnaire Coach (Appendix K) was completed by the coaching staff of the swimming and diving team at the end of the team development program (late May 2009). The Program Evaluation Questionnaire Coach was planned to be distributed both via email and via a hard copy provided at the time of a scheduled team development meeting. However, due to the timing of this dissertation questionnaires were provided only via email. Coaching staff had the option to return the Program Evaluation Questionnaire Coach via hard copy placed in the team development consultant's mailbox located in the swimming and diving office lobby or via email. The coaches who responded to the questionnaire all did so via email. In order to maintain the anonymous nature of the evaluation process, emailed responses were printed out and the email was deleted.

The Program Evaluation Questionnaire Student-Athlete (Appendix L) was completed by the student-athlete members of the swimming and diving team at the end of the team development program (late May 2009). The Program Evaluation Questionnaire Student-Athlete was planned to be distributed both via email and via a hard copy provided at the time of a scheduled team development meeting. However, due to the timing of this dissertation all questionnaires were provided only via email. Student-athletes had the option to return the Program Evaluation Questionnaire Student-Athlete via hard copy placed in the team development consultant's mailbox located in the swimming and diving office lobby or via email. All of the student-athletes who responded to the questionnaires did so via email. In order to maintain the anonymous

nature of the evaluation process, emailed responses were printed out and the electronic version of the email with the respondent's name was deleted.

Personnel and Responsibilities. The coaching staff of the swimming and diving team was responsible for completing and returning the Program Evaluation Questionnaire Coach and the student-athletes of the swimming and diving team were responsible for completing and returning the Program Evaluation Questionnaire Student-Athlete.

The team development consultant was responsible for distribution and collection of questionnaires as well as the creation of the master response lists, the development of the response frequency tables and the presentation to the student-athletes and coaches.

Planned Evaluation Timeline

1. Start date – IRB approval
2. Week 2 – Informed consent
3. Week 3 – Email questionnaires
4. Week 4 – Provide hard copies of questionnaires at team meeting
5. Week 5 – Send follow up email requesting that all completed questionnaires be returned by the end of the week.
6. Summer 2009 – Group responses by theme and analyze
7. Fall 2009 – Provide feedback to team and coaching staff

Actual Evaluation Timeline

1. Start date – IRB approval, May 20, 2009
2. Questionnaires and electronic informed consent emailed to coaching staff and student-athletes – May 22, 2009
3. Follow-up email sent to coaching staff and student-athletes – June 5, 2009

4. Questionnaire response due date – June 7, 2009
5. Response data analysis completed – Summer 2009
6. Feedback from the evaluation provided to the coaching staff and the student-athletes of the swimming and diving team – Fall 2009

Assessment of the Program Evaluation

The following questions were designed to determine if the team development consultant and the stakeholders in the program had an understanding of the results of the team development program. The answers to the following questions were determining factors in deciding if the program evaluation had met its objective. Additionally, the responses to these questions can be used to adjust the program to better fit the needs of the target population in the next iteration, to alter the questionnaires to better evaluate the program or to modify the dissemination method used in the program. Discussion about these questions and if the assessment of the evaluation satisfactorily answered them can be found in chapter 8.

Assessment of the Program Evaluation Questions

1. To what extent were the student-athletes provided KSA's to assist with team communication?
2. To what extent do the student-athletes believe they understand the communication KSA's?
3. To what extent do the student-athletes believe they use the communication KSA's?
4. To what extent does the coaching staff observe the team using the communication KSA's?

5. To what extent do the stakeholders and the team development consultant understand where there are deficiencies in the student-athlete's abilities to use the communication KSA's?
6. To what extent do stakeholders and the team development consultant understand which methods the student-athletes found the most useful for learning the KSA's?
7. To what extent has the team development consultant received student-athlete and coaching staff reaction to the program?

Summary

The Evaluation Plan outlined in this chapter was designed to assist the team development consultant and the key stakeholders in the Swimming and Diving Team Development Program in obtaining feedback from the student-athletes and coaching staff about the design and implementation of the program. The information the evaluation was intended to gather included the demographic data of the target population, if the team meeting format was successful in delivering interpersonal KSA's to the swimmers and divers and to what extent the student-athletes and the coaching staff believed progress had been made toward the goals of the Team Development Program. Additionally, this chapter provided the organizational context of the Department of Intercollegiate Athletics and of the Swimming and Diving team in which the Team Development program was implemented as well as the expected and actual timeline of the program. The results of the Evaluation Plan are described in the following chapter.

CHAPTER VI

TEAM DEVELOPMENT FORMATIVE PROGRAM EVALUATION RESULTS

Abstract

The purpose of this chapter is to discuss the results of the Swimming and Diving Team Development Program Evaluation and to document what improvements could be made to the team development plan when it is implemented again beginning in the fall of 2009. The process of assessing the data collected during the team development program evaluation will follow Maher's (2000) Program Planning and Evaluation process.

There were four goals which the Swimming and Diving Team Development Program was designed to meet: 1 – To improve team communication and reduce negative gossip, 2 – To provide the swimming and diving team with the knowledge, skills and abilities (KSA's) which assist in interpersonal communication, 3 – For each member of the team to understand the communication KSA's (as developed by the consultant) and be able to use them successfully in a conversation, and 4 – To provide scheduled time for the team to discuss interpersonal concerns as they related to the team. In order to assess to what extent these goals were met by the team development program the evaluation plan was designed with a fourfold purpose; 1 – to gain an understanding of how well the team had learned and could implement the communication KSA's, 2 – To identify

deficiencies in the use/understanding of the communication KSA's and to be able to develop ways to address them, 3 – To understand what methods of learning the team found to be most successful, and 4 – To understand to what extent the Swimming and Diving team had made progress toward the goals of the Swimming and Diving team development Program. Finally, four evaluation protocols were developed; Protocol 1 – Who participated in the swimming and diving team development plan? Protocol 2 – How was the swimming and diving team development plan implemented? Protocol 3 – What have been the reactions of the participants and the coaching staff to the swimming and diving team development program? And Protocol 4 – To what extent have the participants made progress toward the goals of the swimming and diving team development program? The results of the use of the four protocols will be discussed in order.

Protocol 1 – Who participated in the swimming and diving team development plan?

Protocol 1 was designed to gain an understanding of the demographic composition of the individuals who participated in the swimming and diving team development program. The data collection variables took account of the relevant characteristics of the 2008-2009 women's swimming and diving team at an NCAA Division I university. These characteristics included:

- College major
- Year in school (Freshman, Sophomore, Junior, Senior, 5th year Senior)
- Chronological age
- Cumulative GPA

- Status on the team during the season (uninjured – competed, injured-competed, injured-did not compete, red shirt)
- How much college funding was received (athletic and academic)

The method of collection of the data relevant to this protocol involved providing each student-athlete in attendance at a scheduled team development meeting a 4x6 index card and a writing implement and verbally asking them to write down their responses to the following questions:

1. What is your major?
2. What year are you in school (Freshman, Sophomore, Junior, Senior, 5th year Senior)?
3. How old are you?
4. What is your cumulative GPA?
5. What is your status on the team this season (uninjured – competed, injured-competed, injured-did not compete, red shirt)?
6. How much funding do you receive (please list academic and athletic funding separately)?

Before providing the questions to the team the team development consultant made an announcement that the student-athletes were not to put their names on the cards and that they did not have to provide any information they were not comfortable sharing. All eighteen individuals attending the meeting turned in a card for an overall team response rate of 78.26%.

Questions 1, 2, 3, 5, and 6 were answered by all eighteen individuals. Question 4 was left unanswered by one person.

The answers revealed seven double majors (Exercise Science & Psychology, Marketing & Journalism, Sociology & Education, History & communication, Psychology & History and two in Psychology and Journalism). The single majors included four in Exercise Science, and one each in Communications, History, Political Science, Biomedical Engineering, Art History, Mathematics and Sport Management (Table 1).

There were six freshman, two sophomores, five juniors, four seniors and one fifth year senior in attendance (Table 2). Their average age was 19.83 years (Table 3) and their average cumulative GPA was 3.25 (Table 4). Six of them competed without injury, ten competed in a limited capacity with injury, one did not compete due to surgery and one was red shirting due to injury (Table 5). Every swimmer/diver who provided funding information was funded at least in part. One individual was receiving \$10,000 a semester in academic funding but no athletic money. One was receiving book funding through athletics. One was 20% funded, three were 30% funded, one was 35% and one was 40% through athletics. Two were 40% funded by athletics and 45% funded by academics. One was 70% funded by athletics and one was 70% funded by athletics and receiving \$10,000 a semester from academics. Two were 75% funded by athletics. One was 80% funded by athletics and three were 100% funded by athletics (Table 6).

Table # 1

College Major

<u>College Major</u>	<u># of Student-Athletes</u>
Exercise Science/Psychology	1
Sociology/Education	1
Psychology/Journalism	2
Exercise Science	4
Marketing/Journalism	1
Art History	1
History	1
Psychology/History	1
History/Communication	1
Sport Management	1
Mathematics	1
Biomedical Engineering	1
Political Science	1
Communications	1

Table 2

Year in School

<u>Year in School</u>	<u># of Student-Athletes</u>
Freshman	6
Sophomore	2
Junior	5
Senior	4
5th year Senior	1

Table 3

Age in Years

Range	18 - 23
Average	19.83

Table 4

Cumulative Grade Point Average

Range	1.0 - 4.0
Average	3.25

Table 5

Competition Status

<u>Status</u>	<u># of Student- Athletes</u>
Competed without injury	6
competed with injury	10
did not compete (surgery)	1
red shirt	1

Table 6

Funding Received

<u>Athletic</u>	<u># of Student- Athletes</u>
book money	1
20% funded	1
30% funded	1
35% funded	1
40% funded	3
70% funded	1
75% funded	2
80% funded	1
100% funded	3

<u>Academic</u>	
\$10,000	2
45% funded	2

Protocol 2 – How was the Swimming and Diving Team Development Program Implemented?

Protocol 2 was designed to gain an understanding of how the swimming and diving team development plan was implemented in comparison to how it was actually designed and to gain information in regard to team development program goal number four (To provide scheduled time for the team to discuss interpersonal concerns as they related to the team). The data collection variables were the frequency of the team development meetings, what the content of those meetings was and over what calendar dates the program was designed to run (timeframe). The data for addressing this protocol came from the team development consultant's meeting schedule calendar and the notebook in which the consultant kept her notes on observations and remarks about the content of the meetings.

Frequency

The Swimming and Diving Team Development Program was designed to be implemented as one hour once a week meetings. However, due to the knowledge that it would be difficult to get the majority of team members together on a weekly basis, it was anticipated that meetings every other week would be more likely. In the fall semester during the swimming and diving team's active season team development meetings averaged every 10.6 days. The swimming and diving competition season ended within the first six weeks of the spring semester and the team no longer practiced together as a team on a daily basis. This made the scheduling of team development meetings more difficult. Meetings between the team and the team development consultant averages

every 22.8 days in the spring semester (see Table 7 for a complete listing of scheduled and actual meeting dates).

Table 7

Swimming and Diving Frequency, Content and Time Frame
Fall 2008

Scheduled Dates	Actual Dates	Meeting Content
	9/5/2008	Introduction to incoming freshman. Discussions about the actual process of teaching the communication framework. Talked about 'trigger', 'internal dialog' and 'result'.
	9/19/2008	Taught, demonstrated and practiced <i>speaking from the 'I'</i> and <i>listening to internal dialog</i>
9/24/2008	9/24/2008	Taught, demonstrated and practiced <i>allowing myself space to feel</i> and <i>assuming the positive</i> . Demonstration and practice also included previously introduced skills
10/3/2008	10/3/2008	Taught, demonstrated and practiced <i>asking before providing feedback</i> and <i>calling an emotional time-out</i> . Demonstration and practice also included previously introduced skills.
10/17/2008	10/17/2008	Worked with the team to develop <i>team vocabulary</i>
	10/21/2008	Meeting requested by the team to address critical conflict between team members
11/7/2008	11/7/2008	Discussed team norms and how the team could use their new skills to enforce them rather than using gossip and ostracizing of members. Also addressed specific team conflict issues brought in by the student-athletes.
11/12/2008	11/12/2008	Team development consultant facilitated the use of communication skills while the team addressed interpersonal issues brought up by the student-athletes.
	11/12/2008	An additional meeting was requested after the team meeting by specific members of the team to address critical conflict between two members.

Table 7 Continued
Swimming and Diving Frequency, Content and Time Frame
 Fall 2008

Scheduled Dates	Actual Dates	Meeting Content
11/26/2008	11/26/2008	Continued the discussion from 11/21. Team failed to tell the consultant that they had a previously scheduled spin class which they missed to due the communication meeting.
12/5/2008	12/8/2008	Consultant used the communication skills to discuss her concern that none of the team members brought up the spin class scheduled for 11/26 when the consultant ask if they had anywhere they needed to be at the meeting's scheduled end time. Additional tea
Scheduled Dates	Actual Dates	Meeting Content
Spring 2009		
1/14/2009	1/14/2009	Discussion around housing and who had promised to live with whom and had backed out of the agreement
	1/17/2009	Consultant attended home swim meet
1/31/2009	1/31/2009	Discussed interpersonal team issues brought in by the student-athletes
2/14/2009	2/14/2009	Discussed the upcoming championship meet and the preferred method of interaction of each member during big meets
3/26/2009	3/26/2009	Discussed how the championship meet went (which marked the end of the swimming season) and how there interpersonal communication had improved over the course of the semester.
	4/22/2009	Meet with the team about an opportunity to participate in a bio-feedback study on campus. Discussed team issues only in passing.
	4/25/2009	Team dinner and goodbye to the seniors
May 2009		Tried to schedule a meeting to handout surveys and to address any final concerns. Was unable to be scheduled around semester finals.

Content

The content of the first five team development meetings involved the consultant getting to know the student-athlete members of the swimming and diving team and introducing the communication skills framework. The content of the first meeting was introducing the terms ‘trigger’, ‘internal dialog’ and ‘result’ (please see chapter four, team development program description, for a detailed explain of these and other terms discussed in this chapter). Meeting two consisted of the teaching, demonstration and practicing of the skills *speaking from the 'I'* and listening to *internal dialog*. Meeting three introduced the skills *allowing myself space to feel* and *assuming the positive* as well as continuing practice of previously introduced skills. Meeting four centered on the skills *asking before providing feedback* and *calling an emotional time-out* while continuing to practice the skills from the earlier meetings. Meeting five brought a close to the didactic skills training as the team worked together to develop a *team vocabulary*. The last five meetings of the semester were designed to allow the student-athletes to bring in their interpersonal team concerns for discussion. Each of the final meetings of the semester did have some or all of the time spent in this way. In addition, after the eighth meeting of the semester an additional meeting was requested and held with only a select number of student-athletes who wanted to discuss a serious conflict between them which did not involve the whole team. During the final meeting of the semester the team development consultant had an opportunity to use the communication framework to discuss an issue which had taken place in the previous meeting where the members of the swimming and diving team did not tell the consultant they had a previously scheduled spin class when they requested the team development meeting run over its scheduled 9:00 end time. As a

result, the head coach emailed the team development consultant to ask why the team had not attended spin class. The discussion between the team and the consultant proved to be a positive learning activity and the team agreed that in the future topics of this nature should be discussed rather than decided by team silence.

The five team development meetings held in the spring semester continued to focus on issues brought in by the team members. Some of the topics included housing concerns and preferred communication style during big meets for each member of the team (please see Table 6 for a listing of meeting content).

Time Frame

The Swimming and Diving Team Development Program was implemented during the 2008-2009 academic school year. The fall 2008 semester ran from September 2 to December 23 and the spring 2009 semester ran January 20 through May 13.

The dates that team development meetings were scheduled and held throughout the 2008-2009 academic year indicate that the team development program goal 4, to provide schedule time for the team to discuss interpersonal concerns as they related to the team, was achieved. Future team development programs with the swimming and diving team should continue to make scheduling time for interpersonal team communication a priority.

Protocol 3 – What have been the reactions of the participants and the coaching staff to the swimming and diving team development plan?

Protocol 3 was designed to understand what reactions the coaches and the student-athletes had to the swimming and diving program. The original evaluation plan was designed using of two questionnaires which were to be distributed via hard copy and via

email; the Student-Athlete Single Meeting Reaction Form (Appendix H), the Coach/Student-Athlete Program Reaction Sheet (Appendix I). However, due to the timing of this dissertation the Single Meeting Reaction Form was not used and the Coach/Student-Athlete Program Reaction Sheet was distributed only via email. The data for protocol 3 came exclusively from the responses from the Coach/Student-Athlete Program Reaction Sheet.

The Coach/Student-Athlete Program Reaction Sheet (Appendix I) was emailed to 23 student-athletes and three coaches along with other questionnaires (discussed under protocol 4) and the Online Consent Form (Appendix J) with instructions to return the questionnaires to the team development consultant either via email or via the swimming and diving mailbox found in the lobby outside the head coach's office. The Coach/Student-Athlete Program Reaction Sheet was returned by two coaches (67%) and five student-athletes (21.74%).

The response rate by the student-athletes was lower than expected by the team development consultant and is believed to have two possible causes. The original plan for the questionnaires was to hand them out in the final team development meeting of the semester and emailing questionnaires would be used for follow-up. However, due to the timing of dissertation approval and the final meeting of the semester not being able to be scheduled around the student-athlete's exam schedule hard copies were not provided to the student-athletes. It is the opinion of the team development consultant that if hard copies had been provided in the meeting format and time was given during the meeting for the questionnaires to be filled out more of the student-athletes would have provided responses. In addition, complications with the University's web-server caused at least

one student-athlete not to receive the email with the attached questionnaires and the team development consultant to not receive at least one email with responses attached.

The program reaction sheet responses provided generally very positive feedback in addition to a few suggestions on what could be done differently in the future. Some of the coach's reactions to the Swimming and Diving Team Development Program included, "positive difference", "immense lessening of stress", "very, very effective", "the team was more accepting" and "I am certainly hopeful that you will continue your work with our team" (For a complete listing the coach's written feedback please see Appendix N). The student-athlete written responses were equally positive; "helped with our communication", "meetings were extremely helpful", "have noticed great improvement", "you have helped me in many different ways", and "it worked well". In addition to the positive feedback some of the student-athletes also provided suggestion on how the Team Development Program could be improved for next year; "have our coaches sit in on some of the meetings" and "(having the team) get to the point to feel comfortable with the team, to not feel nervous or funny bringing up certain topics" (For a complete listing of student-athlete written feedback please see Appendix O).

One thing the team development consultant had hoped to capture on the reaction sheets was how the student-athletes felt about the team meeting style used to disseminate the communication framework. This data was not obtained possibly because it was not asked for specifically. Additionally, not being able to use the Student-Athlete Single Meeting Reaction Form (Appendix H) limited the consultant's opportunities to request feedback on specific topics.

Protocol 4 – To what extent have the participants made progress toward the goals of the Swimming and Diving Team Development Program?

Protocol 4 was designed to gain a subjective understanding of to what extent the student-athletes involved in the swimming and diving program had made progress toward the goals of the program. As stated previously, the goals of the Swimming and Diving team development program were:

1. To improve team communication and reduce negative gossip
2. To provide the swimming and diving team with knowledge, skills and abilities (KSA's) which assist in interpersonal communication
3. For each member of the team to understand the communication KSA's (as developed by the consultant) and be about to use them successfully in a conversation
4. To provide scheduled time for the team to discuss interpersonal concerns as they related to the team

In order to determine if the student-athletes and their coaching staff believed progress had been made toward these goals the team development consultant developed the Program Evaluation Questionnaire Student-Athlete (Appendix L) and the Program Evaluation Questionnaire Coach (Appendix K). Additionally, several individuals supplied comments on the Coach/Student-Athlete Program Reaction Sheet (Appendix I) which provided insight into progress made toward the program goals. The student-athlete questionnaires were emailed along with the Online Consent Form (Appendix J) to the 23 active members of the swimming and diving team and the coach questionnaires

were emailed along with the online informed consent form to all three members of the swimming and diving coaching staff.

The Program Evaluation Questionnaire (Student-Athlete) was returned by seven student-athletes (30.44%). The Program Evaluation Questionnaire (Coach) was returned by three coaches (100%). Response rates from the student-athletes were lower than expected. Possible reasons for this could be that the questionnaires were sent only via email as opposed to being handed out in a team development meeting and/or technological issues with the university email server delivering email with attachments. This technological concern affected the ability of the student-athletes to receive the questionnaires and for the team development consultant to receive the student-athlete's responses.

Student-Athlete Questionnaire Response

Of the responses received for the Program Evaluation Questionnaire (Student-Athlete) six student-athletes responded to all sixteen questions and one student-athlete responded to all of the questions with the exception of question number nine; I use the *team vocabulary* to communicate with teammates (please see Table 8 for the listing of student-athlete responses).

Table 8
Program Evaluation Questionnaire - Student-Athlete

Question Number	Question	Student-Athlete Responses			
		Never	Sometimes	Often	Always
1	I am able to speak from the "I" in situations where emotions are running high.		1	3	3
2	I have observed my teammates speaking from the "I"		4	2	1
3	I have allowed myself space to feel before I speak			7	
4	I have observed a teammate allowing herself space to feel		1	6	
5	I have taken the time to listen to my internal dialog		2	4	1
6	I have heard a member of the team articulate her internal dialog (what that makes me think... That makes me feel...)		3	4	
7	I have assumed the positive when receiving feedback from a teammate		5	2	
8	I have observed a teammate assuming the positive		5	2	
9	I use the team vocabulary to communicate with teammates		4	2	
10	I have observed a teammate using the team vocabulary		4	3	
11	I have called an emotional time-out when I thought one was needed	2	3	2	
12	I have observed a teammate call an emotional time-out	2	3	2	
13	I have enough trust in my teammates to speak openly about a situation		5	2	
14	I believe my teammates have enough trust in the team to speak openly about a situation		5	2	
15	I have decreased my use of gossip (fire-storming) as a form of communication		1	6	
16	I have observed a decrease in the amount my teammates use gossip (fire-storming) as a form of communication		4	2	1

The Program Evaluation Questionnaire (Student-Athlete) questions and responses were as follows:

1. I am able to *speak from the “I”* in situations where emotions are running high.

One student-athlete responded sometimes, two responded often and three responded always. These responses indicated that 30.44% of the team recognize the skill of speaking from the “I” and that 100% of the individuals who responded to the questionnaire believed they used this skill at least sometimes. This question points to progress toward goals two and three (providing KSA’s and for individuals to understand and use KSA’s).

2. I have observed my teammates speaking from the “I”

Three student-athletes responded sometimes, two responded often and one responded always. The responses to this question indicated that 7 of 7 of the swimming and diving team members who responded to the questionnaires have observed a teammate speaking from the “I” at least sometimes. This question provided an indication that other members of the team are using the ‘speak from the “I” skill in conversation with teammates; reflecting positively on goals one and two (providing KSA’s and for individuals to understand and use KSA’s).

3. I have allowed *myself space to feel* before I speak

All seven student-athletes responded often. These responses indicate that 100% of swimming and diving student-athletes who responded to the questionnaires understood and were often using the ‘allowing myself space to feel’ skill.

Responses of this nature were considered indicators that this KSA had been understood and was being used (goals one and two).

4. I have observed a teammate *allowing herself space to feel*

One student-athlete responded sometimes, and six responded often. Responses to this item on the questionnaire indicated that the 7 out of 23 student-athletes on the swimming and diving team had observed their fellow teammates using the space to feel skill at least sometimes; suggesting progress toward the fulfillment of goals one and two (providing KSA's and for individuals to understand and use KSA's).

5. I have taken the time to *listen to my internal dialog*

One student-athlete responded sometimes, four student-athletes responded often and one student-athlete responded always. The answers to this item suggested that all seven of the student-athletes who returned the questionnaire understood what internal dialog was and were able to listen to it at least sometimes; indicating that this skill was being utilized (goals two and three).

6. I have heard a member of the team articulate her *internal dialog* (what that makes me think... That makes me feel...)

Three student-athletes responded sometimes and four responded often. As with the question above these responses indicated that not only were the swimming and diving student athletes reporting self use of the listening to internal dialog but that they are at least sometimes observing behaviors in their teammates which would point toward other members of the team using this skill as well; supplying evidence that this provided skill was being applied (goals two and three).

7. I have *assumed the positive* when receiving feedback from a teammate

Five student-athletes responded sometimes and two responded often; revealing

that 100% of the student-athletes who responded to the questionnaire were at least sometimes able to apply this skill (goals two and three).

8. I have observed a teammate *assuming the positive*

Five student-athletes responded sometimes and two responded often. In addition to the question above this question was a sign that observed behaviors of other members of the swimming and diving team would cause seven of the seven responding members to believe this skill was being put into practice; pointing towards the understanding and use of this skill (goal two and three).

9. I use the *team vocabulary* to communicate with teammates

Four student-athletes responded sometimes, two responded often and one did not respond to the question. Six of seven responders indicated that they use the vocabulary developed by the team; indicating progress toward goals two and three. It is uncertain if the one individual who did not respond to this question doesn't use the vocabulary or if she was unsure what the question was asking. However, given that the following question applies to the same topic and was answered by all seven respondents it should be considered that this question was skipped in error rather than due to lack of knowledge about team vocabulary.

10. I have observed a teammate using the *team vocabulary*

Four student-athletes responded sometimes and three responded often when asked how regularly they had observed their teammates using the team vocabulary. Responses of this nature indicated that the members of the swimming and diving team were using the team vocabulary at least some of the time (goals two and three).

11. I have *called an emotional time-out* when I thought one was needed

Two student-athletes responded never, three responded sometimes and two responded often. Five of seven respondents indicated they at least sometimes use the skill of calling an emotional timeout would be a sign that goal two, providing KSA's was attempted with this skill. One individual wrote on her questionnaire that she did not know what an emotional time out was. This response, by an individual who reported she had never used the skill of calling an emotional time-out, would suggest that she did not understand the skill well enough to use it. Another possible explanation for the skill never being used is that the second individual who reported never using the skill did not encounter a situation where she thought the skill was applicable or, if a circumstance did arise where she could have used this skill and calling an emotional time-out was not understood well enough to be used, or she were not comfortable enough with the other members of the team to employ this communication strategy. Future work with the team could focus on explaining when and how to use the skill and on the team development consultant gaining a better understanding of why this skill is less well understood and utilized than the others provided to the team

12. I have observed a teammate *call an emotional time-out*

Two student-athletes responded never, three responded sometimes and two responded often. These responses were similar to the question above; five of seven student-athletes indicated that they have observed a teammate use the emotional time-out skill. However, 28.57% of respondents designated that they had never heard a teammate use this skill; implying that the calling an emotional

time-out skill was used less frequently than the other KSA's provided to the team. In future work with the swimming and diving team the team development consultant could discuss with the team if the lack of use of this skill is because the team does not understand when and how the skill could be applied or if there is a lack of trust between team members that calling an emotional time out would be received positively and respected.

13. I have enough trust in my teammates to speak openly about a situation

Five student-athletes responded sometimes and two responded often. The responses to this question spoke to the trust within the team to be able to use the communication skills. 71.43% of respondents indicated that they only trusted their teammates "sometimes". This would suggest that future team development work with the swimming and diving team could be focused on understanding why the members of the team do not always trust each other and working to improve trust within the team.

14. I believe my teammates have enough trust in the team to speak openly about a situation

Five student-athletes responded sometimes and two responded often. As with the question above 71.43% of the student-athletes who responded to the questionnaire indicated that they believed team members trusted each other enough to speak open only some of the time; further showing that team trust could be a topic to be addressed to improve the team development program.

15. I have decreased my use of gossip (*fire-storming*) as a form of communication

One student-athlete responded sometimes and six responded often. This question

spoke directly to goal number one of the Swimming and Diving Team Development Program, to improve team communication and reduce negative gossip. 85.71% of respondents indicated they had often reduced their use of gossip as a means of communication within the team; suggesting that progress had been made toward reducing gossip in the team and that there was still room for improvement with future team development programs with the swimming and diving team's use of gossip as a communication strategy.

16. I have observed a decrease in the amount my teammates use gossip (*firestorming*) as a form of communication

Four student-athletes responded sometimes, two responded often and one responded always. The responses to the observed behavior of the team using gossip were most interesting when compared to the responses to the question above. Three of the individuals responded that the team has reduced its use of gossip the same amount as the individual reported decreasing her use (one sometimes, two often). One student-athlete indicated that the team had reduced its use of gossip more than she personally had (personally often the team always); while three individuals reported their own use of gossip had decreased more than the team's use (personally often the team sometimes). Comparatively these last three responses may suggest that individuals reported using less gossip themselves possibly because that was the desirable response but that when asked about the team as a whole gossip was still used to a greater extent. The combination of questions 15 and 16 suggest while progress had been made toward the team development program goal to improve team communication and reduced

gossip, future team development programs could continue to enforce the negative affect the use of gossip has on a team and how positive communication using the KSA's provided may continue to build healthy team interactions.

Coaching Staff Questionnaire Response

The responses received for the Program Evaluation Questionnaire (Coach) were: two coaches responded to all eight questions. One coach responded to each of the questions except for question number six (please see Table 9 for a listing of coach responses).

Table 9
Program Evaluation Questionnaire - Coach

Question Number	Question	Coach Responses			
		Never	Sometimes	Often	Always
1	I have observed a member of the team <i>speak from the "I"</i>		1	2	
2	I have observed a member of the team <i>take space to understand her feelings</i> before she spoke		2	1	
3	I have heard a member of the team articulate her <i>internal dialog</i> ("that makes me think..." "That makes me feel...")		2	1	
4	I have heard a member of the team <i>ask before providing feedback</i>		2	1	
5	I have observed a member of the team <i>assume the positive</i>			3	
6	I have observed or heard a member of the team use the <i>team vocabulary</i>		1	1	
7	I have observed or heard a member of the team <i>call an emotional time-out</i>	2	1		
8	I have observed a decrease in the amount the team uses gossip to communicate			2	1

The Program Evaluation Questionnaire (Coaches) questions and responses were as follows:

1. I have observed a member of the team *speak from the “I”*

One coach responded sometimes and two coaches responded often.

2. I have observed a member of the team *take space to understand her feelings* before she spoke

Two coaches responded sometimes and one coach responded often.

3. I have heard a member of the team articulate her *internal dialog* (“that makes me think...” “That makes me feel...”)

Two coaches responded sometimes and one coach responded often.

4. I have heard a member of the team *ask before providing feedback*

Two coaches responded sometimes and one coach responded often.

5. I have observed a member of the team *assume the positive*

All three coaches responded often.

6. I have observed or heard a member of the team use the *team vocabulary*

One coach responded sometimes, one coach responded often and one coach typed in that he did not know what the team vocabulary was.

7. I have observed or heard a member of the team *call an emotional time-out*

Two coaches responded never and one coach responded sometimes.

8. I have observed a decrease in the amount the team uses gossip to communicate

Two coaches responded often and one coach responded always.

Responses from the swimming and diving coaching staff to the Program

Evaluation Questionnaire (Coach) suggest that progress had been made toward the team

development program goals of improve communication and reducing gossip, providing communication KSA's and toward the student-athletes of the team understanding and using the KSA's. However, the response from one coach that he did not know what the team vocabulary was and that only one coach on one question answered always to their observed used of the KSA's indicated that future team development work with the swimming and diving team should continue to focus on the understanding and use of the KSA's. An additional factor to be taken into consideration: the coaching staff may not have been as aware of the KSA's as they could have been. Including them in some of the team meetings in the future may be beneficial for the team and the coaching staff.

Reaction Sheet Responses

In addition to the Program Evaluation Questionnaire (Student-Athlete and Coach) providing indicators to the extent to which the team had made progress toward the goals of the Swimming and Diving Team Development Program, the comments provided on the Coach/Student-Athlete Program Reaction Sheet supplied, in their own words, how individuals felt about the effect of the program. Some of those comments are: "I hear others constantly speaking from the 'I'", "we learned to control our emotions and assume the positive", "I think everybody took something from these meetings and applied it to their life", "people started speaking from the 'I' more", "I have notice great improvement", "I think you have taught us how to deal with problems and confront people in a healthy way", "you have helped me ... trust my teammates", "My team did seem to get along better after learning how to express ourselves in a non-aggressive way", and "using more effective means of communication, such as speaking from the 'I' really helped a lot" (for a complete list of student-athlete and coach written reactions to

the program please see appendices A and B this chapter). These comments revealed that student-athletes and coaches alike believed that growth had been made toward healthier communication within the swimming and diving team over the course of the development program and that goals 1-3 (improve communication and reduce gossip, provide KSA's and for the team to understand and use the KSA's) had been attained. Future programs with the swimming and diving team could focus on continued development and use of the KSA's as they were developed during the program implemented during the 2008-2009 academic year.

Summary

The Swimming and Diving Team Development Program was evaluated using questionnaires designed by the team development consultant specifically for the program. The results presented in this chapter suggest that the student-athletes and the coaching staff attributed the observed positive changes in the interpersonal communication of the Swimming and Diving Team members to the Team Development Program. Additionally, suggestions were provided for making improvements to the Team Development Program for the 2009-2010 academic year.

How the results of the evaluation plan and the suggestions provided by the student-athletes and coaching staff will be used to improve the Swimming and Diving Team Development Program for the 2009-2010 academic year will be discussed in the following chapter.

CHAPTER VII

TEAM DEVELOPMENT PROGRAM IMPROVEMENT PLAN

Abstract

The purpose of this chapter is to outline the steps necessary to develop an improvement plan for the 2009-2010 Swimming and Diving Team Development Program as a result of the data provided by the coaching staff and student-athletes of the swimming and diving team during the evaluation phase of the 2008-2009 program. Before the process of designing an improvement plan for the team development program can take place it is appropriate and necessary to reexamine the data from the clarification phase of the last program for changes; including possible changes in the target population, the needs of the target population and the relevant context in which the target population exists.

Target Population

The target population for the 2009-2010 Swimming and Diving Team Development Program is likely to once again focus on the student-athletes on the team. However, several variables should be taken into consideration. First – the members of the team have changed. Seniors have graduated, some members have transferred to other schools, new members may have transferred in and there will be a new class of incoming freshmen. New demographic data for the team will need to be collected. A consideration

might be made for doing a few didactic meetings with the new student-athletes to determine if their needs are different from existing members of the team and to shorten the learning curve on the communication skills. Putting the new team members into refresher and practice meetings with the individuals who are familiar with the skills from last year may cause confusion and undo anxiety.

Additionally, a concern voiced by the student-athletes in the evaluation and supported by the coaching staff not understanding the meaning of team vocabulary is that the coaching staff did not get enough exposure to the communication KSA's to be able to engage in conversation with the student-athletes using the KSA's. This may indicate that the target population should be expanded in some way to include the coaching staff. This will require discussion with the coaching staff as well as to student-athletes to determine the best way to successfully integrate this change.

Needs of the Target Population

The needs of the swimming and diving team in 2009-2010 are likely to be similar to those in 2008-2009 and be centered on interpersonal communication. The data from the 2008-2009 evaluation indicates that the student-athletes who have been through the program could benefit from some review sessions on the use of an emotional time out, assistance in the further development of team trust and be assisted with having a better understanding of the negative effects of using gossip as a form of communication. These reminder sessions may be able to be integrated into the learning process for the student-athletes who are unfamiliar with the KSA's (trigger, internal dialog, and result, *Allow space to feel, What is your internal dialogue, Ask before providing feedback, Speak from*

the "I", Assume the positive, Learning when to call a time-out and Creating a team vocabulary).

It is possible that the needs of the team may be different than they were during the past program. This can only be determined by observing the team and asking poignant questions about the interactions they have with each other and the assumptions they make about one another (i.e. opinions made during recruiting trips and within the first few weeks of the fall semester). If it is ascertained over the course of the fall semester that the needs of the swimming and diving team have changed; it will be necessary to adjust the goals of the team development program to fit the newly determined needs.

Relevant Context

In order to successfully implement an improved version of the Swimming and Diving Team Development Program a few changes in the context of the team will have to be addressed. In addition to the graduation and other attrition of several members of the team and 6-10 new members joining the team it is likely that the 2009-2010 season will see a change in one of the assistant coach positions. This change will require obtaining the commitment from the new coach to support, or at a minimum not undermine, the team development program. Due to the enormous support of the head coach, bringing a new assistant on board is not likely to be a large challenge. However it is something to be considered.

Another change which may affect the team development program is that the university athletic director who was hired right before the close of the 2009 spring semester has now been on staff for several months. It is possible that this may change some of the components of the AVICTORY (Maher, 2000) assessment and therefore

there should be some reevaluation of the organizational context in which the program is to be implemented.

Finally, the graduate student who was the team development consultant for the 2008-2009 season has augmented her role within the university to include other sports teams in addition to having to obtain outside internship hours. These changes may limit her ability to be as flexible with her schedule as she was during the 2008-2009 year and being able to meet whenever the swimming and diving team is available may not be an option. Discussions about the same graduate student implementing a team development program in 2009-2010 should take place between the swimming diving coaching staff, the graduate student and her sport psychologist supervisor.

Only after completing the Clarification Phase for the 2009-2010 Swimming and Diving Team Development Program can changes in the original design be considered and suggestions from the evaluation (additional discussion on using an emotional time out, further promoting team trust, supplementary work on the negative effect of gossip as a method of communication and the possible inclusion of the coaching staff in some of the meetings) be taken into account for implementation.

Summary

The development of an improvement plan for the 2009-2010 Swimming and Diving Team Development Program using the results of the from the 2008-2009 Program Evaluation should take into account that the target population, the needs of the target population, and the relevant context may have changed due to the graduation of existing members and new members being added to the team. Only after assessing the team for these and other possible changes should the design of the Swimming and Diving Team

Development Program be altered using the results and suggestions from the 2008-2009 Program Evaluation.

CHAPTER VIII

TEAM DEVELOPMENT PROGRAM ASSESSMENT OF THE FORMATIVE EVALUATION

Abstract

The purpose of this chapter is to assess if the Swimming and Diving Team Development Program Evaluation was successful in obtaining the data that was trying to be collected and what could be done better in the evaluation of the 2009-2010 program. Seven questions were specified prior to the execution of the Swimming and Diving Team Development Program Evaluation which, if answered, would indicate that the evaluation had attained its purpose. If these questions have not been answered or the answers are incomplete, adjustments to the evaluation or the program may need to be made. The seven questions are: 1 - To what extent were the student-athletes provided KSA's to assist with team communication? 2 - To what extent do the student-athletes believe they understand the communication KSA's? 3 - To what extent do the student-athletes believe they use the communication KSA's? 4 - To what extent does the coaching staff observe the team using the communication KSA's? 5 - To what extent do the stakeholders and the team development consultant understand where there are deficiencies in the student-athletes' abilities to use the communications KSA's? 6 - To

what extent do stakeholders and the team development consultant understand which methods the student-athletes found the most useful for learning the KSA's? and 7 - To what extent has the team development consultant received student-athlete and coaching staff reaction to the program? Each of these questions will be discussed individually.

1 - To What Extent Were the Student-Athletes Provided KSA's to Assist with Team Communication?

Throughout the 2008-2009 academic school year the student-athletes of the swimming and diving team were taught, shown and practiced seven communication KSA's during 15 60-90 minute team development meetings. This question was satisfactorily answered by Protocol 2 (How was the Swimming and Diving Team Development Program Implemented?) of the evaluation.

2 - To What Extent do the Student-Athletes Believe They Understand the Communication KSA's?

Protocols 3 and 4 (What have been the reaction of the participants and the coaching staff to the Swimming and Diving Team Development Program? and To what extent have the participants made progress toward the goals of the Swimming and Diving Team Development Program?) provided insight into student-athlete understanding of the communication KSA's and revealed that with the exception of calling and emotional time-out the student-athletes who responded to the questionnaires had an acceptable level of comprehension of the communication KSA's. The evaluation process satisfactorily provided information on the extent to which the student-athletes understand the KSA's.

3 - To What Extent do the Student-Athletes Believe They Use the Communication KSA's?

The student-athletes indicated the level to which they used the communication KSA's on the questionnaires disseminated under protocols 3 and 4 (What have been the reactions of the participants and the coaching staff to the Swimming and Diving Team Development Program? and To what extent have the participants made progress toward the goals of the Swimming and Diving Team Development Program?). The student-athletes who provided their feedback by returning the questionnaires indicated that they used or observed their teammates using six of the seven KSA's at least some of the time. Two student-athletes responded they did not know or had not used/seen used calling an emotional time-out. The evaluation satisfactorily gained information about the extent to which student-athletes believe they are using the communication KSA's.

4 - To What Extent Does the Coaching Staff Observe the Team Using the Communication KSA's?

The Program Reaction Sheet and the Program Evaluation Questionnaire (Coach) which were sent to the swimming and diving coaching staff under protocols 3 and 4 (What have been the reaction of the participants and the coaching staff to the Swimming and Diving Team Development Program? and To what extent have the participants made progress toward the goals of the Swimming and Diving Team Development Program?) provided a satisfactory understanding that to the extent to which the coaches understood and recognized the communication KSA's the coaching staff observed the team using the KSA's at least some of the time.

5 - To What Extent do the Stakeholders and the Team Development Consultant Understand where there are Deficiencies in the Student-Athlete's Abilities to Use the Communication KSA's?

Protocols 3 and 4 (What have been the reaction of the participants and the coaching staff to the Swimming and Diving Team Development Program? and To what extent have the participants made progress toward the goals of the Swimming and Diving Team Development Program?) provided satisfactory insight into how comfortable the student-athletes are using the KSA's and where there are challenges to be met during the 2009-2010 running of the Swimming and Diving Team Development Program.

6 - To What Extent do Stakeholders and the Team Development Consultant Understand Which Methods the Student-Athletes Found the Most Useful for Learning the KSA's?

This question was not answered by the Swimming and Diving Team Development Program Evaluation. One possible reason is that the Student-Athlete Single Meeting Reaction Form was not used during the evaluation process. However, if the methods of learning continue to be of interest to the stakeholders and the team development consultant the evaluation of the program should be altered to include learning methodology in a more direct way.

7 - To What Extent has the Team Development Consultant Received Student-Athlete and Coaching Staff Reaction to the Program?

The coaching staff response to the questionnaires was satisfactory with 3 of 3 returning the Program Evaluation Questionnaire (Coach) and 2 of 3 returning the Program Reaction Sheet. In future iterations of the evaluation it may be helpful for the team development consultant to make it more clear that feedback was being requested

from the coaching staff prior to sending out the questionnaires. In contrast, the response rate from the student-athletes was lower than expected with only 7 of 23 returning the Program Evaluation Questionnaire (Student-Athlete) and only 5 of 23 returning the Program Reaction Sheet. In future efforts to evaluate the team development program the team development consultant should make use of opportunities to request feedback during team meetings rather than relying on email for sending and receiving questionnaires.

Summary

Overall the evaluation of the Swimming and Diving Team Development Program was suitable in meeting the requirements of the stakeholders and the team development consultant and providing an understanding of where the program had deficiencies which need to be addressed before the program is initiated again. Additionally, the assessment of the evaluation has provided key insight into where the evaluation can be modified to be better aligned with the requirements of the stakeholders and the team development consultant.

CHAPTER IX

TEAM DEVELOPMENT PROGRAM RECOMMENDATIONS AND CONCLUSIONS

Abstract

The purpose of this chapter is to provide conclusions about Swimming and Diving Team Development Program and Evaluation and recommendations for similar programs. The design, implementation and formative evaluation of the Swimming and Diving Team Development Program takes into account the work completed over a single academic year from September 2008 through May of 2009. The conclusions and recommendations presented here are based on the data gathered in this limited timeframe and within the constraints of this dissertation.

Conclusions

Findings of the Evaluation

Following the completion of the formative evaluation of the Swimming and Diving Team Development Program four conclusions can be drawn. First the communication KSA's which were developed by the team development consultant were successfully taught and then used by the student-athletes of the swimming and diving team. Second, the team meetings which were held after the student-athletes understood the KSA's offered safe opportunities for the members of the swimming and diving team to work through some interpersonal conflict with the help of the team development

consultant. Third, the student-athletes and the coaching staff who responded to the questionnaires for the evaluation of the Swimming and Diving Team Development Program believed the communication KSA's developed, taught, demonstrated and used during the program to have been useful and beneficial to the team as well as to the individual members of the team. Finally, the student-athlete members of the swimming and diving team would like to see more involvement of the coaching staff in the next iteration of the team development program.

The first conclusion of the evaluation plan, the communication KSA's which were developed by the team development consultant were successfully taught and then used by the student-athletes of the swimming and diving team, is based on the self-report feedback provided by the student-athletes on their own use of the KSA's as well as the observed use of the KSA's by their teammates on the questionnaires utilized during the evaluation. Additional data supporting this conclusion was provided by the swimming and diving coaching staff on the evaluation questionnaires as well as the team development consultant's own observations of the team.

The second conclusion, the team meetings which were held after the student-athletes understood the KSA's offered safe opportunities for the members of the swimming and diving team to work through some interpersonal conflict with the help of the team development consultant, is based on the narrative feedback provided by the student-athletes on the Program Reaction sheet. Specific comments were made such as "the meetings were extremely helpful" and "the team was benefited by the sessions". In addition to these positive reactions the team development consultant observed the use of the KSA's to address interpersonal concerns during all of the team development

meetings. Based on the observed interactions between the individual members of the swimming and diving team at the end of the team development program it is the opinion of the team development consultant that the interpersonal relationships between the student-athletes benefited from the use of the KSA's as well as from having a designated meeting time to address interpersonal and team concerns.

The third conclusion, the student-athletes and the coaching staff who responded to the questionnaires for the evaluation of the Swimming and Diving Team Development Program believed the communication KSA's developed, taught, demonstrated and used during the program to have been useful and beneficial to the team as well as to the individual members of the team, is based on the responses from the student-athletes and the coaching staff to the questionnaires employed for the evaluation of the program. The feedback on the Program Evaluation Questionnaire from the student-athletes and the coaches indicated that the KSA's were being used and the narratives on the Program reaction sheets provided specific examples of the KSA's being used to reach a positive outcome. Additionally, the observations made by the team development consultant during her interactions with various members of the team also point toward the KSA's being valuable assets to the team.

The final conclusion, the student-athlete members of the swimming and diving team would like to see more involvement of the coaching staff in the next iteration of the team development program, is based on feedback from the student-athletes on the Program Reaction Sheet. The team development consultant agrees that the coaches do not appear to be as well versed in the KSA's as could be helpful and that efforts should be made to change the design of the program to be more inclusive of the coaching staff.

Findings of the Dissertation

It was concluded after implementing the evaluation plan of the Swimming and Diving Team Development program that the evaluation was practical to conduct and that its goals were successfully accomplished. However, future implantations of the evaluation should be timed to be conducted prior to the end of the spring semester for the purpose of gaining participation from more of the student-athletes in the evaluation process. The findings of the evaluation have been useful to the key stakeholders and the team development consultant. The findings provided a better understand of how the program was run, what was taught and how the swimming and diving team benefited from the program. Notwithstanding the low response rate to the questionnaires by the student-athletes the evaluation was successful in gathering feedback which suggests the evaluation was clear, practical and was appropriate for the program. In future implementations of the evaluation consideration should be made on how to gather information about the team meeting method for the dissemination of the KSA's if this continues to be of interest to the key stakeholders.

Recommendations for Similar Programs

In order to implement programs and evaluations similar to the one described in this dissertation it is prudent and necessary that qualified personnel be assigned to the project. A qualified individual should have formal graduate training in professional psychology or comparable field with a concentration in group development and sport/performance psychology as well as knowledge in the use and implantation of a structured Program Planning and Evaluation Framework such as Maher's (2000).

Additionally, it is advantageous for an individual who intends to implement programs in an athletic setting to be or have been a competitive athlete.

After selecting qualified personnel for the project it is essential to the success of the program that the key stakeholders are behind the implementation of the program and are willing to reinforce the use of the knowledge, skills and abilities utilized by the program. If this is found not to be the case during the clarification phase of the project consultants should consider the feasibility of moving the project forward.

There are a few things the team development consultant will alter in her next implementation of a team development program. One – team development meetings should be scheduled on a consistent basis throughout the academic year. Allowing the program to diminish in importance in the spring semester creates challenges in obtaining student-athlete commitment when the program is resumed in the fall. Secondly – it would be useful for a team development consultant to regularly observe the team during practice and during competition in order to gain insight into how the team interacts outside of the team development meetings. Additionally, attendance at competitions and practice is likely to assist the team members in accepting the team development consultant as a member of their support staff by providing proof of interest on the part of the consultant.

Lastly, it should be considered that the successful use of communication KSA's requires the unlearning of a currently used communication style and the relearning of new KSA's. This process takes time and requires practice within a safe environment under the guidance of a consultant trained in managing a group and the use of the

communication KSA's who is committed to helping the team as a whole and who has a personality capable of teaching and guiding in emotionally volatile situations.

Constraints of this Study

There are two main constraints of this dissertation; external validity and the subjective nature of the evaluation.

The external validity of this study is limited by the participants being limited in number (N=23) and having been chosen by their involvement in an NCAA Division I University swimming and diving team instead of at random. Additionally, this program was implemented with all female clients and no comparisons were made to a control group condition. The results of this study should only be considered worthwhile within the context of this program and the population it served and should not be generalized to a larger population. Finally, due to the limited number of responses from the student-athletes during the evaluation process (N=7) it can not be assumed that all the members of the swimming and diving team had the same positive experience with the program.

The evaluation data provided in this study relied on the subjective opinions of the student-athlete participants and the observations of their coaching staff. This method of data collection was chosen due to the temporal constraints on the study and the limited availability of qualitative methods of measuring group response to a change in communication KSA's. As such, it should be considered that coach and student-athlete responses could have been influenced by several factors, including but not limited to, trying to say what they believed the consultant wanted to hear, wanting to appear to be committed to the team development process, their most recent experience in using the KSA's or other concerns not taken into account by the team development consultant.

Summary and Final Words

This dissertation focused on the design, implementation and formative evaluation of a team development program for a women's swimming and diving team in a NCAA Division I university setting. The process of gathering information for the design of the program began in the spring of 2008 using Maher's (2000) Program Planning and Evaluation Framework. The program was implemented throughout the academic year of 2008-2009 and evaluated at the end of the spring semester in May of 2009. Based on the evaluation it can be concluded that the program was successful in providing communication KSA's which were useful to the student-athletes. Additionally the program and the evaluation were feasible within the limitations of the student-athlete's demanding schedules. Recommendations were made for similar programs including qualifications for personnel implementing a similar program, that team development meetings should be scheduled consistently throughout the program, that it may be useful for the consultant to observe the team during practice and during competition and finally that patience and time are required for teaching and learning new communication skills. The constraints of the program were its external validity due to the limited number of non-randomized participants and the lack of a control group as well as the subjective nature of the evaluation.

The process of designing, implementing and evaluating this team development program was a challenging but rewarding learning experience for the team development consultant. The greatest challenge was implementing a program without the support of the larger organization. The most rewarding aspect of the process was watching the swimming and diving team become more cohesive and hold each other accountable as

they learned to use the communication KSA's. The vast amount of knowledge gained by the team development consultant is not conferrable in the restricted space of this dissertation. The most notable realization was that the communication knowledge, skills and abilities developed and taught have had a positive affect on the lives of the individuals who participated in the program and that the program was valuable to the swimming and diving team as a whole.

It was a pleasure to work with the individuals of the swimming and diving team and their coaches. Additionally, the supervision support of the university's sport psychology staff helped make the swimming and diving team development program a success.

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APPENDIX A

Justifications for the Evaluation

Client Information

- Identification of individuals who should be involved in the evaluation, either as key stakeholders or informants or may be affected by its findings.
- Identification of the organization for which this plan was specifically designed.

Organizational Context

- Provides the situational factors within the organization and the program which were taken into account upon the design of the evaluation plan and which should be considered as the evaluation is implemented
- Additions to or subtractions of context information may necessitate adjustments in the evaluation plan at the time of implementation

Target Population

- Provides information in regard to the population the program was designed to support

Goals of the Team Development Program

- Provides the stated goals of the program as determined through individual and group interviews with the coaching staff and the student-athletes.

Evaluation Outcome Goals

- Provides outcome goals if the evaluation plan is implemented as designed.
- Goals were developed through discussion with the client and selected stakeholders

Program Personnel

- Provides the individuals/positions who will be required to have input into the evaluation process in order for it to be successful

Program sites/locations

- Provides the sites for which this evaluation plan was designed for use.
- Additions or subtractions of sites may necessitate change in the evaluation plan

Questions to be Addressed

- Provides the questions this evaluation plan was designed to answer

Data Collection Methods

- Provides specific populations for which the evaluation plan was designed
- Provides specific questions to be answered within those populations
- Provides methods by which evaluation data will be gathered

Data Gathering and Analysis

- Provides information on how the data obtained will be gathered and formatted
- Provides information on what analysis will be done on the data
- Provides information on how the outcome of the data will be communicated to the client and stakeholders

Personnel/Timeline

- Provides information on the minimum number of personnel needed to successfully implement the evaluation plan
- Provides an expected timeline for implementation of the evaluation plan

Evaluation of the Plan

- Provides questions that, if implemented properly, the client and key stakeholders should be able to answer at the conclusion of the program evaluation

APPENDIX B

How Do You Define The Word "Team"?

- A group of people working towards one common goal, giving their all towards their own individual responsibilities.
- A group working together as one unit towards common goals
- A groups cooperating together towards a common goal
- Built on trust and responsibility
- A group of individuals working together as one to achieve a common goal
- Respect
- Loyalty/trust
- Support
- Positive criticism
- People to look up to
- A group of individuals who come together as on for a common goal with great enthusiasm
- A group of people working with each other a common goal (this goal is prioritized over each person's individualized goals/achievements
- A cohesive unit that works together and accomplishes goals
- To focus on the task at hand rather than petty conflicts and distractions
- Team is a group of individuals who collectively work together in and out of their sport (job, ...)
- The foundation of trust will begin to build the team and once the foundation is set a team will be able to rise and become better and different than any other team

- Everyone working together for a common goal
- Support system and people that can help motivate you towards the common goal
- Synergy
- Trust
- Motivation
- Fun
- Family
- Accountable
- Having trust with one another
- Building relationships with teammates
- Working together to accomplish goals (Champ @ Big East!)
- Staying positive
- Helping each other during hard sets
- Encourage others
- Having a sense of unity
- A group of people working together towards a common goal
- A group of people with a common goal that support each other to reach that goal, despite individual differences
- A supportive group that gathers for a common goal
- A family
- To work together in unity and respect toward a common goal
- Helping each other and pushing each other along the way
- Being able succeed on a higher level

- Trusting others around you
- Putting all emotional and opinions of others aside in order to perform at the highest level

APPENDIX C

What Does A Healthy Team Look/Feel Like?

- A good team doesn't necessarily need to match to be a good team- a good team looks like a group of people who are comfortable with each other to have fun, but yet can tell the other members exactly how they feel about situations, whether they are good or bad.
- Can talk openly
- Can be serious but have fun at the same time
- Can tell they care for everyone and for the team as a whole
- Respect or friendship between members
- Appear united
- Look like they are enjoying the sport
- Look happy
- Look motivated and focused
- To support one another
- Look prepared
- Healthy relationships
- Staying positive
- Work together
- Encourage each other
- Give good criticism
- Strong relationships
- Encouragement of each other on a regular basis

- Being able to be open with each other when conflicts come up
- Having a coach who is very involved with his athletes and is open to outside ideas
- Respectful communication between members
- Minimal “talking behind others backs”
- Support and enthusiasm when things are going well AND when things are going bad
- Participation (unforced) by all members
- Cooperation
- Responsibility/accountability
- Trust
- Set goals
- Determined/focused
- Able to talk through problems
- People challenge each other in positive ways
- A cohesive unit (not necessarily in consensus)
- Vying for a common goal
- Being able to give and accept different opinions/criticism
- Respecting each other as teammates
- Respect
- Working together
- Communication
- Accountable
- Balance

- Positive momentum
- Loyalty
- Chemistry
- Trust
- Respect
- Focus
- When everything comes together you get the results you were looking for and accomplish the goals you set
- Helps each others get to those goals as individuals and as a whole
- Healthy competition
- Positive attitudes towards each other
- Respectful conflict
- Leave everything either in/out of the pool (don't bring problems in and don't bring other problems out)
- Trust
- One unit
- Encouraging
- Positive
- Push each other
- Happy for success of everyone for it makes the team better when everyone is doing their best.
- Communication
- Trust

- Support
- Positive criticism
- Encouragement
- Never losing sight of the goal
- Honesty
- Having fun
- Working hard
- Trust
- Respectful conflict
- Acknowledgement of the other individuals
- Supportive
- Focused
- Hardworking
- Find strength from each other yet when you get into the team everyone has individual things to work on that contribute
- When it is time to perform or practice everyone works towards the same goal regardless of opinions and emotional feelings toward the coaches or teammates.

APPENDIX D

What Does A Team With Limitations Look/Feel Like?

- A team with limitations may almost look like they are trying TOO hard to become a good team. They don't fully trust everyone when it comes to doing their part in working towards the group goal, but they like to tell themselves "everything is fine, I trust everyone." It seems like it is these situations where people try to "fake it till they make it" are the ones that fail.
- Can't accept criticism or give criticism in a mean way
- When the individual is more important (self glory, team doesn't matter)
- Not having goals
- Attitudes
- Ununited
- Disinterested/distracted
- Unmotivated
- Unhappy
- Unsupportive of teammates
- Tired
- Unprepared
- Unhealthy relationships
- Being negative during practice
- No encouragement
- NO TEAMWORK
- No motivation to achieve goals

- Not practicing efficiently
- Separate classes (i.e. – freshman hangout with each other)
- Often disconnected and don't express concern to one another when it comes up
- Allow problems to dwindle
- Have no form of communication during practice
- Tend to look down on people below them
- May have a good coach but do not take advantage of the opportunities they have to work with him
- Lots of internalized anger/resentment
- Lack of respect for teammates
- Feelings of forced cooperation
- Avoidance of addressing key issues
- Control/participation by a limited few members
- Everyone doing own thing (chaotic)
- Gossip/talking behind backs
- Feeling superiority over others
- Cliques
- Don't care
- Don't want to put in effort
- Nagging/ragging on others
- Narrow-minded thinking
- Fighting – not necessarily out in the open
- Tension

- Talking behind backs
- Not being able to respect as a teammate
- Bringing outside things into team atmosphere
- Stubbornness
- Not listening to people (just hearing them)
- Forgetting common goal
- Negative
- Everyone in it for themselves
- Disrespectful
- Disconnected
- Lack of understanding
- Focus on little things that aren't important in the end
- Afraid to confront others/have conflict
- Chatter/gossip
- Not able to joke around with each other
- Tangible tension that can be felt
- Unsure who is the leader
- Fighting
- No verbal support/cheering
- Everyone focused on own goals
- Cutthroat intra-team competition
- Chaotic
- No focus

- Not working together
- Not holding yourself or others accountable for actions
- Being divided ... a divided kingdom can not stand
- Not caring about the team unity or how we act
- Cliques
- Disrespectful
- Don't cheer for one another
- Not working towards a common goal but working towards all different individual goals.
- Chatter/gossip
- Unreliable
- Back stabbing
- "blind"
- Selfish
- Negative
- Stubborn
- Lack of communication
- Negativity
- No sense of togetherness
- Negative criticism
- There is no "I" in team
- Losing sight of the goal
- No trust

- Disconnection
- Tense
- Vulnerable
- Inconsistent
- Has issues understanding individual training needs and a need for individual autonomy
- Has issues with blame because it is easier to see who has a bad swim during a meet
- Trouble keeping everyone informed
- Tension is present – the common goal is not met because of this
- Communication is not present

APPENDIX E

What Topics Of Discussion Would Be Helpful For This Team To Discuss?

- Recruiting
- How each person handles meet stress differently (whether it's like to have fun and be loud, or need to sit and focus)
- How people react to failure. (Not everyone reacts the same to having a bad swim or a bad round of dives, and sometimes people need space or need support around them to make them laugh- everybody's different.)
- Being respectful and equal to everyone! Regardless if someone is slower or faster than you. Everyone is equal
- Respect
- Attitudes towards others
- Helping each other understand how we work as a team, delegating leadership, being able to say to someone “hey on this team, this is not how we do things...”
- Trust
- Goal setting (team getting along goal setting)
- Training goals and how we can help each other with them
- Ways to learn to understand where we have come from
- Ways to handle coaches and outside stress
- Getting along as teammates
- Weight issues – sports related
- Injuries
- Upperclassmen getting to know freshman more

- Cliques??
- Positive competition
- Team conflict with the team (not coaches)
- Accountability
- Helping people with respectful conflict (I feel like some people want to be able to confront someone but they are having a hard time doing it so they need some help)
- Eating, body image
- Respectful conversation around this area
- Respect about body issues
- Respect for coaches (communication with coaches)
- Injury accountability
- Respect for others especially elders
- More work on respectful conflict
- Ways to defuse tension when it develops/recognizing it
- Learning to better express feelings of concern
- Having the ability to tell your team what's going on with YOU! on any given day
- Active listening
- Keep building on the trust we started to establish
- Being able to deal with problems rather than let them fester or get out of control
- Disconnection sometimes
- Respect for freshman even though they are faster than you
- Is everyone fitting in

- Constructive conflict
- Where do we want to go
- How will we get there
- How can we be a better team
- What's bothering us
- Accepting that everyone is different (training, racing, etc)
- Personal confrontation: initiating and reacting to it
- Understanding/support for injured
- How to/when to talk with Chuck and understanding him/get him to understand you

APPENDIX F

What Are Some Of The Norms Of This Team?

- Be on time for everything & being early would be best
- Respect coaches & teammates
- Wear proper attire at practices
- Do everything you can do with everything you have
- Don't steal
- Always eat when necessary
- Go to rehab for injuries & just take proper care
- Don't drink (alcohol) when goes against team policy
- To be at practice
- To be on time
- To communicate injury, illness or scheduling conflict
- To respect others as teammates & humans
- To respect coaching staff & volunteers
- Respect teammate's boundaries, clarify if unsure
- Respect (communication)
- Good attitude
- Be at practice unless sick/injured/other serious reasons
- Be on time
- At meets – cheer/be supportive/engaged in the team
- First person here sets up hot tub
- Coach tells you to do something you do it

- Always heat/ice/weights/make-up
- At home – free game stuff
- At home – lock doors
- At home – talk to people in the room, don't just blow them off
- Training to one's ability – training levels may be different based on ability or injury but no matter whether someone is injured or not, still training to one's best ability
- Out of the pool: This one was recently violated. Respecting each other and if there is someone on the team that has good/bad connections with another person, avoid doing anything that may upset that teammate (hooking up for example)
- Hard work in the pool (toughing it out)
- Wearing the specified clothes in the weight room
- Wearing (school) attire at meets.
- Outside the pool – most people have the same musical & TV tastes (Because there are ways to bond)
- Showing up at practice everyday on time
- Respecting your teammates and coaches
- Avoiding situations, outside the pool, that can seriously alter team dynamics and opinions of one another
- Going to class and trying to get good grades
- Being accountable – not just in showing up to practice but in getting things done and being responsible about it.
- Community service (6pts)

- No drinking 48/24
- Come prepared to work hard
- If injured go to trainers
- Talk/communicate to coaches
- Respect each other on the deck/ weight room
- Teammates vs friends
- Complain to a minimum
- Come to practice and work hard – don't just go through the motions
- If you're injured tell coaches & team what is going on & what you're doing to fix it
- Freshmen don't really know anything about the team can't contribute even if they do swim fast & are a good teammate.
- Everyone is fully invested in the team & is doing everything in their power to make themselves & the team better
- Know about people's personal situations and respect where people are at & their situation
- Before involving yourself with someone's ex talk to them about it first
- No drinking 24 hours before practice or 48 hours before a meet & after Jan 1
- Attend all practices & team events. If you can't, let the team know in advance
- Respect of each others personal lives
- Trust that what happens at the pool or in a meeting at the pool stays the & does not get taken elsewhere
- Ability to separate social life from pool life

- Respect of each others opinions & ideas about something
- Show up for practice
- Give your best
- No drinking/partying before a practice or meet
- Be accountable for yourself/take care of your stuff
- Be respectful to team members/coaches
- Stay away from teammates boyfriends/ex boyfriends etc
- Be respectful of older team members. They are telling you things to help you & make the team better
- Be friendly, respectful – no attitude
- Don't advertise negative attitude
- Be on time
- Work as hard as you can, do what you're supposed to be doing
- Respect personal relationships – privacy *we tend not to
- Make personal issues team issues -> sexual
- Expect attendance & desire to be here
- Home – no talking before am practice
- Home – when a door is closed homework is generally being done
- Home – don't skip class
- Completing practice to best of ability
- Don't mess with boys that have other connections on the team
- Stand up for teammates
- Be on time to practice

- Make up practice when missed
- Everyone is working to the best of their ability in & out of the pool
- Everyone cares about everyone else (we don't have to be best friends, but at least teammates)
- Everyone wants to swim fast
- Everyone follows the rules set by (head coach) (24/48 hour rule, mandatory practices, be on time etc)
- Be accountable for showing up to practice on time and make it to each practice
- Support one another during practice
- Give people space when they need it
- Show up for recruiting
- Always be a team player
- Come ready to work hard
- Have a good attitude
- Respect each other
- Let people know what's going on with you (physically)
- Support one another maybe not just as friends but as team members
- We expect each other to train hard & smart
- We expect to win (division championship)
- We expect each other to be positive/healthy

APPENDIX G

How Are Team Norms Enforced?

- I really don't know, but we express disappointment by silence or by a general cold-shoulder
- I think it is easy for people to tell when another is upset by something that happened because there is a tension in the room that you can feel
- Gang up on them
- Accuse them
- Judge them for their decisions
- The person who breaks the rule is talked about, both to their face & behind their backs.
- The team splits into groups who side with or against the individual
- Tensions build and gossip increases
- Ostracizing
- Talking/gossiping
- Talking about rather than to
- Ask/talk in accusatory manner
- Isolate
- Gang up on people
- People become cold to each other
- Sarcasm
- Don't talk to them
- Vent about them with other people

- Bottle it up
- Isolation
- Chatter/talking/gossip
- Taking sides
- Speaking to them about it
- Hold onto things that have happened – not letting go
- Everyone gets involved
- People blow up at each other & just ignore one another
- No communication between the individuals involved
- People start to take sides who are not involved
- People ignore the problems & put them on the back burner
- Gossip about the person
- Doesn't talk to the person
- Is short/rude to them
- Involves coaches for punishment
- Gossip
- Gossip, no one says anything to enforce
- Talked down to, make them feel like no matter how hard they work they will never be as good
- I don't think there has been punishment just casual gossip
- Suspension from practice
- Team service
- Not allowed to swim in a meet

- Find out what's up with a person if they miss practice or something. Talk to them honestly about that
- Be honest with teammate if respect is broken
- Asked to comply
- Chatter
- Someone yells at another to work harder
- People don't say anything if one has different tastes, but one is left out & in order to join in one must be into the same stuff or get other people into something
- Ostracize
- Hurts a level of trust or makes you question that person
- It can cause cliques or people to go on ones person's side and ostracize that one person
- No heat/ice – looked at like you're not talking care of your body
- Bad attitudes (grudges)
- Not very nice (not supportive)
- Talk to (the head coach)
- Talk to the person
- Try to see both sides
- Talk about the people
- Evil looks
- Gossip
- Turning teammates against each other

APPENDIX H

Student-Athlete Single Meeting Reaction Form

Please do not put your name on this form.

If you have any questions about this questionnaire or how the information you provide will be used you may email (team development consultant name) at (team development consultant email address) or call her at (team development consultant phone number).

Today's Date _____

Please provide your reaction to today's meeting (thoughts, feelings ideas, etc). You may use any format with which you are comfortable.

APPENDIX I

Coach/Student-Athlete Program Reaction Sheet

Please do not put your name on this form.

If you have any questions about this questionnaire or how the information you provide will be used you may email (team development consultant name) at (team development consultant email address) or call her at (team development consultant phone number).

Today's Date _____

Please tell me your reaction to my involvement with your team. Specifically I would like to know your thoughts, feelings, what worked well, what could have been done differently, if you believe the meeting format we used is a useful way to learn communication skills, ideas for the future and anything else you would like to share.

APPENDIX J

ONLINE INFORMED CONSENT FORM

You are invited to participate in a research study that is being conducted by (team development consultant), who is a graduate student in the (University Graduate of Psychology program name) Department at (University name). The purpose of this research is to determine your use and/or your observations of the use by others of the knowledge, skills and abilities which have been taught in the team development program in which you have participated. Additionally, your reactions to the team development program design and implementation will be requested.

Approximately 23 subjects between the ages of 18 and 23 years old will participate in the evaluation, and each individual's participation will last approximately 30 minutes.

Participation in this study will involve filling out a meeting reaction form, a program reaction form and a program evaluation questionnaire.

This research is anonymous. Anonymous means that I will record no information about you that could identify you. This means that I will not record your name, address, phone number, date of birth, etc.

If you agree to take part in the study, your name will not be recorded at any time. There will be no way to link your responses back to you. Therefore, data collection is anonymous.

The research team and the Institutional Review Board at (University name) are the only parties that will be allowed to see the data, except as may be required by law. If a report of this study is published, or the results are presented at a professional conference, only group results will be stated. All study data will be kept for three years.

There are no foreseeable risks to participation in this study and you may receive no direct benefit from taking part in this study.

Participation in this study is voluntary. You may choose not to participate, and you may withdraw at any time during the study procedures without any penalty to you. In addition, you may choose not to answer any questions with which you are not comfortable.

If you have any questions about the study or study procedures, you may contact myself, (team development consultant), at the Center for Sports Medicine, (address, phone number and email address) or you can contact my advisor (dissertation chair) at the (University Graduate of Psychology Program name) at (address, phone number, extension and email address)

If you have any questions about your rights as a research subject, you may contact the IRB Administrator at (University name) at:

(address, phone number and email address)

Please print out a copy of this consent form for your records.

By participating in this study/these procedures, you agree to be a study subject.

APPENDIX K

Program Evaluation Questionnaire
(Coach)

Please do not put your name anywhere on this form

If you have any questions about this questionnaire or how the information you provide will be used you may email (team development consultant name) at (team development consultant email address) or call her at (team development consultant phone number).

Today's Date _____

Please circle the response you believe best fits the actions you have observed as it relates to the team over the course of the last semester. Feel free to write additional information on the back of this form.

1. I have observed a member of the team *speak from the "I"*

Never	Sometimes	Often	Always
-------	-----------	-------	--------

2. I have observed a member of the team *take space to understand her feelings*
before she spoke

Never	Sometimes	Often	Always
-------	-----------	-------	--------

3. I have heard a member of the team articulate her *internal dialog* ("that makes me think..." "That makes me feel...")

Never	Sometimes	Often	Always
-------	-----------	-------	--------

4. I have heard a member of the team *ask before providing feedback*

Never	Sometimes	Often	Always
-------	-----------	-------	--------

5. I have observed a member of the team *assume the positive*

Never	Sometimes	Often	Always
-------	-----------	-------	--------

6. I have observed or heard a member of the team use the *team vocabulary*

Never	Sometimes	Often	Always
-------	-----------	-------	--------

7. I have observed or heard a member of the team *call an emotional time-out*

Never Sometimes Often Always

8. I have observed a decrease in the amount the team uses gossip to communicate

Never Sometimes Often Always

APPENDIX L

Program Evaluation Questionnaire
(Student-Athlete)

Please do not put your name anywhere on this form

If you have any questions about this questionnaire or how the information you provide will be used you may email (team development consultant name) at (team development consultant email address) or call her at (team development consultant phone number).

Today's Date _____

Please circle (or bold) the response you believe best fits your actions or the actions you have observed as it relates to you interaction with the team over the course of the last semester. Please feel free to write additional information on the back of this form.

1. I am able to *speak from the "I"* in situations where emotions are running high.

Never Sometimes Often Always

2. I have observed my teammates speaking from the "I"

Never Sometimes Often Always

3. I have allowed *myself space to feel* before I speak

Never Sometimes Often Always

4. I have observed a teammate *allowing herself space to feel*

Never Sometimes Often Always

5. I have taken the time to *listen to my internal dialog*

Never Sometimes Often Always

6. I have heard a member of the team articulate her *internal dialog* (what that makes me think... That makes me feel...)

Never Sometimes Often Always

7. I have *assumed the positive* when receiving feedback from a teammate

Never Sometimes Often Always

8. I have observed a teammate *assuming the positive*
- | | | | |
|-------|-----------|-------|--------|
| Never | Sometimes | Often | Always |
|-------|-----------|-------|--------|
9. I use the *team vocabulary* to communicate with teammates
- | | | | |
|-------|-----------|-------|--------|
| Never | Sometimes | Often | Always |
|-------|-----------|-------|--------|
10. I have observed a teammate using the *team vocabulary*
- | | | | |
|-------|-----------|-------|--------|
| Never | Sometimes | Often | Always |
|-------|-----------|-------|--------|
11. I have *called an emotional time-out* when I thought one was needed
- | | | | |
|-------|-----------|-------|--------|
| Never | Sometimes | Often | Always |
|-------|-----------|-------|--------|
12. I have observed a teammate *call an emotional time-out*
- | | | | |
|-------|-----------|-------|--------|
| Never | Sometimes | Often | Always |
|-------|-----------|-------|--------|
13. I have enough trust in my teammates to speak openly about a situation
- | | | | |
|-------|-----------|-------|--------|
| Never | Sometimes | Often | Always |
|-------|-----------|-------|--------|
14. I believe my teammates have enough trust in the team to speak openly about a situation
- | | | | |
|-------|-----------|-------|--------|
| Never | Sometimes | Often | Always |
|-------|-----------|-------|--------|
15. I have decreased my use of gossip (*fire-storming*) as a form of communication
- | | | | |
|-------|-----------|-------|--------|
| Never | Sometimes | Often | Always |
|-------|-----------|-------|--------|
16. I have observed a decrease in the amount my teammates use gossip (*fire-storming*) as a form of communication
- | | | | |
|-------|-----------|-------|--------|
| Never | Sometimes | Often | Always |
|-------|-----------|-------|--------|

APPENDIX M

Informed Consent Form

As part of the dissertation requirement for her doctoral degree from the (University Graduate of Psychology Program name) (team development consultant) will be conducting a formative evaluation of her team development program with your athletic team. Responses are expected to number between 18 and 23 but will depend on participation.

You will be asked to fill out questionnaires about your use and/or your observations of the use by others of the knowledge, skills and abilities which have been taught in this program. Your reactions to the program design and implementation will also be requested. You will be asked not to put any identifying information on your reactions and questionnaires. All information gathered anonymously from individuals and the team and school name will be kept confidential. Outcome findings will be available to the group upon request.

There is no foreseeable risk, benefit or cost to you as an individual in providing this information and doing so should take you about thirty minutes.

You are in no way required to provide the information requested and you will not be penalized for not doing so. If during the process of providing information you become uncomfortable you may choose to not continue. You may withdraw from participation at any time without penalty.

If you feel any psychological distress from the process of providing this data you are asked to please contact (team development consultant) at the Center for Sports Medicine (phone number) or (dissertation chair name) at the (University Graduate Psychology Program name) at (phone number, extension and email address).

If you have any questions about your rights as a research subject, you may contact the Sponsored Programs Administrator at (University name) at:
(University name) Institutional Review Board for the Protection of Human Subjects
Office of Research and Sponsored Programs
(contact address, phone number and email)

Please acknowledge that you have read and understand this consent form

_____ (signature) _____ (date)

_____ (investigator) _____ (date)

APPENDIX N

Coach Program Reaction Sheet Responses

Coach Reaction 1

This has been an interesting process. I can't convey the amount of positive difference your work has been with our team. There has been an immense lessening of stress related to the tension that can grow from young women living and training together. The time spent has not always been easy to carve out and I think there needs to be time for coaches and swimmers to sit and vent as well. I'm not sure how to make all this work but anxious to take this next step.

You are truly artful in what you do and very, very effective. Frequently I'm in the "microwave mode" (get it fixed now!) and I doubt that's very effective. Thanks for all your GREAT work.

Coach Reaction 2

(Y)our involvement has made quite an impact on how our girls communicate with each other both one on one and in groups. I have been here (many) years and have never seen such a "calm" and friendly atmosphere. Their work with you in developing skills and techniques in conflict resolution has certainly paid dividends. As you probably know the year before you came was very difficult because they lacked those skills and prospective.

I think my senior diver; (name omitted) enjoyed her senior season without feeling like an outsider due in part to the fact that the team was more accepting. She has been injured since her freshman year and has not felt like she was a real member of the team. She would tell me that many of the swimmers didn't accept her as part of them. When

she came back for her senior season I wasn't sure how it would be for her, but it turned out to be a great experience for her both in terms of personal performance and her relationships on the team. I am happy for her.

I think the meeting times on Saturday were very convenient and never interfered with training in the pool. It was a good time to get everyone together in one place for a meeting. I have no idea what went on in meetings so I cannot comment on content, but I am certainly hopeful that you will continue your work with our team.

APPENDIX O

Student-Athlete Program Reaction Sheet Responses

Student-Athlete Reaction 1

I really believe that (the team development consultant's) involvement with the team helped a lot more than I think some of us give it credit for. Before becoming involved with (the team development consultant) and having team meetings the team was on a definite downward spiral, and learning how to communicate with each other really helped to pull us out of that. It took a long time though, way more than just a few weeks for it to really start kicking in. Being able to articulate our feelings in a safe and not hostile environment really helped with our communication as a team. In this way we could say what was on our minds, how things made us feel without fear of backlash or gossip. The only time things were difficult was when one person wasn't willing to be open with the team about how she felt. A team revolves so much around its individual members and their cohesiveness with one another that if just one person refuses to be involved it can throw off the dynamic of the whole meeting and team. I can honestly say now that, for me personally, I have gotten over feuds with team mates that I had once thought was impossible. I am not necessarily their best friend ever now but I have finally learned to respect them as team mates. Using more effective means of communication, such as speaking from the I really helped a lot. It's hard to say what could be done differently because I feel like we were at such a loss when we started that any form of opening communication and eliminating gossip probably would have helped the team.

Student-Athlete Reaction 2

I think you have helped our team drastically with being able to communicate better with each other. I find myself and I hear others constantly speaking from the “I”. When you came to our team, we were in quite the disarray with communication. We couldn’t communicate with each other or our coach. With your help, we learned to control our emotions and assume the positive and learn to communicate and solve our problems in a healthy manner. We learned a lot in the meetings although sometimes when our team had a problem, it wouldn’t be brought up or it would take until the end of the meeting to be brought up. A lot of the times, we beat around the bush. However, I think the reason people did this was because they weren’t sure if it should be known to everybody on the team or if they should resolve it on their own. I noticed that most problems that weren’t brought up the meeting were resolved quietly on the side. I think everybody took something from these meetings and applied it to their life and it has helped them communicate and understand people better.

I think that one thing that might have helped was to have our coaches sit in on some of the meetings. One problem we ran in to was that we had all this knowledge on how to communicate and we would go to our coaches to talk, and they wouldn’t respond back in an effective way. They never knew what was going on in the meetings which could be a good or bad thing. It was good in a sense because they didn’t need to know the issues or drama that was occurring on the team, but it was also bad in the sense they didn’t learn the skills we did. So maybe a solution to that would be to have meetings with just the team where we could talk about issues that the coaches don’t need to know and then meetings with the coaches.

Student-Athlete Reaction 3

Overall, I think the meetings were extremely helpful and I find myself better equipped and our team has had a lot less drama and less problems then ever before. We know to give each other space to cool off and get our thoughts straight before we confront someone and we know to warn them before we want to talk so we don't put them on the defense. I know we are more ready to take in our new freshmen next year then ever before and teach them the right ways to communicate and get along so we have a great season.

Student-Athlete Reaction 4

I think your involvement with the team was extremely helpful. I think there were a few times where we could have gotten more important issues taken care of (maybe spent too much time/too many meetings focusing on how we handle big meets right before (the Conference Championship) when there were some internal issues with members of the team). I understand someone on the team should have stepped up and said something about dealing with those problems because there would have been no way for you to know about them, but I think that was one of those moments where individuals on the team were afraid to say something because they didn't feel comfortable bringing them up. I also know negative issues were the last thing anyone wanted to talk about right before such a huge event, so it was definitely a sticky position to be in, which also could have been a reason nobody mentioned the issues when you asked us what we wanted to talk about. So maybe that is something we can work on as a team next year- being able to get to the point to feel comfortable with the team to not feel nervous or funny bringing up certain topics.

Other than that, I really think your involvement helped us as a team to not blow up at any point in the season from tension. People are starting to speak in the “I” more, and I know that I definitely have been able to talk about things in a way that I don’t think I would have been able to before. I also observed behavior from my teammates that showed they were really listening to things we were discussing in our meetings. I know I personally experienced some “arguments” with someone I consider to be one of my best friends (both on and outside of the team) in the spring, which without this training from you, I think really could have done some damage on our friendship. We had a few conversations where we were able to talk things out between us, and on two different occasions, we both were able to take time to ourselves to really think about what we needed to say before we jumped down each others throat. I witnessed one occasion from her where she actually waited until the next time to calm down and to think, and the other occasion I stepped back and took some time to myself before I spoke to her later on in the evening. I think before this training, neither of us would have known how to approach the situation, and it could have potentially had a huge effect on our relationship as friends. Things are now back to normal between us, which is great, because it’s almost like it made our friendship stronger knowing we can have our own points of views, but be able to talk about them and understand where the other is coming from.

So overall, I think there are some things we need to work on as a team, but I have noticed great improvement not only in myself, but also in my teammates. It was really great to see what we learned put into action. Though obviously it would have been nice to have not experienced the issues with my friend, it was really good to see how these sessions have helped and to see them put to work.

Student-Athlete Reaction 5

I feel that the team was benefited by the sessions with you. I still think there are some lingering problems but I know that things can't be perfect. There will always be problems on a team, but it is the way we handle them that makes a difference. I think that you have taught us how to deal with problems and confront people in a healthy way. Some people react differently to problems but you have given us skills that have helped us in many ways. I know that you have helped me in many different ways, like believing in myself and being able to trust my team mates. I feel that transition into college is always a difficult process but it is always better with a mentor by your side. My team did seem to get along better after learning how to express ourselves in a non-aggressive way. It was hard at first as people would try and say they would try in the meetings, and then disregard what was learned in the meeting, but it has gotten better. It worked well having a time when we could express ourselves knowing that what we said was not meant to be aggressive. It also helped having a mediator there. I feel like we need to have meetings with the coaches because a lot of the emotional stress is surrounding them- it would be great to have a time where we could communicate what is going on. Right now, it is very difficult to share that information with them and I also feel they might get a bit defensive about what was being said rather than take what is said and try to improve upon it.