

## An applied case study

### *Background*

This case study will examine an adult male regional rugby team, X who are now in their third year of operation under current management. Players in the team are recruited from division 4 and 5 of country A's' domestic rugby leagues, and due to the format of the leagues, these division make up the best teams of the region. Some players are also drafted in from nearby teams from other countries. The team train every week, and although are in no formal league, they have 12 friendly fixtures booked between August 2008, and June 2009. The coaching staff consists of a manager K the head coach J an assistant coach N, and two physiotherapists. Over the season, approximately 45 different players have attended training at some point, however, only 10-12 players attend training on a regular basis, but when the team is due to play a fixture, around 20-25 players turn up.

The manager initially requested some assistance from the university, so after getting in touch with him I arranged to meet him at a training session. However, this meeting did not go ahead as the team changed their meeting location without the manager informing me (see appendix 1). Instead, I spoke on the phone with the manager, and we discussed areas of possible development in the side.. I agreed to attend the next training session, dated 29<sup>th</sup> October, where I would meet both then management and the team. This report describes the time spent with the team from October to April, and an intervention which was applied to improve certain aspects of the team. Descriptions of meetings with the

team, and with my supervisor, as well as any written or verbal communications are included.

*Meeting 1 – Initial meeting (see appendix 2)*

The aim of this session was to meet both the management, and the team itself. In turns of the management I wanted to inform them of my intentions of working with them team, and my possible role within the team. I also wanted to introduce myself to the team, and explain my current situation in terms of studying at Bangor University. Furthermore, I felt that the players probably would have had very little or no previous experience of sport psychology, so a basic overview would be necessary to explain what it actually is. By talking to the management I also wanted to learn about the history of the team, and at what level they currently performed. Gardner (1995) suggests that it is critical that team psychologists understand that they are working in an organisation, and need to fully understand the organisations rules, administrative systems, goals, values and reporting structure, it was therefore important to gain this information on the initial meeting.

Before the training session began, I spoke to the management about the team, and how they currently operate. The manager stated that the team had gone through a tumultuous time prior to when we joined the set up in 2007. Since then, however, things have progressed. Following much communication with the country A's RFU, it has been decided that the team will go semi-professional in 2010, There is therefore a lot of pressure on the team to start performing. To help this, K has bought in J, the head coach,

who has had experience as a professional player and coach in the past. Although the standard of coaching experience is very high, the main problem highlighted was the lack of attendance at training. J said that the players are missing out on some quality coaching, because the standard of the coaches at the local rugby clubs is not good enough to be coaching regional standard players. Both J and K requested that it would be useful to understand why players are not coming to training. Although they understand that the players could be experiencing overtraining because they train with their clubs on Tuesday and Thursdays and then are expected to come to team X's training on Wednesdays, they do not quite understand why they chose to miss out on training which could seriously benefit them as players. Upon asking K how players are recruited, he said that the clubs have to nominate their players before they can attend team A training. I asked that is it because the clubs want to protect their best players from the problems that can be caused by overtraining, and asked K what his relationship with the clubs were, as Ravizza, (1988) reported it is important for consultants to understand organisational politics. K said that he had good relations with all but two of the clubs, and he often made contact with club coaches whilst he was running the line for his local club.

I then observed the training session, unfortunately, only 8 players were in attendance, so the coach decided that it would be more worthwhile if they were to have training indoors in the gym. Crash mats were put out, and the coach did some tackling practice with the team. I did notice that J seemed to constantly berate the players, giving out very little positive feedback. As a result, the players didn't seem to enjoy the session, and there was very little communication between the players throughout. At one point two players just

walked off, apparently going to see the physio. At which point J remarked “people just walk off, no bloody respect”. The session finished at around 9pm, and myself and another MSc student were introduced to the 8 players in attendance, and we gave an overview of what were able to do for the team. Due to the low numbers in attendance, we did make it clear to both J and K that we would need to be introduced to the rest of the team at the next session.

On reflection, some key points were highlighted in only the 1<sup>st</sup> session. It was obvious that attendance was a major issue, and there seemed to be some disagreement within the management about how they could go about solving this. It was also identified that there appears to be some sort of ambiguity associated with player recruitment, as I sensed an air of contention when discussing it with the coach and manager. Secondly, there was very little communication between the players throughout the session, suggesting that there may be a problem with cohesion of the team, and finally, J’s coaching style did not appear to suit the players at training, with a number of them looking particularly disgruntled at the constant negative feedback.

## Evaluation

I believed I did communicate effectively to the players in attendance, however, I was aware of the time, and as Partington & Orlick, (1987) suggest, your first contact with an athlete or team should be when they are relaxed and attentive, this was reflected as players were looking like they wanted to leave straight after training, so I didn’t have much of a chance to explain my sporting background as a rugby player. According to

Ravizza (1988), sport specific knowledge can be of great benefit in achieving acceptance from the client. Furthermore, due to the small number of players at the session, I do not feel as though the introduction to the players was sufficient. Next week I must ensure, that all the players get a chance to meet, me and perhaps can speak to me on an individual basis. The discussion held between the coach, the manager and myself was more successful. It is very important to establish a good rapport with team management as it is important to achieve approval of the coach before attempting to establish rapport with the team (Baillie and Ogilve, 2002). On reflection both the manager and the coach spoke fairly openly about the team, and their current situation. Although, upon sensing some tension in recruitment policies, I did back down somewhat, and perhaps it would have been an idea to probe further, although it must be remembered that Yukelson (1997) states that a practitioner must be aware of their limitations if they are to become a competent consultant. The next meeting is scheduled at the next session on the 12<sup>th</sup> November.

*Meeting 2 12/11/08 – initial meeting 2 (see appendix 3)*

The aim of this session was to introduce myself to the remaining players in the team, and to observe a full training session on the pitch. It is important to observe as many sessions as possible as Partington & Orlick (1987) reported that it is important to attend a number of training sessions to gain both credibility and an understanding of the demands the athletes face. Therefore, after discussing with my supervisor, it was agreed

that I would observe the team for a number of session before conducting any needs analysis on the team.

The session itself was held on the pitch, and 11 players were in attendance. J demonstrated that he is a very good technical coach, it is also evident that the players respect him. However, I did note a number of criticisms of his style of coaching. It would appear that he is very authoritative, and doesn't appear to use positive feedback at any point during the session. Instead, he is often very condescending, leading to the players becoming disgruntled at the abuse. At times he also focused on two players, leaving others to continue doing the practice until they were completely bored with it. Towards the end of one exercise J had spent 15 minutes with one pair, whilst the other players just stood around and chatted. From J's behaviour and according to Chelladurai and Saleh (1980) this reflects an autocratic style of leadership. This is further identified by the small amount of communication between the coach and players. Furthermore, the assistant coach N cannot appear to get a word in edgeways, and as a result it looks as though the players do not respect him as a coach. K, did not appear at all during the session, and it makes me wonder if the players realise what his role is at Team X.

After training I had a 20 minute discussion with the manager, where he discussed the problems he faced with managing the team. After noticing that team cohesion appeared to be lacking I enquired why the team didn't have any kit that identifies them with the regional side. Bearing in mind that attendance was low, I suggested that by having professional kit, the players would feel proud to be part of the squad, and other players

who have been nominated would feel more motivated and more likely to attend training. He agreed, and told about the issues he has had in gaining funding for kit. He told me that the WRU have refused to grant them extra funding, so they cannot afford to buy lots of professional kit. K then asked me if I could prepare a letter that he could take to the WRU council, which detailed how important kit is in creating a sense of team identity (Jackson & Smith, 1999) and the knock on effect this has on performance. (see appendix 4). I asked K to report on the success of this letter at the next meeting on the 19<sup>th</sup> November. I also spoke to K about the lack of team cohesion, and explained to him that it was simply because the players didn't spend any time together outside of training, in fact, most weekends they'd actually be playing against each other in the domestic leagues. Carron et al. (1982) defines team cohesion as a dynamic process that culminates in a group's tendency to remain united in pursuing its goals and objectives. These goals and objectives may be both task and socially orientated. I said told him how important it was to have social events outside of rugby to allow the players to bond. He agreed, but said that the players are not likely to give up more of their personal time just to socialise with a bunch of players they don't know so well. This may be true I said, but then suggested that he could try and combine a social event with training, or get the team to stay in a hotel before or a after a match. Time together on team buses, and team hotels could have a really beneficial effect on team cohesion (Cogan & Petrie, 1995). Again, he agreed, and said that he would look into arranging an away fixture with the possibility of organising a team hotel before the game. He also asked if I could put this in the letter, so that funds could be granted to help finance these types of events.

## Evaluation

The training session confirmed some of my initial thoughts on the issues within the team, and watching a full training session enabled me to observe the on-field relationship between the coach and the players. As observed in the previous session, there may be some issues in the way the coach coaches the team, in that it is not fully accepted by them. After the training session, my discussion with K was really useful. He talked very openly to me, and it appeared that he had a certain amount of trust in me. Trust is important as Tod and Anderson (2005) state that most practitioners consider a warm, trusting relationship to be a key determinant of successful therapeutic outcomes. However, he did make a number of statements that identified that he may be personally struggling with the role of manager for the team, in that he seems to have a lot of responsibilities, ranging from cleaning the kit in time for matches to securing funding for team. I suggested that he may need to start delegating responsibilities to senior members of the team, for instance by getting them to give players calls to make sure that they attend training. However, I did have to remind K of my roles and responsibilities with the team, and that they did not include helping him to manage his time. It is important for effective consultants to remember that they are not right for every consulting situation (Hardy, Jes & Gould, 1996). The letter that I sent to K seemed to be successful, and he reported that the council received it well, and had promised to release funding in the New Year for provision of new kit, and funds would be realised for the likes of team hotels. I felt that the letter was pitched at the right level, combining layman's terms and psychological research to point out the benefits of team identity.

*Meeting 3 19/11/08 – further observation (see appendix 5)*

This session was going to provide me with an indication of how the players respond a week before a competitive match. 16 players were in attendance this session, which seemed to put J in a better mood. However, this may be because the team have a match against Sale Jets next week, and not because the players actually want to come training. As a result of the letter I wrote for K to present to the WRU, they have sent the team some Welsh training tops. K remarked that he only had 22 tops, so he would give them out to the committed core of players before he gave them to players who just turned up for matches. The players seemed to respond positively to this, and seemed keen to know if they would be getting any more kit over the next few weeks

The training session itself was very good. J responded well to the higher number of players and seemed to put a good session together. Due to more players in attendance he was able to set up a number of game-specific exercises, which the players certainly seemed to enjoy more, they also seemed to be more focused on the task in hand, and the standard of play was higher. There were two particular incidents that did mar the training session however. One player repeatedly seemed to be dropping the ball. In response to this J shouted at the player “I’ve told you 8,9,10 times now.... Get your \*\*\*\*\* hands up”, Following this, one of the players got injured, at which point N swore at him asking him “what the hell are you doing?” It later turned out that this particular player had a reoccurring injury, and he shouldn’t have been training in preparation for the match against Sale Jets. This is two examples of how the coaches appear to be treating the players badly; according to the Coaching Behaviour Assessment System suggested by

Smith, Smoll & Curtis (1979) this type of feedback consists of mistake-contingent technical instruction and punishment, which is a poor way to provide constructive feedback. K informed me that the management are trying to get rid of the old school style of rugby by training with injuries, so that is why N got annoyed, he also admitted that J can be “uncompromising”. Again, this seems to indicate some discrepancies between how members of the management would deal with situations. I asked K if he would approach J and N about how they dealt with the situation, but he responded that he wouldn't as “there was no point, that is how they coach”.

#### Evaluation

It was clear that the prospect of having an upcoming game at 1) increased attendance at the training session and 2) increased the focus and quality of the session. To continue this kind of player commitment to training, perhaps the management should try and schedule more matches, however, upon asking K if this was possible he said it was hard enough to get the fixtures he already has. Apparently the clubs that he requests games off are to busy with their domestic fixtures to commit to further fixtures. During my chat with K, I got a sense of helplessness from him. It does appear that he is very committed to the team achieving the best it can, but he tries to take everything on himself, again, he needs to learn to delegate responsibilities. By getting some of the players to do some of the job may also increase player commitment to the team, as it would contribute to the autonomy the players feel they have in the team (Deci & Ryan, 1985).

The letter that was presented to the WRU has provided the team with some training tops, which all the players wore throughout the session. I believe that this also aided their focus, and again highlights the importance of team identity. However, although there was a lot of focus, there still seemed to be very little communication between the players. It seems to be emerging that the major issues associated with Team X are cohesion, team identity and leadership behaviours demonstrated by the management.

*Meeting 4 26/11/08 – game vs Sale Jets (see appendix 6)*

This was the first opportunity to see the team in action in a game situation. Interestingly 30 players turned up for the game itself, highlighting the problem that training attendance is very low. Also highlighted were the previous problems that were identified during training. During the warm-up, the team came out on the pitch wearing a mixture of clothing, rather than a kit supplied by Team X. This looked very unprofessional in comparison to the English Premiership reserve side, and as Greenlees, Buscombe, Thelwell, Holder and Rimmer (2005) suggested, opponents have been shown to be more confident at beating players who are not wearing sport specific kit. During the game itself, the players did not seem to communicate, and were acting as individuals rather than a team, for instance, going for the try, rather than passing it to a team mate in an overlap situation. The team were eventually well beaten by a score of 51-16. However, off the field, everything seemed well prepared for the game, ticket sales went well with attendance at the game at around 500 people. Refreshments were supplied, and a dinner for the players was arranged afterwards.

## Evaluation

It would seem that it is the on-field part of Team X that is lacking; perhaps they are taking on opposition that are of too high standard. Although they are meant to be a semi-professional side in two years time, that doesn't mean they need to set their goals so high this season. According to SMART goals, goals need to be realistic and attainable, and attempting to beat a side that train day in day out is neither realistic or attainable when Team X train with only around 12 players once per week. Unfortunately, I didn't have access to the team changing room prior to the match, next time this may be of benefit, as I would be able to observe the communication between the team before kick-off, and see how both the coach and team approach a big game.

### *Meeting 5 – observation of post-match training. (see appendix 7)*

16 players in attendance for this session, and after the poor loss last week, the players even seem pretty positive. J ran a good session, using mainly game situation drills throughout, which the players seem to prefer. N approached me today to ask for some advice of how to help a player. He told me that the hooker was using a poor technique to throw the ball in and he wanted to correct this. He said that he had tried to get the player to imagine it, as well as showing him videos. N mentioned that the player is very kinaesthetic, and always likes things to be explained to him by way of how it feels. I suggested that the N give the player a medicine ball to practice throwing in with. Then get the player to watch a video of a successful throw-in whilst he was practicing it himself. By this way he would feel the actual technique required to throw the ball in successfully.

It was noticeable throughout the session that the players are beginning to communicate more, and there seems to be more changing room banter before and after the session.

## Evaluation

I feel that I now am beginning to gain the respect of both the players and the coaches. N hadn't actually spoken to me before this occasion, so it was really good to see that he approached me for some advice to help with his coaching. Orlick and Partington (1987) suggest that a highly effective practitioner is "very applied, and has useful practical suggestions to make". The players are becoming a lot more focused now, and it would appear that J has slightly adjusted his style of coaching, introducing more game-like drills, which the players respond well to. I asked him why he had changed his approach to training and he informed me that, in the early part of the season he had to try and get the players out of the bad habits they are getting taught at their domestic clubs. He said that the quality of coaches in the Welsh leagues is very poor, and before he can teach the players about how Team X are going to play the game he has to get them out of their bad habits. This goes some way to explain the reason he approached the training in a technical manner in the early stages of the season, and also why he seemed to get very frustrated with the players when they made mistakes. Now that he has drilled the bad habits out of the players he can coach them the way he wants to coach, and start applying game situations to the drills. I feel that now I have gone some way to gaining the respect of the players, it may be appropriate to use an intervention. Over the last few sessions the key areas to look at have been cohesion, team identity, attendance at training, and finally

leadership style of the coaches. However, after my conversation with J, I suspect that the instances of poor coaching behaviour was more due to his frustration at the type of training he was having to do, however, the last two sessions have shown improvement because he is starting to train the team in the way he wishes them to play. Therefore, I will now discuss possible needs analysis and interventions with my supervisor in the areas of cohesion, team identity and attendance.

*Supervisor meeting – needs analysis planning (see appendix 8)*

The aim of the meeting was to discuss the observations that I had made over the last five sessions, and to decide what kind of needs analysis would be useful to conduct on the team bearing in mind that an intervention would need to be conducted. It is clear, that a lot of the problems stem from poor attendance at training, furthermore, the team is not very cohesive. I was working with another MSc student, who decided that he would focus on a qualitative analysis of the reasons why players did not attend training (see appendix 9). I, on the other hand decided that I would focus on the issue with cohesion. Cohesion in sports teams can be affected by a number of moderators; situational factors, leadership factors, team factors, and personal factors. There are two types of ways in which a team can be cohesive; social orientation, and task orientation. Social orientation refers to the feelings and emotions players have towards one another, whilst task cohesion refers to the common goals the players may have. It has been identified that there is a significant moderate to large relationship between team cohesion and team performance (Carron, Coleman, Wheeler & Stevens, 2002). From the observations made, it would appear that team factors in terms of attendance, and the players having little

knowledge of team goals is having the greatest contribution to a lack of team cohesion, and this is having a knock-on effect on performance, both whilst training, and whilst in competition. To identify if this was the case, and to show that the team was struggling with a low amount of team cohesion, it was suggested that I examine cohesion levels by administering the Group Environment Questionnaire (GEQ;). (see appendix 10).

### Questionnaire

The GEQ is a tool used to assess cohesion in sports teams on 4 subscales. It can pinpoint a lack of cohesion on an individual, and group basis, as well as a task and social aspect. This results in four different subscales. Attraction to group – task, attraction to group – social, group integration – task, and group integration – social. The tool is made up of 18 questions, and has been shown to be valid by Brawley, Carron and Widmeyer, (1987) & Li and Harmer (1996). The use of it in this case study will help determine where the problem lies in terms of the team's lack of cohesion.

### Evaluation

I feel that it was useful to spend a number of sessions observing the team, as this gave us a full insight into the problems with the team. It also allowed us to be accepted by the team, and make the likelihood of any suggested intervention being accepted by the team (Partington & Orlick, 1987). During our discussion, it became apparent that there were many problems within the teams, however, it is important to remember that you can't tackle every problem at once, and often, by solving one problem it can lead to a knock-on effect of other problems. It was decided that if we can have some sort of affect on team

cohesion, and attendance then a lot of the other problems will iron themselves out, for instance J's frustration during training was caused by a low attendance, and having to fix bad habits of players. The GEQ is an effective tool to see as it will allow me to identify the key points where cohesion is falling down, although I expect it to be in the social subscales. Once these key areas are identified, I can go ahead and design an intervention which will increase this dimension of the GEQ and therefore increase team cohesion.

*Meeting 6 25/02/08 – game vs Worcester Warriors (see appendix 6)*

This match was approximately 3 months after the first one. And although they lost 74-3, performance-wise there was some improvement from the first game, however, the same issues appeared to resurface in terms of identity. Again, the team came onto the pitch wearing their club kits. It wasn't until ten minutes later when K ran onto the pitch and started giving all the players grey t-shirts to warm-up in. Although the kit wasn't official professional kit, wearing the same colours whilst warming up may have been beneficial, weren't it for K telling the players to change into the t-shirts whilst on the pitch! Furthermore, when the teams lined up for the team songs, the difference in team cohesion between the teams was clearly demonstrated by the body language of the players (see fig 1.).



However, during the teams line-up, and whilst they met the mayor of Colwyn Bay, J beckoned me over to the touchline. He said that all this meeting with delegates was interfering with the players' state of mind. He asked me if I could work on something that could instantly bring these players mindsets straight back the game in hand, and being really fired up as the whistle blows for kick off.

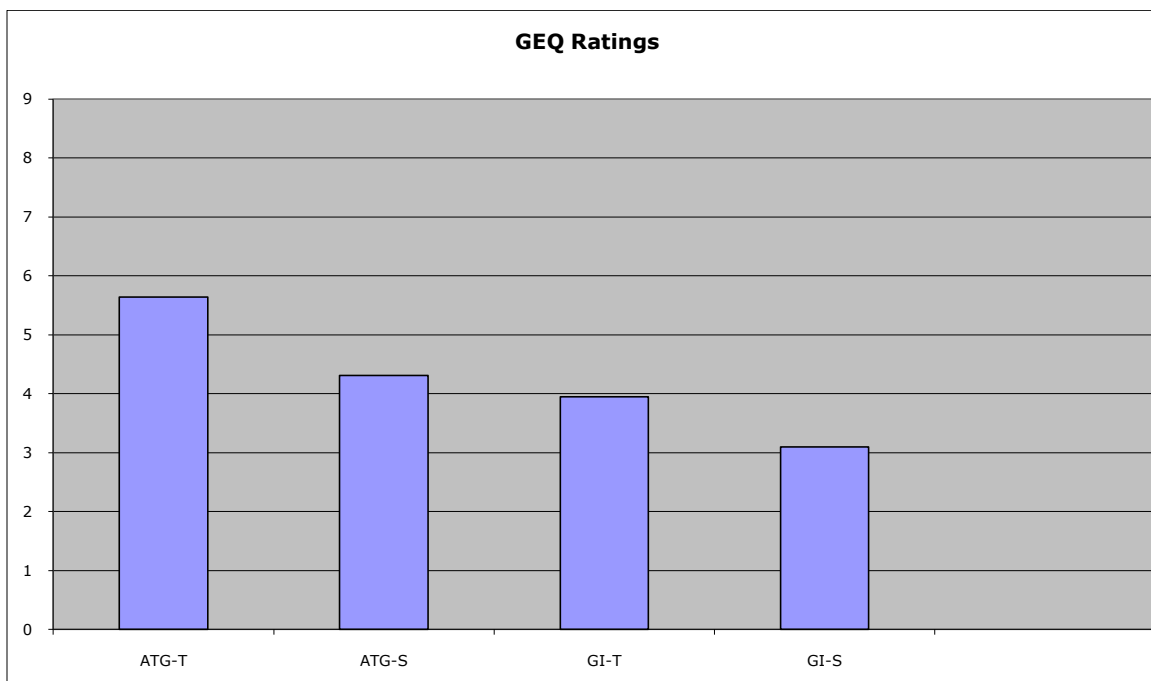
#### Evaluation

Again, issues with cohesion have been highlighted. The pictures in fig. 1 will be used in the presentation of the results of the GEQ next week to highlight the problem visually.

It was really great for J to approach me, especially only minutes before kick off of a really important game with another English Premiership Development side. However, this kind of work is out of my scope for this particular instance. But if I were to continue working with the club, then I would try and develop techniques that can immediately increase the players focus, just prior to kick off. However, his approach at this time suggests that he is keen to use me as a sports psychologist to help the Team X team. Partington & Orlick, suggested from a regression analysis of their consultant evaluation form that a trusted consultant needs to attend 2-3 competitions when working with a team.

## Results

I attended a training session on the 18/02/09 to hand out the GEQ to the players. I managed to collect result from 16 players, which I was pleased with considering the average number of players that attend training. As I handed them out, I reinforced to the players that their answers were confidential, but the main results would be presented in two weeks time during the training session. I did this so the players would attend the session to gain the full benefit of the intervention process. Below are the results from the GEQ.



*Fig. 2. Results of the GEQ questionnaire for Gogledd Cymru.*

As expected, the results of the GEQ show some very low values for cohesion. In particular, the group integration subscales show some worryingly low scores. This suggests that the players do not feel that they all have a common goal, perhaps because

they are not being made salient enough by the management. See appendix 11 for results of my fellow MSc student's qualitative study.

*Meeting with supervisor – discussion of results (see appendix 12)*

It was discussed the clearly an intervention which could lead to an increase in group integration at both a social and task level is required. The results from my fellow MSc students qualitative questionnaire indicated that there were many reasons players didn't attend training that we wouldn't be able to change, i.e, family/work commitments, getting paid to play etc. So it was going to be a hard task to increase both attendance and team cohesion. One idea that was suggested was a 'bring a friend' day. This would entail the current players bringing a friend from their domestic club along to a particular training day. We believed that this would be effective because the players have indicated a good level of ATG-T, which suggests that they want to train with a high standard of player, and of coach, and they therefore would want to protect this high standard. Moreover, because they want to protect the standard, they would only select friends who they know would have the potential to succeed in the Team X team. Furthermore, the coaches would have a say who would come to future sessions, as this bring a friend day would almost act as a trial for new players. Once the session was over, the coaches could contact those who they would like to see again, this would be a more direct approach to getting new players training with the squad. By getting more players into the squad this would increase group integration on a social level, as some players would already know each other, and furthermore, by using almost a trial situation, it was a more structured approach to welcoming new players.

The best way to apply this intervention was to hold a team meeting and present the results from both the qualitative and quantitative questionnaires. We discussed that because so many players had indicated that they played for Team X to improve their skills, to improve Team X and to play at a higher level, by presenting these results to the players it would actually lead to more group integration. If the players were shown beliefs from other players that were congruent to their own then they would believe the team has higher levels of complementarity and increase their belief that they are similar to other players. As suggested by Zander, (1971) the unity of goal pursuit refers to the need for clearly communicated team goals, and according to Carron (1982) this communicated team goals leads to an increase in team cohesion. This would lead to an increase in group integration of the task subscale.

So a presentation to both the management and team would take place at the next training session. According to Deci and Ryan (1985) and the self-determination theory, it is important that individuals have some sort of autonomy over decisions. Therefore, we decided that it would be best to try and get the team themselves to suggest the intervention of 'bring a friend'. This would involve us designing a presentation that would 'lead the team down the garden path' so that they would then automatically think bring a friend would be the best way of increasing their team cohesion and attendance. Because they would have come up with the idea, they would be more likely to put more effort to ensuring it went successfully, by selecting as many appropriate players from their domestic clubs as possible.

## Evaluation

The meeting provided some really interesting discussion points, but it did prove difficult to decide an appropriate intervention that would increase attendance and cohesion. We agreed that the bring a friend idea would work in theory, however I did have some reservations of how the management would respond to this. I knew that the team had a number of games coming up over the next few weeks, and I was concerned that J would not want any more of his time for training wasted. Considering he only has 2 hours per week, any alterations to his training schedule could frustrate him. Nonetheless, it was a good intervention and it could greatly benefit the team in the long run. Upon voicing my concerns to my supervisor, it was decided that we could approach the management before we did the presentation to test the water. If they didn't like the idea, then we could still present the results, but try and encourage a positive atmosphere for discussion between the management and the players. By doing this we could try and brainstorm alternative ideas for increasing attendance and the performance of the team.

### *Meeting 7 04/03/09 – presentation of results (see appendix 13)*

During the match the previous week, I had arranged with J to present the results of the questionnaire to the team and the management. He reluctantly agreed, but said that I could only present after the training session. This concerned me, as I knew a lot of the players like to head straight off after their session, so I was worried that many of the players wouldn't stay for the presentation. Nonetheless, I had no choice and agreed that I would present after training. I arrived early at the session on the 4<sup>th</sup> March to go through

the content with the management before presenting it to the players. However, only 12 players were present at the session. Because of the low number of players, J told us that we could get on with our presentation. So we set up the equipment and proceeded with presenting the results, and a possible intervention (see appendix 14 for presentation slides). When finished, the players responded very well, and after some discussion, one player suggested our intervention of bring a friend could work. However, it was at this point that J entered the discussion, and he essentially rejected the proposed intervention. He then proceeded to explain to the players the current selection policy, which had changed since the beginning of the season. He explained to the players that they would now stop recruiting from the local area, as he believed that the current core of players were the best that they could get. He was also not prepared to spend more time retraining the players out of their bad habits. He continued by saying that players are now to be recruited from other areas, and will bring in 'ringers' to play the matches, and as momentum builds, and players begin to get offered contracts a core squad will develop. J spoke for about 10 minutes on the role of the current players, and club policies that had been developed over the last couple of months. This was a bit of a breakthrough, and for 45 minutes after, a large discussion took place between management and players. I acted as a mediator between the two, and tried to keep it a positive environment for open conversation. All the players got involved, and they all appeared to react positively to it. After about an hour, I summarised the meeting, asking the players and the management individually if they had anything else to say and gave them feedback on how I thought the session had gone. J then told the players to go and get changed and they had a short training session. The session seemed very positive, and is probably one of the best

sessions I have seen with the team. After the session, both J and K approached me and apologized for rejecting our ideas. I told them it wasn't necessary, as I believed that the meeting was a very positive. They also agreed, and thanked me for the opportunity for the team and them to speak openly about Team X.

### Evaluation

When J told us to get on with the presentation it left us in a bit of a difficult situation. We had planned to show him first, to allow for any comments he had about the results or the intervention itself. However, we had to present before the training session, so weren't as well prepared as we could have been. Furthermore, J then rejected the intervention. I then had to think on my feet and tried to steer the presentation into a discussion where the management and team could freely talk about their opinions of the team and its policies. Although I was under pressure, I feel as though this meeting went really well. The players all reacted very positively, and they all got involved in the discussion. Although our original intervention was rejected, I believe that this meeting actually acted as an intervention itself. J pointed out the roles that the attending players had in the development of the club, and they were the club legacy, the players behind it all. This seemed to reinforce the players positions within the squad, and I would suggest that this led to an increase in the group integration – task subscale of the GEQ. Carron and Hausanblas (1998) suggested that by fostering an environment characterized by clear communication, cohesion, and motivation towards common goals, coaches can facilitate the pursuit of optimal sport performance. This group discussion provided clear lines of

communication, motivation towards the common goal of Team X achieving in regional rugby, and finally, if proven by an increase in the subscales; an increase in cohesion.

Following the presentation and discussion I handed out the BASES group session feedback sheet to get the both the players' and managements views on the presentation itself (see appendix 15). I felt that the presentation went OK, I think I demonstrated an understanding of the issues within the team, however, I would say that I feel my pace was perhaps a little too fast, and considering some of the players have English as a second language this is something I certainly need to consider in the future. The presentation itself didn't lend itself to discussion, but obviously the team discussion led on after the presentation, but very little of the presentation content was discussed to the rejection of the intervention. Both the players and the management gave me good feedback, with organisation, motivation, performance and ability highlighted as my strongest areas. One player remarked that my use of teaching aids was poor, but no further comment was made as to why this may be. Overall I was please with the presentation, but in the future I need to prepare more thoroughly, and consider the audience that I am presenting to.

I will now suggest to my supervisor, that this meeting should act as an intervention, and I would now like to redistribute the GEQ to monitor any changes in the subscales

*Meeting with supervisor – discussion of presentation (see appendix 16)*

This meeting was arranged prior to the presentation to discuss the results of presentation, and to take the next step towards the bring a friend intervention. However, the intervention had been rejected, and I wanted to get my point across that I think the discussion following our presentation acted as an intervention itself. I told my supervisor that I think the meeting opened the lines of communication between the team and the management and allowed them to make team goals more salient. This would then lead to an increase in team cohesion, particularly with reference to the subscale of group integration – task (Carron et al, 2002). Furthermore, the team members that were present were informed as to why they are important to the current set-up. This I believed would increase the group-integration subscales of the GEQ. It was therefore suggested that I reissue the GEQ group integration subscales to the team at the following session to evaluate if the meeting acted as an intervention to improve cohesion.

Evaluation

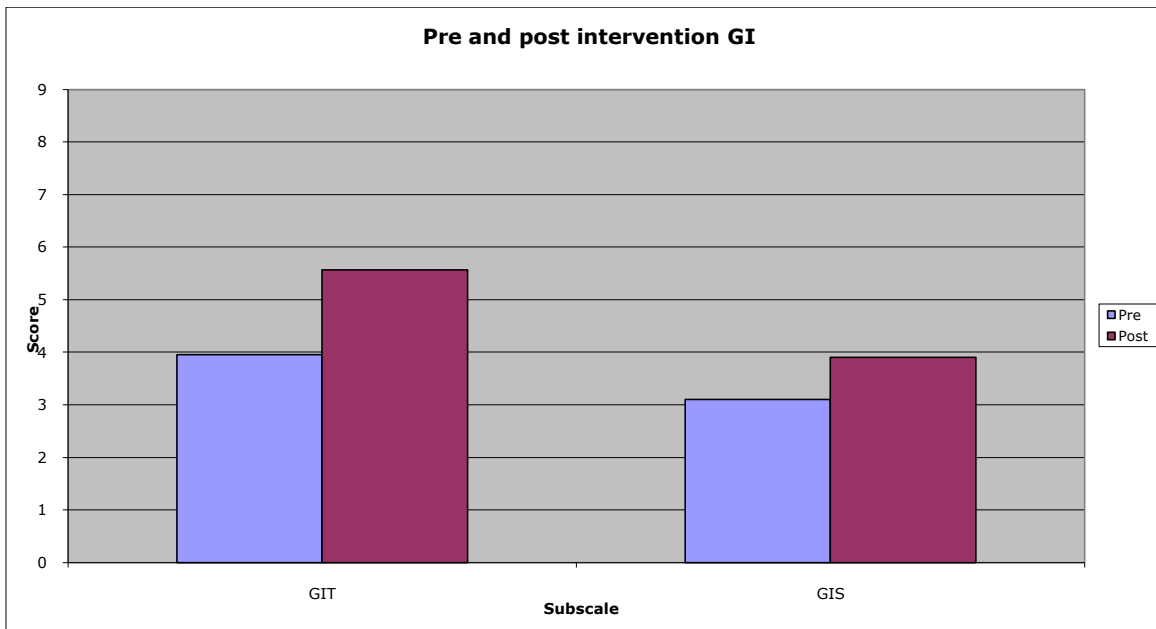
I was pleased with the result of this meeting, as I had observed the positive effect the presentation and subsequent discussion had had on the players and the management. I therefore remained positive that I would see an increase in the group integration subscales of the GEQ.

*Final meeting 12/03/09 – reissue of GEQ and summery of results*

The aim of this meeting was to redistribute the GEQ, reassess the scores of the GEQ and inform the management of the effectiveness of the meeting. I also wanted to thank the management for giving me the opportunity to work with them, and to give them the sport psychologist consultant evaluation form (Partington & Orlick, 1987) for my own professional development as Partington and Orlick suggest that it is important to strive to improve effectiveness as a sports psychology consultant (see appendix 17).

After gaining the results, I had a conversation with both J and K about what the team discussion had achieved. I pointed out that the meeting was just over an hour long, yet it has produced some great results for group integration, particularly with respect to the task sub scale. I suggested that although it was successful, the results wouldn't be long term, and that it was important to continue the work towards the team becoming more integrated. I suggested that every time a new player comes and trains he should be given a booklet, which details how the team has been formed, it's policies, regulations, fixtures and a motivational blurb at about how important it is for the Team X region to have high quality rugby. He agreed that this was a good idea, and that we would have one in place for next season. I thanked him for the opportunity to work with the team and asked him to fill out an evaluation form for my development.

## Results



### Evaluation

It would appear that the team meeting acted as a successful intervention for Gogledd Cymru. By opening up lines of communication, the players learnt how Gogledd Cymru would be operating over the next 2 years in terms of player recruitment. The coach reinforced that all the players were part of a legacy for N. Wales, and stated what the aims of the team were. This has successfully led to an increase in group integration-task. Furthermore, the meeting allowed for the players to bond, and begin understanding what values each player held in regard to the operation of Gogledd Cymru, and the team goals have been made more salient. (Carron et al, 2002) This has also led to an increase in team integration-social. Another contributor to this particular subscale is that the team all stayed at a hotel prior to the game on the 21<sup>st</sup> March. This was organised as a result of me suggesting that staying at a hotel would be more beneficial for the team than simply

travelling on the morning of the game. I am really pleased to see an increase in group integration. Especially considering the comments made by the coach in the presentation. If I were to continue to work with the team then I continue to suggest simple suggestions about how to increase group integration, particularly with respect to the social aspect.

### Overall evaluation

In terms of my practice as a sport psychologist with the Team X team, I asked K to fill out the sport psychology consultant evaluation form, and received some very positive feedback for my time. Generally he said that I fitted in well with the team, was positive in attitude, flexible and provided clear solutions to any problems. One thing of note that I will need to consider with other clients is trying to apply my knowledge to the actual sport. However, I do feel that I did make some attempt with this, but it was mainly with the coaches rather than the manager. In hindsight it would have been useful to get the opinion of the coaches as well as the manager to give an overall view of how I may have been helpful to the team. I feel that the team meeting was successful at increasing team cohesion and I was able to provide a number of small suggestions when required which has been suggested as another characteristic of an effective consultant by Hardy, Jes and Gould (1996). I thoroughly enjoyed my time with Team X, and although at sometimes it proved to very difficult due to the fact that they are a team with problems both on and off the pitch, which is supported by Gould, Murphy, Tammen, and May, (1991) who reported that consultants working in team situations rate them more difficult and with

significantly more variables than working with individuals. I feel that it has really helped me learn to think on my feet and deal with difficult situations.

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## Appendices

### Appendix 1

Session:  <b>Preliminary Meeting with Team X</b>
Date/Time/Location/Attendees:  <b>15/10/08 7.30pm Eirias Park, Colwyn Bay</b>
Outline:  After emails between myself and K Morgan (head coach of Team X) Myself and Lorcan (other Msc student working with coaching staff of team) arranged to meet with the team at the first training session. We arrived at the location at 7pm for a 7.30pm start. However, the team were not on the pitches, or in the sports hall. We asked the Sports Centre staff if the team were anywhere else but unfortunately they replied they were not. Unfortunately, after waiting until 8.15pm we left the training ground, only to be rung by K at 9.15pm, who explained that they were having a big team meeting in a meeting room. K and myself then discussed some basic information about the team, and perhaps some areas that Lorcan and myself could work on. The next meeting has been set for the 29 <sup>th</sup> October, where we will observe the team in training.
Reflection:  It was very irritating to find that the we missed a large important team meeting as it would have been useful to start to understand the relationship between the team and the coaching staff. Apparently the meeting focused on what the team were now to do on the pitch to get to the next level. During the phone conversation with K he explained that the last season had been focused back room issues and developing the team on an administrative side, however, this season he really wants to get things going on the pitch. K was very apologetic for not informing us of this meeting so we would know where to find them. I think next time we arrange a meeting with the team it might be best to explicitly ask K where the training is going to take place, to prevent any further mishaps. However, the conversation with K on the phone did provide us with some useful information on the team, their targets for the year and some potential areas we could work on; particularly in regards to team motivation and commitment.

## Appendix 2

Session:  <b>1st Meeting with Team X</b>
Date/Time/Location/Attendees:  <b>29/10/08 7.00-10pm Eirias Park, Colwyn Bay, Team, Myself, Lorcan. K (Manager), J (Head Coach), N (Assistant Coach), Physios</b>
Outline:  First training session properly attended. The goal of the session was to be introduced the players so that they were aware of who we were, and also to simply observe the session, try to start knowing the players, and study their participation, as well as the coach's training session
Reflection:  Unfortunately, the weather was particularly bad this evening, so training was changed to being held indoors in the sports hall. Only 8 players were present at the session, which appeared to let down the support staff that were present at the session. We met and chatted to K, mainly about our and the team's background. We then observed the session being held. J was leading the session, and they focused on tackling practice. I did notice however, that he seemed to berate the players constantly, only providing negative feedback. Furthermore, the session seemed to be planned for more than 8 players, perhaps suggesting that J was not taking into account the fact that some players would not turn up. On further investigation K reported that attendance is very poor. 44 players have trained at some point this season, but only a few of them turn up each week. This is something we should keep an eye on, as there must be some reason why players do not attend. The players didn't seem to particularly enjoy the session, two of them dropped out after about an hour to go and see the physio. J later complained to K that they had no respect because they didn't let him know they were going to see the Physio. The session ended, and we were introduced to the players, however, as only 8 were in attendance, we made it clear to K that we would need to be introduced at the next session on the 12 <sup>th</sup> November.

## Appendix 4

Session:  <b>2nd Meeting with Team X</b>
Date/Time/Location/Attendees:  <b>12/11/08 7.00-11pm Eirias Park, Colwyn Bay, Team, Myself, Lorcan. K (Manager), J (Head Coach), N (Assistant Coach), Physios</b>
Outline:  This session was to held outside on the pitch, and we got to see the players in action. The aim of this session was similar to the last in that we wanted to introduced to the players that were not at the previous session, and we wanted to observe the entire training. We also wanted to chat to K and J about the team as a whole and their views on it.
Reflection:  Again, a poor turn out at the session as only 11 people were in attendance. The session began without a warm-up and players went directly into a tackling skill practice. The session was arranged well as the skills were developed as the exercise progressed. J clearly is a good technical coach, however there are a number of criticisms of his style of coaching. He is very authoritative, and does not use positive feedback in any way. He often condescends the players, who clearly are put off by his constant abuse. This is clearly an area we need to focus on. He spent a good proportion of the session with 2 of the players who were doing an exercise, leaving the other players to their own devices. After around 15 minutes of the same practice, these players stopped, and just started to have a chat, not continuing on with the practice. J didn't notice this and continued to focus on these two players in particular. It was noted throughout the session that players were getting bored of the skills very quickly, and J didn't appear to be taking any of this into account. N the assistant coach could not get a word in edgeways whenever new practices were being explained, and eventually left without notice. K remains to unseen at the side of the pitch, and one wonders what the players think his role is at the club. Lorcan and I were to ask to players to be part of our effective coaching module, looking at the relationship between the coach and themselves. After the game we asked the players to fill out a CART Q, and a performance profile for them, and for their coach. I was allocated with Stef Morgan, who provided some interesting results in terms off the effectiveness of the coach. Our suspicions were confirmed as we found J was rated

very poorly for empathy by Stef, but very high by himself. This is clearly an area to work on. Following the questionnaires I had a discussion with K, about the possibility of any kit, as the players did not have anything to identify them to the Gogledd Cymru team. Apparently funding was not being released without good reason, and he asked me if I could put together a report stating how important team identity is, in terms of providing training kit, and also social events for the players. The discussion with K proved to be very useful, and I found that we really are finding some issues with the team, and have also identified some possible resolutions.

## Appendix 5

Session:  <b>3rd Meeting with Team X</b>
Date/Time/Location/Attendees:  <b>19/11/08 7.00-9.30pm Eirias Park, Colwyn Bay, Team, Myself, Lorcan. K (Manager), J (Head Coach), N (Assistant Coach), Physios</b>
Outline:  Again, the aim was to observe the training session, and make notes of any areas in which there appears to be problems
Reflection:  16 players attended this session, and with the match against Sale Jets in just a week, the management were hoping for a bigger squad. Players who have been in the team since beginning of 2007 were given Wales training tops as they walked in. K remarked that he only had 22, and it was only after he given the tops to the original core group of players before he would give any to players who had been turning up recently. This seems to be a positive step to providing the team with some identity. The report that I had written was received well, and K reported that the finance committee had taken it into account and will be providing further funds to provide training kit for the team. Furthermore, I reported that he believed that team identification was an issue, and that it could be a possible target for an intervention.  The training session was very good this week. Perhaps it was because of the performance profile from the previous session, but J appeared to be more empathetic towards players, and the session was much more focused on game situations. As a result the players seemed very interested throughout the session, and a good standard of play was evident. Again however, N caused a problem by having a go at a player who had accidentally got injured. K pointed out to us this player shouldn't really have been training because of this reoccurring injury, which a fair enough point as it may now have put him out of the team, but N dealt badly with the situation by swearing at the player. J also swore at a player because he kept on dropping the ball. "I've told you, 8, 9, 10 times now...." There is clearly issues with the way coaches are treating the players.  Our observations have identified that team cohesion and identity need to be addressed, as well as looking at the roles, effectiveness and leadership styles of the coaches. Myself and Lorcan will present these ideas to our supervisor to decide on what should be made a priority.

## Appendix 6

Session:

**Team games v Sale Jets & v Worcester Warriors**

Date/Time/Location/Attendees:

**26/11/08, 25/02/09 7.30pm Eirias Park, Colwyn Bay**

Outline:

Observed the team playing two games, one at the beginning of the season, and one halfway through. Very obvious difference between the two games, however there are still things to work on.

Reflection:

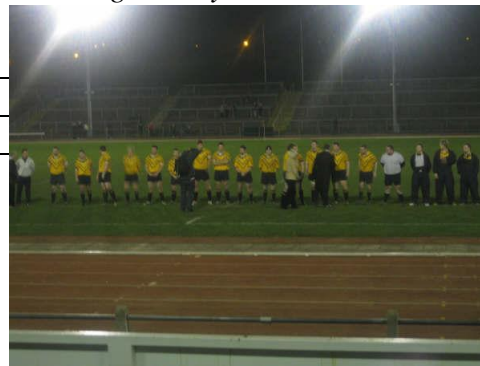
1<sup>st</sup> Game: Simply observed the game. I was noticeable to see that the players were playing like individuals, and not working together as a team. Furthermore, 30 players turned up for the game, when the average attendance to sessions have only been around 10. It is important for these players to attend the training sessions if the team is going to improve.

2<sup>nd</sup> game: Improvement from the first game, probably as a result of the improvement in the training sessions over the last few months. However, before the start of the game, the team came out on the pitch wearing all different types of club clothes rather than the same warm-up kit. K has tried to prevent this occurring by giving the players grey t-shirts to warm up in, however some of the players are not wearing them. I took pictures of the two teams before they started the game: see below, Clearly cohesion is still an issue. I will use these pictures in the workshop next week to highlight these problems. One interesting point. Whilst the teams were lining up, J called me over to ask me if I could find a way to get their concentration before kick-off. He said that the players were ready to go 10 minutes ago, but they had been delayed to start the game due to various introductions (Mayor of Colwyn Bay). J asked if there was a way in which the players could do something and immediately be in the correct frame of mind to play competitive rugby.

*Worcester Warriors*



*Gogledd Cymru*



Appendix 7

<p>Session:</p> <p><b>5<sup>th</sup> Session with Gogledd Cymru</b></p>
<p>Date/Time/Location/Attendees:</p> <p><b>03/12/08, 7.30pm Eirias Park, Colwyn Bay</b></p>
<p>Outline:</p> <p>Observation session of training after the loss to Sale Jets 51-16.</p>
<p>Reflection:</p> <p>The session was very good today. Had 16 players at training so J was able to run a variety of drills. Breakthrough with N the assistant coach who approached me to ask for some advice about training a player. He told me that the hooker was unable to use the correct technique to throw in, as he had become so accustomed to his way of throwing the ball. N said that he had tried to get the player to imagine it, and had also shown videos, but to no avail. N also said that he is quite a kinaesthetic player, in that he often has to be shown what to by actually doing it himself, particularly with scrimmaging and rucking positioning. N said that the ball needed to have a higher trajectory. I suggested that it would be useful to practice using weighted ball, such as medicine ball. In this case, the hooker would watch a video of the technique, whilst performing it with a medicine ball. He could then use imagery, and imagine feeling himself throwing the ball in. N said that he would give this a go, but he seemed very happy with the suggestion. I feel that I am now starting to gain the respect of the coaching staff and players. They are beginning to open up with now, and appear to be keen to learn how to improve.</p> <p>The team is beginning to talk to each other more, and there is more changing room banter before and after the game.</p> <p>Need to arrange a meeting with Stuart to establish an intervention for Gogledd Cymru.</p>

## Appendix 8

Supervisor:	Stuart Beattie	Supervisee:	Richard Collins
Report No:		Date:	05/12/08

Context/Event/Key people involved:  
Supervisor Meeting with Stuart/Myself, Stuart & Lorcan

What happened/Content: Discussion of needs analysis, and possible interventions as a result of any questionnaires.  
Initially we discussed what we had observed in the team, We pointed out the poor team environment in that there was not bonding between players, and they all seemed to be like individuals with no common goals. We also discussed the possibility that it for this reason that attendance at training was so low. It was decided that we would issue the team with the Collective efficacy questionnaire, and the GEQ to the team, and base any interventions around any issues that were highlighted there.

Reflections:  
The discussions of the observations we had made were useful. We had spent a lot of time observing the team and had noticed a lot of problems. However, it is important to note that you can't fix everything in one go, so by focusing on the issues of collective efficacy and cohesion, we will be able to deal with one overall problem, which, however may resolve a number of the smaller problems. The GEQ was a good questionnaire to recommend, as this will really allow us to pinpoint the areas in which the team is falling down. Based on those results we should hopefully be able to make a really effective intervention, which will lead to an increase any of the subscales which are very low.

Impact: What have I taken away from this experience? What are my consequent action plans?

To collect and collate data for the collective efficacy scale, and the GEQ. Once this has been done, a meeting will need to be arranged to discuss a possible intervention.

Supervisor's Comments;

Supervisor's signature:

## Appendix 12

Supervisor:	Stuart Beattie	Supervisee:	Richard Collins
Report No:		Date:	24/02/09

Context/Event/Key people involved:  
Supervisor Meeting with Stuart/Myself, Stuart & Lorcan

What happened/Content: Discussion of interventions as a result of findings from CE Inventory, and the GEQ. After presenting the results to Stuart it was clear that an intervention needed to be provided that focused on increase group integration at both a social and task level. However, it was very difficult to find a suitable one as the results of a qualitative questionnaire carried out by Lorcan pointed out that there were a lot of things that we simply wouldn't be able to change. i.e player contracts, problems coming to training because of work etc. So we tried to focus on an intervention that was simple to construct, yet would lead to an increase in team cohesion, and increase the turnout to training. We decided on 'bring a friend' day. This would entail the current players selecting players from their clubs that they think would be good enough to play for Gogledd Cymru. They would then bring the along to a pre-arranged training session. If the coaching staff liked what they saw then they would simply ask them to come back the following week. This would lead to increase in group integration-social as players would know each other, and would start socialising more. Furthermore, by welcoming players into the team, the players would begin to become more integrated.

Reflections:  
This meeting provided some really interesting discussion points, however, it was very difficult to decide on a suitable intervention that we could employ in a few weeks. We also realised that we couldn't simply tell the coaching staff and players to have this bring a friend session, but we would have to try an lead them down the line to get them to suggest it. I thought that this might be quite difficult, especially as I knew what the coaches were like. Also, with the fact that the team and a number of games coming up over the next few weeks, I was pretty sure that J would want all the time for training. However, this was really the only solution in which we would be able to successfully apply an intervention to increase CE and cohesion in the time we had. If it didn't prove to work then at least we would have an opportunity to have a chat with players and management and perhaps to try and get them to communicate more, as this also seemed to be a problem.

Impact: What have I taken away from this experience? What are my consequent action plans?

To plan a presentation that presents the information from the CE questionnaire and the GEQ.  
Work out a way in which the team would actually come up with 'the bring a friend' solution.

Supervisor's Comments;

Supervisor's signature:

## Appendix 13

Supervisor:	Stuart Beattie	Supervisee:	Richard Collins
Report No:		Date:	29/03/09

### Context/Event/Key people involved:

Presentation to Gogledd Cymru Rugby team/Team and Coaching Staff present/held at Eiras Park, 7pm, 12/03/09

What happened/Content: The training session the week before I had organized with the Coaching staff to attend the training session on the 12/03/09 and present to the team the findings from the cohesion and GEQ questionnaires. J had agreed, but only after the session. We arrived early at the session to go through the content with the coaching staff before presenting it to the whole team. However, only 12 players had turned up. J then told us we could get on with it straight away, meaning we had no chance to check it over with him. So we set up the projector and proceeded to present the findings and suggested an intervention (see slides for content). When we had finished, the players responded well and started to suggest ideas for how to improve the GEQ scores. One player mentioned the Bring a Friend day. However, at this point J spoke up and proceeded to tell the team about what stage the team were in recruiting new players. In other words, he rejected our idea about bring a friend as he stated they have moved on from trying to recruit from the N. Wales area. Although it was unfortunate that our intervention was rejected, J spoke about structure, recruitment, the roll of the current players in the room, and what ensured was a discussion lasting a little over 45 minutes. During which the players were informed exactly what was happening with the team. Myself and Lorcan acted as mediators between the coaching staff and the players, aiding the conversation and promoting an open environment. All the players got involved with the conversation, and I felt that it perhaps could have gone on for longer. However, the team had a game in a week, and so I wrapped it up my summarising all what was said. The training session then started and all the players seemed to respond very well. I believe it was the best session I have observed as all the players seemed very motivated and focused. After the session, both coaches came up and apologised about rejecting our intervention. However, I assured them that this was not necessary and that I thought the meeting was very successful and that I believed it would have had a great affect on the integration of the group, particularly with task integration.

### Reflections:

Initially, when we had planned to show J the content first, it would allowed us to prepare for any comments that they might have. However, we were asked to do the workshop

before the training due to the relatively small number of players present. I found myself in quite a difficult situation as when we presented our intervention and J said that it is not the way that Gogledd Cymru are able to operate. We then had to think on our feet, and instead try and promote an open environment where the players could discuss their concerns. We were able to successfully steer the meeting into a team discussion, and I was pleased how I was able to react under pressure. Although our intervention was rejected, I believe the meeting acted as an intervention in itself. None of the players were aware of how the management were operating the recruitment process, and by having a team discussion, they began to appreciate the situation that the team are in. J also pointed out that the players were vital to the development of the team, and when the club turns professional they will be its legacy. The meeting reinforced the players' positions within the team, and any concerns about selection were discussed. I believe that this will have improved the group integration subscales of the GEQ

Impact: What have I taken away from this experience? What are my consequent action plans?

I was pleased with my ability to think on my feet but it is important to ensure that plans are stuck to, and not get swayed by management.

To redistribute the GI subscale of the GEQ to examine if the meeting acted as an intervention to increase the GI subscales of the GEQ.

Appendix 16

Supervisor:	Stuart Beattie	Supervisee:	Richard Collins
Report No:		Date:	05/03/09

Context/Event/Key people involved:  
Supervisor Meeting with Stuart/Myself, Stuart & Lorcan

What happened/Content: Discussion about the intervention and how to construct the case study. It was discussed that the 'bring a friend' idea was not accepted by the coaching staff, as it did not reflect the current stage in their strategy. Other solutions were discussed

Reflections:

Going into the meeting I was aware that I was going to be stuck for a full intervention, as the 'bring a friend day' was not accepted. Adding to that, the team had two more matches coming up in two weeks, and therefore, I would not be able to provide another intervention. However, after the very positive feedback I had received from the workshop, and the response of the players to the very good training session that was held after the workshop, I suggested to Stuart that the meeting had acted as an intervention in itself. By opening the lines of communication between the coaching staff and the players, I believe that I will see an increase in group integration, particularly with reference to task group integration. It was therefore decided that I return to the next training session and redistribute the group integration subscales of the GEQ. If an increase is observed then it can be suggested that the meeting did work as a intervention. This would demonstrate the true value of communication, especially in this environment when players are brought in from around the country and perhaps are not so familiar with the other members of the team, or familiar with the structure of the club.

Impact: What have I taken away from this experience? What are my consequent action plans?

Redistribute the group integration subscales of the GEQ.  
Communication is very important in a team environment.

Supervisor's Comments;

Supervisor's signature:

