

**PLANNING, IMPLEMENTATION AND EVALUATION OF A TEAM-BUILDING  
PROGRAMME IN A FEMALE YOUTH FOOTBALL TEAM: AN ACTION  
RESEARCH CASE STUDY**

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## ABSTRACT

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It is believed that teams who work well together perform better. Frequently this requires an outside influence, which has been called team-building (TB). TB is a multivariate process and, therefore, should be studied as a multivariate issue. The current study focuses on understanding and describing the use of TB methods rather than directly investigating the effectiveness of the programme. Thus, the purpose was to describe the planning, implementation and evaluation of a TB programme. The present action research case study followed a 32 female junior football players for 8 months. The multivariate approach was used as a TB method, and included team and individual goal setting, performance profiling and role clarifying. Data was collected using a research diary, a player's reflective sheet and two quantitative tools, Group Environment Questionnaire and Perceived Relatedness Scale. Results revealed that the programme was beneficial for the players and the team. The study confirmed the importance of spending time developing personal rapport and assessing the needs of the team. Finally, the results of the study support the multivariate approach as an effective TB programme method. Hence, future studies could be aimed at validating this approach in different countries or levels of competition.

Keywords: team-building, group cohesion, female football, action research

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## 1 INTRODUCTION

Life is a team sport. The challenges we face in the micro society of a sport team reflect the interactions we face daily, either in personal or professional life. To win, to lose, to cooperate, to compete, to support, to disagree and to communicate are skills inherent to life and sport. If life is a team sport then I am team player, and I see the relevance of my team sport participant background as one important contributor to the structure of my personality. What, empirically, was always assumed by me, Gould and Carson (2008) confirm in their article about teaching life skills through sport. When one joins a team, it is likely that positive social norms are enhanced as well as changes in perceived competence, locus of control, self-worth and autonomy. However, this assumption does not automatically result from mere participation. These skills are taught, not caught.

The development of a well-functioning group or team has been, during the last few decades, one of the core interests among the professionals in organizational and sport settings. It is believed that teams who work well together perform better. However, this often requires an outside influence to help teamwork (Rovio, Arvinen-Barrow, Weigand, Eskola, & Lintunen, 2010, 2012). This outside influence has been called team-building and it has been defined as a process of team enhancement or team improvement for task and social purposes (Brawley & Paskevich, 1997) which can be characterized as planned, longitudinal, and dynamic (Yukelson, 1997; Rovio et al., 2010). This narrative starts with the definition of group dynamics and its influence on the organizational background; flows to the adaptation of team-building to sport settings and the way it has been researched; and finally, describes a paradigm shift in the research which occurred in the past years.

### 1.1 Group Dynamics and Team-Building: History and Definition

O'Connell and Cuthbertson (2009) present group dynamics as the scientific study of human behavior in groups, the formation and development of groups, the group processes, the individual and collective behaviors, and the interaction of groups with others, including individuals, other groups, and society at large.

Beer (1976) developed his working in the field of organizational environment. He defined team-building as a process by which members of a group diagnose how they work together and plan changes which will improve their effectiveness. Liebowitz and DeMeuse (1982), described it as a long-term data-based intervention in which work

groups engage in experimental learning. The aim of such learning is to increase their skills for effective teamwork.

Team-building became a popular topic when many companies and organizations realized that a united group would be related to increases in work efficacy and, consequently, in profit. As a result, the main source of literature directly concerned with team-building comes from organizational background. Brawley and Paskevich (1997) studied this context and characterized team-building as a method of helping a group to increase effectiveness, satisfying the needs of its members or improving work conditions. According to the authors, the objective of the team-building intervention is to create a more controlled and rapid process of change or improvement than would normally occur by trial and error. The aim of team-building research is to identify controlled, targeted approaches to intervention that would produce not only valid, but also reliable and cost-effective results.

Yukelson (1997) confirmed this perspective when he defined team-building as an ongoing, multifaceted process, in which group members learn how to work together for a common goal and share pertinent information regarding the quality of team functioning, for the purpose of establishing more effective ways of operating. The same author presents that, in most organizations, the main reason for building a better team is the need for interdependence, to improve performance and develop a sense of teamwork and solidarity within the work. He concluded that team-building, in the business and industry context, comes from a clear vision of what the group is striving to achieve and is tied to commitment, teamwork, collaboration, and mutual accountability. Yukelson (1997) claims that a team-building programme should focus on communication, teamwork and performance, that is, talking openly about needs and feelings, recognizing everyone's role in the process and working for common goals.

Brawley and Paskevich (1997) tell us that even though the research has flawed methods and designs, vague reports and lacks definitional clarity, some theoretical approaches are identified and they focus on, goal setting, interpersonal relations, role expectations and managerial grid. The authors review these four approaches and define them as they are used on the organizational context. The goal setting model brings a group closer to their objectives by identifying individual and group goals. The interpersonal relations approach diagnosis interpersonal problems and develop mutual support and trust that permits a sharing of feelings and open communication. The role expectations approach aims to clarify roles of different members of a team in order to

reduce unnecessary competition, conflict, and ambiguity. As a result, more energy is assumed to be available for task-relevant behaviors. Lastly, the authors highlight that, of the four approaches to intervention, the managerial grid is the only one which allows participants to partake in team-building without the aid of a consultant. The purpose of managerial grid approach is to develop, through participation, a group which simultaneously emphasizes concern for production as well as for people.

## 1.2 Team-Building in Sport

According to the review article made by Rovio et al. (2010), the concept of team-building was first introduced in sport psychology in 1997, when the *Journal of Applied Sport Psychology* dedicated an entire issue to the topic. This special issue aimed to place the origins of team-building into industrial and organizational psychology, and position the consequent adaptation into sport settings.

The review made by Rovio et al. (2010) evaluated the effectiveness of team-building in sport and identified the ways in which research has been carried out in sport settings. Concerning the effectiveness in sport, the findings indicate that team-building had a positive influence on the functioning of sport groups and teams. Most studies point to improved cohesion as one of the main outcomes and measures of team-building programmes.

In relation to cohesion, Smith & Smoll (1997) identify it as one element of the positive interpersonal environment and psychosocial growth and describe it as the total constellation of cognitive, affective, motivational and behavioral processes that occur within a particular team as leaders and members interact with one another and experience various types of outcomes. Benefits of high cohesion include fewer dropouts, higher levels of self and team confidence, better understanding of self and others, improved task orientation and a constructive influence on task performance. When related to the coaches' sphere, team-buildings seem to improve coach-athlete relationship and develop better communication skills of the coaches (Spink & Carron, 1993; Dunn & Holt, 2004; Holt & Dunn, 2006; Voight & Callaghan, 2001; Alonso, Kavussanu, Cruz & Roberts, 1997; Bloom & Stevens, 2002; Newin, Bloom & Loughhead, 2008).

Concerning the ways to implement a team-building programme, various approaches have been suggested, classified either as direct or indirect. Yukelson (1997) classifies a



direct approach when it is meant to reflect a "hands on" approach in working directly with coaches and athletes while incorporating the process associated with team-building. In an indirect approach a consultant might train a coach or trainer to do the intervention or work indirectly behind the scenes through the coach or team.

Smith and Smoll (1997) described team-building techniques that are communicated to youth coaches in the Coach Effectiveness Training programmes in the form of behavioral guidelines. An indirect intervention becomes relevant when the team climate is influenced by the leadership style created by specific coaching behaviors. Cognitive behavioral methods can be employed to train coaches to relate more effectively to young athletes and to create higher levels of mutual support among teammates. These factors should contribute to a more positive and cohesive team climate. The same indirect intervention design is approached by Carron et al. (1997), in their programme developed with coaches as programme developers.

Regarding direct interventions, Yukelson (1997) considers three important prerequisites: assessment, awareness, and confidentiality. Firstly, the team-building consultant should avoid coming in with any preconceived notions, or thoughts of presenting some type of "canned programme" to the team. Rather, they should design an intervention based on the goals and current needs of the team or organization they are dealing with. Thus, the team-building consultant needs to spend a great deal of time being around the team, observing, listening, talking with coaches, athletes, trainers, and support staff to become more aware of the organizational dynamics surrounding the team. Furthermore, the team-building consultant needs to be aware of his/her own strengths and weaknesses, and to be a competent detached observer. Finally, the team-building consultant should not share what has been said in team meetings with other individuals or teams, for this is the quickest way to lose the trust and respect of the team with which you are currently working.

Yukelson (1997) suggests that in any design of a team-building programme seven elements need to be considered: (a) shared vision and unity of purpose; (b) collaborative and synergistic team work; (c) individual and mutual accountability; (d) positive team culture and cohesive group atmosphere; (e) team identity; (f) open and honest communication processes within a team; and (g) peer helping and social support.

Rovio et al. (2010) summarizes that only a few sport team-building programmes have followed the four main approaches used in organizational development. In sport, research should focus on team-building principles such as goal setting, interpersonal

relations, group problem solving, role clarification, recognizing individual differences, developing collective confidence, and increasing personal responsibility and team accountability. In addition, it has been suggested that it is more important to clarify the primary function for the group/team first by focusing on the task-related issues, and only then centre attention on group/team members' interpersonal and social relations. The same review concludes that research has been lacking focus or clarity on the actual team-building methodology used and has failed to identify the core methods through which group functioning should be improved. Goal setting and role clarification has been the focus of sport research, but only as sole strategies, and not from the group development perspective or as a foundation for a team-building programme.

### 1.3 A Paradigm Shift in Current Research

Subsequently, there seems to have been, over the last few years, a shift from experimental quantitative to qualitative research on team-building studies and according to Rovio et al. (2010), this shift was logical and necessary, since qualitative methods enable researchers to gain an insider's perspective in understanding how team-building works in a team. This shift had an effect on the number of participants in these studies, which has been decreasing, and on the programme duration, which has been on the increase, from 13 weeks or less, to season long programmes.

This shift has been accompanied with a shift on the orientation of team-building research, that is, moving from a purely cohesion-oriented approach to utilizing a range of team-building methods. In fact, Rovio et al. (2010), make a very valid point when they state that, when building an elite sport team, especially one that is highly competitive and goal directed/oriented. Using team-building in the hope of enhancing group cohesion might not be appropriate, because a sport team is always formed around the task and never around cohesion. Therefore, implementing team-building methods should be done by focusing directly on the task and the main function of the group. By using task-focused methods, an improvement in performance could be obtained, which in turn would enhance cohesion and subsequently would have further impact on performance.

Moreover, current research is focusing on the understanding of using team-building methods, rather than directly investigating the effectiveness of programmes. According to Rovio et al. (2012), qualitative studies should complement positivist approaches on

team-building research. Given that, information about factors and variables that impact the process in which the change in effectiveness occurs will be lost, when measuring effectiveness merely through experimental designs, that is, comparing pre/post intervention scores.

In particular, action research should be connected with team-building studies, since it enables opportunities for continuous planning, acting, and reflecting on the data-collection processes, feedback generated discussion, and problem solving. The case study action research approach allows the intervention to be tested in practice, which in turn will increase the researcher's understanding of the phenomenon under investigation.

Rovio et al. (2012) designed a case study action research approach with a junior Finnish league ice-hockey team. This study focused on the specific team-building methods chosen and the actual process of implementing a team-building programme. The lead researcher used performance profiling as one of the main methods in his programme. He described the phases of the team-building process starting on the identification of key characteristics of a successful performance by those involved in the process, which includes clearly identifying roles, as well as both individual and team goals. This was then followed by the process of rating current levels of performance on each of the key characteristics identified. The next phase of the performance profiling involves the identification of key areas in need of development, followed by the process of setting appropriate goals for the individuals for the upcoming season. Finally, strategies were developed to achieve the identified goals.

The design considers team-building as a multivariate treatment process. It starts on goal setting which leads to performance profiling, consequently leading to further goal setting. First, the team was asked to think and discuss upon a common goal for the upcoming season. Then, the chosen goal was broken down in specific sub-goals and by small group discussions, strategies were found to reach the primary goal. These groups were intentionally divided according to their position on the ring. They also set individual goals according to their roles on the game.

Rovio et al. (2012) used open discussion meetings with the players, informal meeting with the head coach and a detailed research diary as qualitative data collection method. This research diary included descriptions of the actions of the team and summaries of discussions with team members and other researchers. Quantitative data was also collected, the Individual and Team Goal Achievement Scale (ITGAS; Rovio et

al.) was used to assess goal achievement and the Group Environment Questionnaire (GEQ; Carron, Widmeyer & Brawley, 1985) to measure cohesion. Moreover, Rovio et al. reported that both, players and coaches, displayed greater levels of enthusiasm and overall commitment to the team. Findings in the study supported the use of action research and the combination of different data gathering methods. These gave a clear picture of the process of using team-building over the course of time. It was also concluded that using performance profile in identifying key areas of performance, both at the individual and the team level, was useful and important. Through this tool, the players, the coach, and the researcher were able to gain better understanding of the players' current level on number of important areas of performance.

Rovio et al. (2012) concluded that using individual goals within a team can help athletes, coaches, and the sport psychology consultants to identify individual strengths within a team and plan strategies to match these individual strengths to the team's needs. By identifying and paying attention to individual needs within a group, greater levels of satisfaction about belonging to a particular group can be facilitated, and thus increase individual performance and productivity within a group.

In conclusion, numerous team-building intervention methods exist, and sometimes they have been utilized concurrently (Rovio et al., 2010). However, as team-building is a multivariate treatment process, it should therefore be studied as a multivariate issue, as Rovio et al. (2012) shows. According to this study, future research should consider using multivariable interventions with teams over a long period time, but, to our knowledge, in addition to Rovio et al. (2012), no studies have adopted the multivariate team-building approach. As future recommendations, it highlights the benefits of replicating the findings in other teams, and with other team sports, and in other countries, to confirm the merits of the approach.

Considering the above future recommendations of Rovio et al. (2012) and that team-building interventions with young athletes are rare (Bloom, Loughhead & Newin, 2008), the current research adopts a similar research design to a youth football team. Moreover, Rovio et al. findings resulted from a male team, and the present study attempts to study a team-building programme on a female team, from which there are no results, to our knowledge. Even though the uniqueness of the research approach, it is expected that describing the planning, implementation and evaluation of this team-building programme will also benefit the applied context and help to develop team-building methods.

## 2 PURPOSE OF THE STUDY

The purpose of this study was to plan, implement and evaluate a team-building programme in a female youth football team. The aims of the study were: i) to design and implement a team-building programme that helps the participating team to become more cohesive; ii) to describe and evaluate the implementation, through the researcher's and the players' perspective; and iii) to uncover the factors influencing an effective team-building programme.

### 3 METHODS

#### 3.1 Research Design

Action research was chosen for this study as a tool which can reveal the relevant aspects of a programme, unfolding its complexities and contributing as a practical process to make changes within the programme. Action research is, according to Stringer (2007), a systematic approach to investigation that enables people to find effective solutions to problems they confront in everyday lives. Kemmis (2009) approaches action research as a process which aims to be among the circumstances that shape other practices, and for better or for worse it always is, a practice-changing practice. This approach seems to be one of the best ways to improve as a professional and help one's field by studying and reflecting about day to day practices. Stringer (2007) claims the world is evolving and the workload of professionals like teachers, health care workers, psychologists or youth workers is increasing while the human resources always decreasing due to economical cuts. One can only admire these anonymous workers who try their best to intervene in their communities, in different fields and with different approaches. To read the work of Stringer (2007) can make a professional feel empowered, validated and motivated to continue. The author makes the relevant reflection about the difficulty to predict or control the individual or social behavior, and that it can only be understood, perhaps changed, if we cross the bridge between academia and professionals.

For that reason, educational action research sprouts as a research method. This methodology, unlike quantitative research (which is based on the measurement and analysis of the connection between a defined set of variables), commence with a question, problem, or issue that is rather broadly defined. The first step is to understand clearly this issue and the way it affects the participants. This is the "look" part of the process (Stringer, 2007). During this stage the data is gathered from different sources of information, followed by constructive frameworks of the context.

After that, there is the "think" part of the process, where the researchers or facilitators should clarify the meaning of what was expressed by the participants, identify the key concepts and commence to analyze this data. Stringer (2007) names it as think but we could rename it as plan, because it is exactly what is done. After studying the context and the opinions of the participants, this information is gathered and a plan to act is decided.

Which leads to the "act" part. Stringer (2007) claims that even though programmes start with a enthusiastic attitude, the best intentions often run up against the responsibilities of the family, work and community contexts. Therefore, it is imperative, as participants attempt to implement the tasks that have been set, that researchers provide the emotional and organizational support they need to keep on track, model sound community-based processes, and link the participants to a supportive network.

This concludes the progressive spiral of action research, where we look, think, plan, act and start again, making progresses along the way. In the current research, this spiral analyzed the practical issues related to the workshops and meetings with the team or groups of players. This involved spiraling back and forth reflection, planning, action that resulted in a story about the implementation process. As a result, action research created a context in which knowledge development and change occurred (Kidd & Kral, 2005). These changes were again implemented and analyzed, creating a dynamic process (or progressive spiral) that constantly followed the programme.

The value of a case study was in an extensive analysis of the programme's development and implementation. This provided new insights into how to use team-building strategies and adapt them to this specific group. These insights could be useful in the development of programmes in different contexts and serve as an example to help sport practitioners or researchers.

### 3.2 Participants

The participants were a group of 32 female youth football players from a sports club in Central Finland. In the base line situation this group of players were practicing together, but after the 5 months of pre-season they were divided to a first and a second team, based on the diagnosed football skills and needs of the team. They would compete in separate divisions but practice together, a situation which could be potentially harmful to the cohesion of the group. However, the aim of the sports club was to create an effective group where all players could compete for the first or second team according to their skill level or needs of the respective divisions. At the beginning of the season, I suggested a team-building programme to the directors and coaching staff. At the start of the programme, the players were between the age of 14 and 17. The team started with 33 players, later two players dropped out and one came from an exchange period abroad.

The number of players per age group was balanced and it was normally connected with the team they had played during the last year. In the group born in 1999, 8 out of 9 players had played together in the same group during the last year. In the group in 1998, 5 out of 7 had played in the same group. In the group born in 1997, 7 out of 11 had played together. Finally, in the group born in 1996, 3 out of 5 had played together during the last season. The players had a considerable amount of football practicing experience, around 8 years. The team had one head coach, three assistant coaches, one goalkeeper coach and two team leaders.

### 3.3 Role of the Researcher

I served in as a dual role, as the researcher and one of the assistant coaches. I joined the coaching staff in the beginning of the 2013/2014 season and started the team-building programme one month later. My background influenced my interaction with the team because since I was five years I was involved in teams. First, as a basketball player for five years, and then as a football player for more than 15 years. I have competed in different levels in Portugal, Finland and Germany. I have coached football and basketball teams for more than five years. I have served as a head coach, assistant coach, talent coach, development coordinator and physical conditioning coach in youth and adult sport teams, though the current experience was the first with a female team. Moreover, I taught Physical Education to different ages, from 5 to 18 years old, both genders. I studied Sports Sciences, Coaching and Physical Education at Masters Level and continued my professional development with workshops and post graduations seminars related to the field. My former experience in team sports and football in particular, enabled me to take the dual role and to understand the development of the team.

### 3.4 Ethical Issues

The risks in qualitative research surround the possibility of social or psychological harm where the confidentiality or anonymity has not been preserved. Given the very nature of research, it is not always easy to predetermine the presence and extent of risk in any given investigation. Nevertheless, the effort to identify features of the research responsibly is a critical feature of good research design (McNamee, 2007). This author claims that a different perspective on ethics, one that suggests a more flexible approach



and appreciation of ongoing decision processes, may be more applicable for the challenges facing qualitative researchers. However, it could be argued that the principles of non-maleficence, justice and autonomy apply equally to quantitative and qualitative research.

In this study, the group was informed of the research project verbally and through a written consent form. The consent form clearly stated that the participant had the right to not participate or to cease participation at anytime he wished, and that all the information given would be treated confidentially and only the researcher or the supervisor would have access to it. It was emphasized that the data collected would not influence the power relationships within the team, being those coach-athlete related or between athletes.

When the lead researcher is not only a specialist practitioner but one of the coaches, complex ethical issues may occur. Although the research design was a tentative prediction of ethical issues, studying cohesion and relatedness can lead to unanticipated situations. The methods used by qualitative research can reveal details on the subject's personal lives that may jeopardize the researcher's role. On the other hand, the team-building programme aimed at creating a more harmonious group and increasing well-being, which are beneficial to the participants. Whether this was successful or not, it would only be evaluated at the end of intervention. The head coach was also briefed on the nature and purpose of the study, the activities and the confidentiality of data. The dual role as a researcher and a coach would be a delicate position, but if confronted with a dilemma, the directions of my fellow researchers were used as guidelines, and the rights of the participants were seen as outweighing the researcher's rights to conduct the research.

### 3.5 Trustworthiness

According to Stringer (2007), traditional research is founded in common routines for establishing reliability and validity, but action research, essentially qualitative, uses a different set of criteria. Rigor in action research is based on checks to ensure that the outcomes are trustworthy. Therefore, they are designed to ensure that researchers have rigorously established the veracity, truthfulness, or validity of the information and analyses that have emerged from the research process. Hence, they do not merely reflect the researcher's particular perspectives, biases, or worldview.

Lincoln and Guba (1985) indicated that trustworthiness in qualitative inquiry is judged on four criteria: credibility, transferability, dependability and confirmability. They suggested that these criteria could be viewed as parallel to the four criteria of internal validity, external validity, reliability, and objectivity within positivistic research. In this study these four criteria were followed as showed below.

Regarding credibility, the athletes were mainly involved in meetings and had the opportunity to explore and experience, with proper engagement, the activities and issues related to the problem investigated. The sport context gave them daily opportunities of experiencing these issues in real-time paired up with the meetings, that is, they would practice, play, ride the bus and share the locker room, paired with team-building programme meetings. The researcher was also the assistant coach of the team, which lead to a 8-month period of persistent observation followed by note taking. The participants were debriefed after every meeting to set up the pace, understand the stand point and the next direction. This combination of methods strengthened the study, that is, by using a variety of data sources, the data collected was triangulated, and the vulnerability associated with one-method approach was decreased (Patton, 2002).

The research outcomes may be transferred to other contexts with the help of a detailed description of the context and activities. Moreover, the measures used are described and follow a systematic research process. Finally, regarding confirmability, the veracity of the study will be confirmed by the storage of all the data for the next years in a safe and confidential place.

### 3.6 Procedure

The study started in the beginning of the season and was conducted over eight months time, as seen in figure 1. During the first four months the players, coaches and researcher were actively involved in the programme. After that, there was a period when the coaches and the players only communicated with the researcher by phone or e-mail, because the researcher went on study exchange to a different country. The researcher got involved again on June 2014.

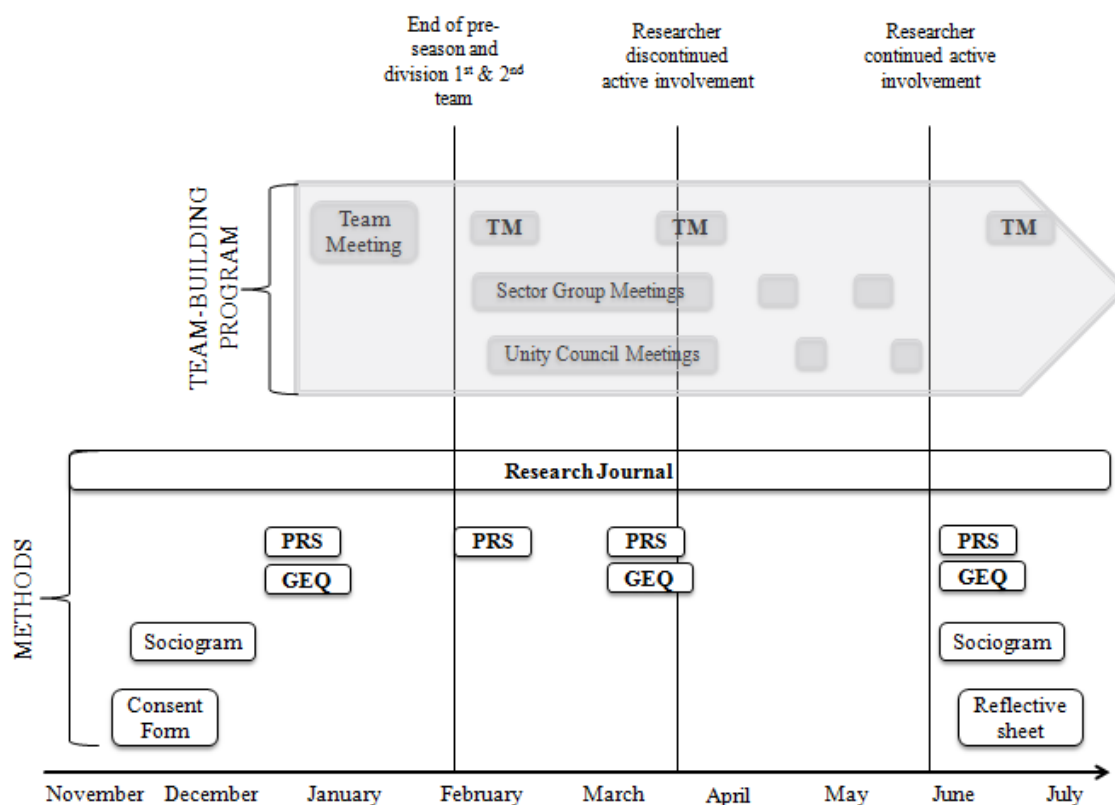


Figure 1: Chronogram of the team-building programme and the methods of data collection. GEQ: Group Environment Questionnaire; PRS: Perceived Relatedness Scale; TM: Team Meetings.

The players participated in practical workshops related to task and social cohesion. Prior to the start of workshops, informed consent was obtained from players and parents (see appendixes). The aim of the workshops was to improve social and task cohesion. These workshops were based on the needs of the team, assessed in the beginning of the programme. Modifications in the preliminary programme were made, supported by the researcher's reflections, the colleagues and supervisor advice and the players' feedback. The preliminary team-building programme was compiled with the support of experienced researchers, practitioners and the most recent literature. It covered task strategies, which were based on Rovio et al. (2010), a study with a Finnish ice hockey team. It involved introduction to performance profiling, role clarifying, goal setting principles on different levels, goal setting evaluation and feedback, and development of an action plan to reach goals. The social activities were planned during the implementation of the programme and its content originated from literature, peer consultation, players feedback and the researchers reflections. These included the

development of a unity council, the viewing of sport movies, the definition of a team motto, organization of a team day and other social and emotional learning activities.

The meetings occurred outside the training hours but often just before or after the practices, and normally lasted around 30 to 45 minutes. There was team, sector group and unity council meetings. There was no fixed location for the workshops, and many times it was needed to improvise a meeting point. Often, we met in locker rooms, other times in common areas of the sport facilities and sometimes in the field. The communication of the times and places of the meetings and remaining affairs was done in the practice or via online platform. Every so often e-mail or text messages were also used. The language used by the researcher was English, even though the proficiency of some players was not satisfactory. The players who knew English helped with translations at the point in which players or the researcher asked for help. The forms and materials used were mainly in Finnish.

### 3.7 Methods of Data Collection

In the present action research case study, the participants' and researcher's reflections were the main sources of data. Observation supported the researcher's reflections about the team adaptation to the activities proposed. The researcher observed the players' reactions to the activities, the way they interacted with each other and with the materials, and the comments made during the sessions. These allowed the researcher to make necessary modifications to the preliminary plan (Coghlan & Brannick, 2010).

In addition to observing, reflection was used as a process of stepping back from the workshops. The reflections allowed linking the analysis of one action to the plan of further ones. The researcher kept track of the process in a reflective diary, where observations, content and process reflections, and future actions were noted (Coghlan & Brannick, 2010). The researcher took notes of experiences and perceptions into the reflective journal regularly after every workshop or any other important event, such as an important game or decision concerning the team.

Additionally, the players feedback was collected, that is, by the end of the programme, the team was asked to complete a reflective sheet (see appendixes). This form had a *likert* scale from 1 to 5 and space for a open answer to the question "Why?". The players evaluated the programme's goals on the team, sector group and individual level. They worked individually and in groups on this reflective sheet. The individual

goals were reflected individually, the sector goals were discussed in small groups within their sector and the team goals were discussed in bigger groups with elements from every sector.

A social network analysis was also done in the beginning and the end of the programme. This analysis was mainly used to study the context and prepare the programme. Cornish and Ross (2004) described the sociogram as the term used for a type of questionnaire that asks players to identify others in their group with whom they like to associate. To elicit friendship patterns, questions such as, 'Whom do you like practicing with?' are asked. Participants were asked to complete this questionnaire (see appendixes) by themselves and to respond as honestly as possible. They were told that their responses would be treated confidentially and were asked not to share their answers with peers. The social network analysis provided a detailed picture of the pattern of friendships, isolated or popular players.

The Group Environment Questionnaire and the Perceived Relatedness Scale were applied together in the beginning, three months within and at the end of the programme, as shown in figure 1. An additional application of the Perceived Relatedness Scale was done when an important unexpected team event occurred.

The Group Environment Questionnaire (GEQ; Carron et al., 1985) is composed of four subscales: Individual Attraction to the Group–Task (ATG-T); Individual Attraction to the Group–Social (ATG-S); Group Integration–Task (GI-T); and Group Integration–Social (GI-S), which add up to 18 items in total. The dimensions ATG-T/ATG-S reflect a team member's attitude towards his/her involvement in team tasks and objectives (ATG-T, "I am not happy with the amount of playing time I get.") and one's feeling about his/her acceptance in and interactions with the group respectively (ATG-S, "Some of my best friends are on this team."). In contrast, the dimensions of GI-T/GI-S focus on the perceived closeness and similarity within the group as a whole regarding group tasks (GI-T, "Our team is united in trying to reach its goals for performance".) or social matters (GI-S, "Our team would like to spend time together in the off season."). All items are rated on a 9-point *likert* scale (1 = strongly disagree, 9 = strongly agree). The questionnaire is a widely used instrument which has already proven its validity and reliability in former research (Carron et al., 1985; Kaija & Kujala-Leinonen, 2001).

The 5-item Perceived Relatedness Scale (PRS; Richer & Vallerand, 1998) assesses the extent to which the players feel connected to their team. The inventory elicits the degree of relatedness through a *likert* scale from 1 (strongly disagree) to 5 (strongly

agree). An example of an item would be, “In this football team I feel listened to”. High internal consistency ( $\alpha=.96$ ) of the scale have been demonstrated in the literature by Hollembeak and Amorose (2005). The Finnish version was adapted from Ervola and Ridanpää (2009), also with high internal consistency ( $\alpha=.85 - .89$ ).

### 3.8 Data Analysis

Abductive content analytical procedures were used. Through abductive logic analysts explore the social and natural world through practical engagement with it, derive working models and provisional understandings, and use such emergent ideas to guide further empirical explorations. During the planning and implementation phases, the programme was guided deductively by knowledge about goal setting theory. During the implementation of the goal setting programme the description, classification, analysis and interpretation of the data proceeded in succession. The data were analyzed inductively by extracting themes that illuminated the research aim. The aim was to find and name the central features and to construct a detailed picture of the target group and the events of the season. Another aim was to find regularities or similarities and to interpret the data. Further development of the theory was based on the empirical findings and is the outcome of a dialogue between data and theory in an abductive way (Rovio, Eskola, Gould & Lintunen, 2009).

Triangulation was provided by using a variety of methods, the research journal, the players reflective sheets and the questionnaires. Triangulation tested the consistency of the data. According to Patton (2002), different kinds of data may yield somewhat different results because different types of inquire are sensitive to different real-world nuances. Thus, understanding inconsistencies in findings across different kinds of data can be illuminative. The complete understanding of real-world nuances might be utopic, because we deal with a variety of factors and individual differences. However, the phenomenon of triangulation allowed the researcher to feel assured the data was looked through different angles.

## 4 RESULTS

### 4.1 Programme Description

In order to better understand the context in which the programme would occur, a social network analysis was done within the group. It was expected that the participants who played together during the previous year would have stronger connections between themselves and the players who had no previous interaction would be more isolated. The expectations were met, there were no major rejections and the team seemed already cohesive, even though that with specific social groups. This step preceded the start of the programme, as described in figure 2, and helped the researcher to decipher the social interactions between the group members. The programme included firstly, group goal setting, followed by sector group and individual goal setting, role clarifying and performance profiling. In this section, both task and social activities will be described.

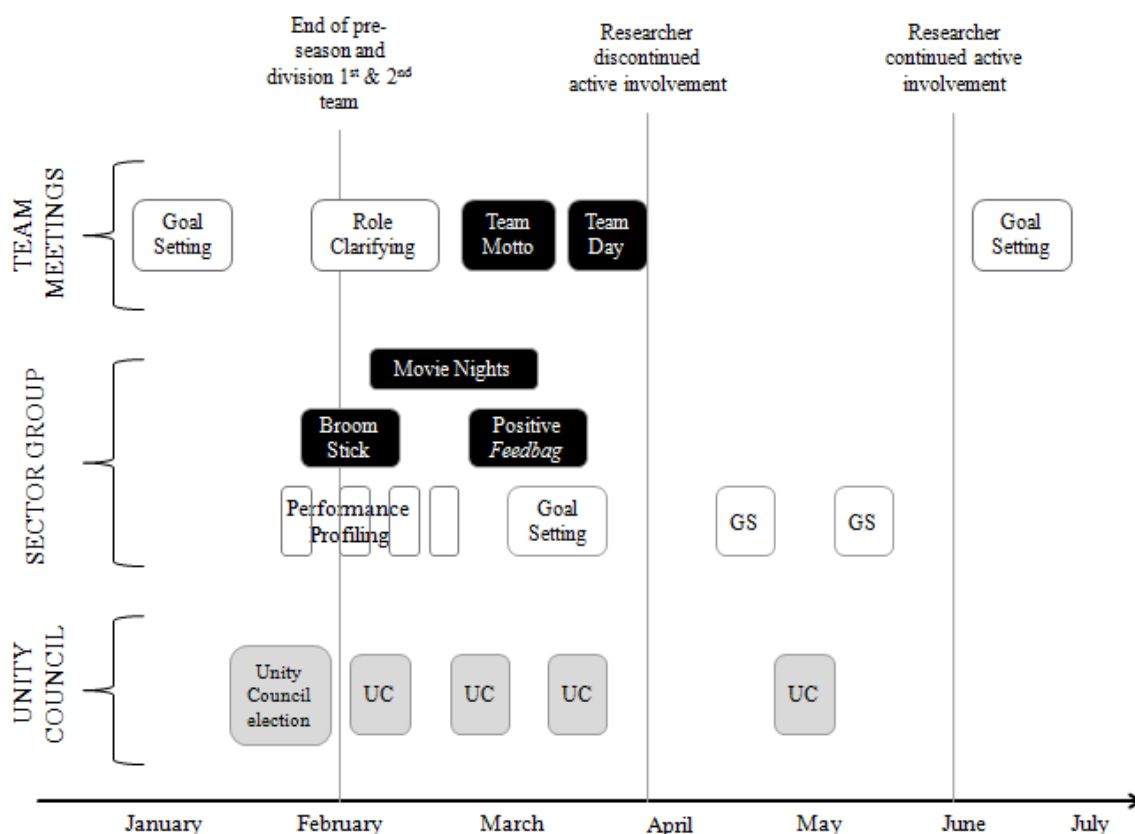


Figure 2: Chronogram of the team, sector group and unity council meetings, specified by task (white boxes) or social activities (black boxes). GS: goal setting meeting; UC: unity council meeting.

### *Goal Setting*

The first team meeting was held within a weekend tournament. The plan was to discuss the team goals and introduce the sector groups. The coaches and players were asked to write their goals for the season. Everyone wrote their own perceptions of the team's goal and handed it to the researcher, who grouped them by similarities. Then, group discussion time was used to approach the necessity of following the subsequent principles of goal setting: (a) set difficult rather than easy or “do your best” goals, (b) set goals that are specific and measurable, (c) set long-term outcome goals and short-term performance and process goals, (d) set individual and group goals, and (e) involve all the members of the team in establishing and monitoring progress toward the agreed goals (Rovio et al., 2012).

After this discussion, a common team goal was consensually agreed: to become an effective group. We discussed the involvement of both social and task improvements and started to discuss how to become an effective group. We used the same procedure to discuss the strategies or behaviours needed to reach the common goal. Subsequently, these strategies were written in a white board and the group discussion continued as task and social behaviours started to appear. We agreed on the distinction of social and task strategies and to group similar strategies. Therefore, the common team goal was broken down into specific sub-goals and after the group discussion they were classified and organised as seen in figure 3.

<b>TO BECOME AN EFFECTIVE GROUP</b>	
<b>Social</b>	<b>Task</b>
Cooperate	Increase motivation
Integrate	Increase commitment
Positive attitude towards teammates and coaches	<i>Be on practice</i>
Reach effective communication	Play hard!
Give and receive positive feedback	Increase concentration

Figure 3: Common team goal and specific sub-goals, separated by task and social



Finally, the sector groups were defined with the help of the head coach, the researcher and the athletes. The groups were defined according to the athletes' position and role in the field. The first draft had four groups: 6 goalkeepers and central defenders, 9 side defenders, 6 midfielders, and 11 attackers. We asked them to choose from the common team strategies, three specific strategies they identified as important for their own sector. During the rest of the programme, the athletes were asked to discuss about sector group goals and to set individual goals within a personal/sector coaching plan (see appendixes). These processes were then facilitated by role clarifying and performance profiling.

### *Role Clarifying*

Following the definition of the common team goal the team started to work on their sector/individual profile, strategies and goals. The performance profiling tool was used to approach these goals. The performance profile was adapted from Rovio (2002) and discussed with each sector group. Each group discussed the skills necessary to succeed in their sector, specific to their role. They analyzed skills from four dimensions, technical, tactical, physical and psychological. If there was some skill to include which was not in the template, they could do it. Therefore, by the end of the meetings every group created a performance profile specific to their sector (see appendixes). Subsequently, there was a team meeting in which the players completed their own profiles, followed by sector meetings to discuss and complete their sector performance profile.

As soon as the sector groups were formed, a group called the unity council was created. This group aimed to promote the communication between the players and the coaches or the researcher; to represent the players by an eclectic and diverse group, in age, playing position and previous team; and to clarify the roles of leadership. We asked the players to choose two players they trusted, from their sector, then gathered the most voted players in a council. This group also had the responsibility to promote the sector goal setting meetings during the period of the researcher's discontinuity. During the three months the researcher was on a study exchange, the sector groups met twice, before matches, on the bus or before the game. The unity council met once, between the sector meetings. The meetings aimed to promote the sector/individual goals, and to clarify any issues related to the tools used for sector/individual goal setting.

### *Social Activities*

The social activities were selected within the literature and the past experience of the researcher. They aimed to stimulate the sub-goals, task and social, defined by the group, on the first team meeting. On the beginning of the sector meetings, before the goal setting or performance profiling activities would start, the participants were involved in games that required teamwork and communication. One example was the broomstick exercise, an activity in which the players would hold a broomstick as a group but using only one finger per player. The players had tasks like bringing the stick up and down with different speeds or with different number of elements participating.

In another activity, each sector watched a sport themed movie, on a place and time of their choice. After watching the movie, every sector group presented to the team how the movie could relate to their sector or team, and chose three quotes from the movies. While the team was together sharing their movie experiences, they were asked to meet by sectors and discuss a team motto. They could use words or ideas from the quotes chosen by the sectors before. After each sector presented their suggestions for the team motto we had a team open discussion to decide upon a common team motto.

An additional activity developed was the "positive bag", in which the team gave any kind of positive feedback to each other. Every player randomly took four players' names from a bag and wrote as many positive aspects they knew about them. By the end, every athlete had a sheet with positive aspects identified anonymously by their teammates. Last of all, the unity council organised a social team day. They would have autonomy on the planning process and the researcher would serve as mediator. There were several council meetings to discuss ideas and plan this day. The rest of the organising and implementation tasks were taken by the council's elements. The "Team Day", was a dinner party followed by group games and music.

## 4.2 Researcher's Perceptions

The researcher's diary contained over 10000 words on the following: descriptions of the team's actions, in practices and games; summaries of discussions with players, coaches or team leaders; researcher's assumptions, suggestions, and preliminary interpretations; theoretical considerations; and feelings and emotions. It also included the researcher's planning considerations, the participants' reaction to activities and the posterior re-planning considerations.

On this section, this data will be resumed and described through a timeline, divided by pre-start, implementation I, implementation II, indirect approach period and wrapping-up. Pre-start will deal with preliminary plans and the study of the context. Implementation will cover the three most intense months of the programme. The division in I and II was made, not because there were two different moments of implementation, but in order to better understand the repetitive process of implementing, reflecting and planning. The indirect approach period will describe the months when the researcher was not actively involved and the team was more autonomous. Wrapping-up will characterize the period when the programme ended and the evaluation processes were more intense. This timeline approach was chosen to better comprehend the progressive spiral of action research, which involves going back and forth, and results in a story about the process. The story will be told in a similar way as the diary was written, in the first person.

### *Pre-Start*

Before being a researcher collaborating with this group, I was part of the coaching team. This meant two novelties for the players: a new coach and a foreign coach. I had coached the team for one month before I started the programme, in which I got to know the players, the coaching staff, the directors, and the club's goals and philosophy. I understood the club wanted to form a group from which they would select players for a first and a second team. This was a new approach, so I perceived some insecurity towards the process.

A meeting with two professors alerted me to the relevance of implementing a team-building programme on this context. I met the head coach and the assistant coaches, who found the idea interesting and showed their will to cooperate. When I delivered the consent form it was the first time I introduced myself as a researcher to the team. I felt the players were not quite sure what was happening. However, I had the support of the

coaching team and of the improvement philosophy imbedded by the club. These doubts could also be related to the simultaneous establishment as a coach and a researcher. As the personal rapport was developed with the players, these doubts faded away. I emphasized that their participation in the study had no relation with their playing time and that the information provided would be treated confidentially.

A two-hour bus ride to the first training match was the setting where I started to enquire about playing position, previous team and age. I reflected about their sitting patterns on the bus and on the locker room, as they were sitting together with elements from their previous teams. I discussed this with the head coach, who found it interesting and relevant. The team performed well in the training match, which finished with a win and my perception of a supportive team from within. On another day, the second training match was against a better team, which led to a defeat and to a not so effective communication.

At this point, I felt the need to read more about team-building. I was suddenly challenged with the context and the responsive programme, leaving no room for an effective preceding review of the literature. One of my first reflections was about how the perceptions I had on team-building programmes were far from the descriptions found in the current research. But the task-oriented strategies, such as goal setting, started to make sense to me and I took advantage of the Christmas break to apply it on other teams. These sessions were useful to learn how to use the techniques and to predict problems that could occur.

The next step was to set a general plan. My difficulties while doing so were setting the order for the interventions, which ones and how many to choose. These difficulties were connected with my inexperience in these techniques. However, I gathered my ideas and presented them to my supervisors, colleagues and coaching staff. The following discussion process was quite significant to my general plan. My teachers and colleagues advised to start from simple implementations and then plan and re-plan, so do not complicate a process which itself is already complicated, takes time and is being experienced by me and the team for the first time. My supervisors suggested to plan smaller but start swiftly. The haste discussed was not dependent only on me, so we discussed the best approach to agree time plans with the head coach. I told him that the programme should be useful to the team and not only a study in itself. He confirmed but did not show initiative to the planning process, so I used techniques discussed with the

supervisors, like suggesting times and solutions, and just requesting his confirmation. This procedure seemed to work and accelerated the start of the programme.

### *Implementation I*

The first team meeting occurred during a weekend tournament. These days were simultaneously used to study the context and to start the programme. The trends identified on the bus and locker room continued, but the division of the rooms was done randomly by the head coach. At some point, the players had autonomy to decide on how to take the material from the bus to the rooms and the solution found by the older ones was that the younger ones would carry everything. One of the assistant coaches shared with me that this leadership style was not healthy for the team, but it occurred regularly.

When the games started, the group was already divided by age in two teams, because we were competing in two different tournaments. One player from the team participating in the less competitive tournament (B2) got injured and one from the other (B1) had to replace her. Her reaction was negative and she perceived it as a punishment. There were four players in the group's age range (14-18) but, because of their level of practice, they would compete with the Woman's team (W1), during the season. However, they participated in the tournament and I learned that, even though they would practice with the W1, occasionally they would compete with the B-girls, our team.

The tournament was also the moment when the most intense months of the programme started. This weekend allowed me to meet with separated groups of players, from different levels of practice and previous teams. I was observing the context and adapting myself and the programme to it. We had an introductory meeting where I reinforced the topics we had discussed during the consent form meeting. It was emphasized the purpose making them feel as a group and not as two teams; however, this division would happen at some point, so we should prepare to it. If the division is based on criteria, transparent, clear and fair, the atmosphere on the group would not be harmed. Therefore, accordingly to this need, the team-building programme could be designed clarify the roles of each player by making them aware of each players strengths and weaknesses, and what can they bring to the common team goal. The contribution to performance could have been more emphasized, that is, the programme is planned so the team improves and everyone gets rewarded. In the end, I asked them to think about their team performance in the present day.

Before the team goal setting meeting, I met with the players of B2 and organized them to observe the B1 game and to give feedback. They were organized by sectors to facilitate the process and to introduce the sector groups. The feedback was given within a positive atmosphere but the comments were vague and not assertive. The goal setting meeting started while the group was a little startled because of some games done in teams before and the consequent excitement. The instructions and organization were well planned. However, the language barrier appeared in a way that some athletes began to lose interest and focus. Therefore, I acted by giving autonomy to these players (for example: write on the board, translate to Finnish). The first goal they set was not an outcome one (to be a better group), perhaps because they were instructed to set goals for the group and not for the teams. I asked if they had any outcome or result objective with their practice and they confirmed their first goal. We agreed on the common goal as "to become an effective group", followed with the discussion that effective could mean united but also with high performance.

Afterwards, we divided into sectors. I took advantage of the B2s organization from the previous exercise but it was slightly complicated to organize. Eventually, the group sat in three groups, attackers, midfielders and defenders. The groups were unbalanced and I explained them why we should balance them. I reflect that I should have continued to the final exercise which would have showed them a way to adapt. The final exercise was quick and it involved a discussion within the sector groups about which behaviors they found more important to their positions. The discussion between the players seemed productive, but my Finnish proficiency left me with only my observation skills to assess this. The coaches had a meeting every night, where issues related to the team were discussed. We discussed the division in sectors and teams. Most of the decisions were taken solely based on the empirical discussion between the coaching team. I was surprised that the division between B1 and B2 would not be as flexible as I thought, if changes from one team to another would happen, they should be considered carefully, in both directions.

At this point, one of the main objectives of the team-building programme, as perceived by me, was to make the process of selection and division of the group, clearer to the players and more objective to the coaches. However, this aim was not yet perceived by the players and not considered by the other coaches. I reflected on what had happened during the weekend, met with supervisors and colleagues, and decided the next steps to take. We discussed that the performance profiles could include social goals

and the activities should be connected with them, because the ones set by the team were on the group/relationship field. During this period, the meetings with the sectors would be the main approach of the team-building programme. We had the performance profile to explore and this required time for discussion. We dealt with organization issues at this point, such as when and where to do the meetings, and how to spread information to the players. The language barrier was also an issue, even though I translated to Finnish all the tools used.

The meetings were successful but with many adaptations, concerning time and location. However, the main objectives were reached: we had sector performance profiles created by the players after a discussion meeting. The majority of the players showed up to the meetings, which proved that the online platform used to schedule practices was effective. They discussed in Finnish and explained some points in English. This process helped me to ensure that they were certain of what was defined. I gave some suggestions and tried to reach common ground on some concepts. During these meetings the players who were already the leaders took initiative, even though there was still space to other players to participate and discuss. I dropped the idea of adding social dimension to the performance profile template, as discussed with the supervisor, and just attached to the psychological dimension, which later seemed to have been a mistake.

During the next week I used the e-mail to elect the unity council. I took this decision to assure anonymity, but the e-mail communication had many flaws and the replies were hard to get. The first task of the council would be to help in the division between self and peer performance profile, a idea developed to respond to the need of positive feedback and role clarifying. However, the players did not respond well to this idea, even though they would all evaluate and be evaluated. The council felt pressured and the other players seemed to find it unfair to be evaluated by them. After discussing it with my supervisors we agreed that such a challenging task for a newly elected group might have been inadequate.

Just before the end of the pre-season, we lost a game and the performance was poor. After the game, the head coach concluded that the players were getting affected by the pressure of the selection into two teams, about to happen in one week. We discussed about dividing the team on the next day, so we could continue to work unaffected. In this discussion I was in two different roles, as the researcher and the coach, which seemed complex for the first time. The decision of the head coach was logic and

effective, and as a coach I agreed. As a researcher, I wanted more time. I was planning to meet them on the next week to show them the goals defined for the sectors and how the different players were connected in every sector group, which could give them a better view on how the selection would be made. This moment was crucial, because the programme was following live decisions and adapting to them. I decided to agree with the anticipated meeting for and scheduled our team meeting, concerning role clarifying, one day after.

### *Implementation II*

The meeting to divide the group into two teams started with a introduction and then the head coach wrote the names of the girls on a board, dividing them in B1 or B2. He justified the decisions with the coaching staff's support. The girls' reactions were from neutral, to red and sad faces or red and relieved faces. The head coach met with a group of players after the meeting to explain the importance of their effort in the next months, for their maintenance on B1. In B1 there were balanced numbers of players from each sector, while in B2 this was more unbalanced. The unity council only had one player from B2, the remaining seven were in the first team.

At this point, I had to reflect and the programme had to respond to this delicate moment. That is why it seems relevant to divide the implementation section here, because the dynamic response we produced, occupied a great deal of reflection time. However, to schedule the meeting to the next day, seemed a mistake. At the time it seemed relevant, but in retrospection there was a lack of communication between me and the head coach, because he was meeting with the players individually and the practices would stop for a week. Perhaps, it would have been more efficient to allow the girls to reflect and evaluate their goals with their social support, families, friends or head coach. I reflect that, at this time, my personal rapport with them was not developed to the extent in which I could have dealt with this effectively.

On this break, I was able to meet with my supervisor and decide the next steps. We realized that the separation of the group could harm the cohesiveness, so we planned to make an additional application of the Perceived Relatedness Scale. We also reflected that the sectors are independent of the separation, that is, there would be players from B1 and B2 in each sector. So, this was the structure from which we could work on both social and task cohesion. We could develop the task cohesion tools while we implemented social strategies in the same meetings. A general plan for the next weeks



was developed and divided by team, sector, individual or council meetings. The individual meetings were cancelled, after meeting with the supervisors and the head coach, because of practical reasons, like time and language barriers. The goals related to these meetings were adapted to the sector level.

The first unity council meeting was quite useful because it was a turning point for the time and location of the sector group meetings. I asked the council where, when and how should the players be notified. After discussing it, they shared their opinion about the time and location, and said that each sector representative would have the responsibility to inform their sector. This group proved to be a great help in communicating with the team and dealing with organizational issues.

The sector meetings were fundamental to build personal rapport. The players had more room to intervene and I was more alert to every player, even though that some players were still not participating. They were more comfortable and the discussion was flowing easier in the task strategies than the social ones. The broomstick exercise was fertile ground to develop analogies with the team and the game. However, it seemed that the language barrier made it hard for the messages to be consistent. Perhaps field exercises, where the language is not an essential tool, would have worked better. I also noticed that the exercises would work better on the last sector meeting, because I had the practice necessary to predict and adapt easier. The attackers' sector, surprised me with the use of English in a completely spontaneous way. This group was more at ease and at some moments they were too loud and unfocused. I subtly told them to be more focus and they really tried to do it. At this moment the more extrovert players were still leading the discussion about the performance profile, and I decided to place the ones who were not participating actively, on the center of decision or with important tasks. This was the day where the broomstick exercise worked out better. I asked them to think about Peter Pan, and what did he do to fly. This childhood reference made them smile and relax. When one of them said happy thoughts, the rest, without my indication, introspected and visualize their happy thoughts. I still gave them some time to conclude the thought and then when they would come to the broomstick they would share it.

I found that the sector groups were a safer environment to implement the peer feedback, than the whole group. I decided to start in a easy way and developed a activity called "positive bag". Randomly they would write positive feedback to each other. This approach was safer than peer evaluation, because it was positive oriented and anonymous. I realized that anonymity was crucial to the players when, on a team

meeting, scheduled to set individual goals and compare them with team goals, the players were quite sensitive about their own performance profile information.

After dropping the idea of individual meetings, I decided to develop the personal coaching plan, a tool that would promote individual goals and sector cohesion. However, quickly it was confirmed that the players were beginners in individual goal setting. They did not know what to put on the action steps and I had to help them one by one. It was harder when the players did not speak English, because even if I had examples, I could not adapt them. When I was alone with one player it was much easier. Again, after experiencing the activity, my conduction was better. It seemed that when both, me and the players, got more practice on the activities and the personal rapport started to develop, the meetings were more efficient. I took advantage of the team picture day to develop the team motto activity. The atmosphere was positive between the players and the coaches, and between the coaches themselves. After the pictures we defined the team motto. The process of adapting was already intrinsic to these meetings. I already knew that I could not predict most things. So I learned to be confident, or at least appear, that everything will work out ok.

On that day, the sector presented the movies they had watched together, how it related to the team and the quotes found relevant to our team-building programme. Then, they wrote them on the board and translated them to English so I would understand. The decision of whom to speak was theirs and everything happened naturally. Then, after all the quotes were on the board, I asked them to seat with their sector and discuss a suggestion for a team motto. They could take ideas from the quotes, phrases or words. They did this task actively and inclusively, and wrote it on a paper. Afterwards, two representatives from every sector would come to the board to write and say the motto. When every sector was done, I asked them to discuss as a team to find a common team motto. Again, I told them they could take words or phrases from the other mottos. When I opened the discussion they were not active, and the discussion did not progress. One of the girls said something in Finnish and the others laughed. I had to direct them somehow, so I tried to use what they wrote. They looked at the board and chose the words together and fight, which made them agree on *fighting together* as their motto. This episode explains my development as a researcher, from the first meeting, where I made many suggestions and was unsure to allow silence, to this meeting, where I intentionally stimulated open discussion and group participation and the players did the rest.

Meanwhile, the meetings with the unity council were progressively getting more effective. After the difficulties experienced in the individual goal setting we decided to continue it on the discontinuity period, from April to June. The sector representatives would have the responsibility to meet with each sector and discuss problems and solutions concerning the personal coaching plan. We agreed on three meetings and on the e-mail as the best way to communicate with the researcher.

The unity council was actively and autonomously organizing a "Team Day". During the meetings they discussed options and I gave my opinion. It seemed that they were being helped by other elements of the team, which I perceived as a good sign. The team day happened on a basement with food, games and music. The players organized everything and took responsibility for the games during the meeting. They were cooking dinner, the atmosphere was nice and the players were talking without any obvious sub-groups happening. The coaches were there at some point. Me and the head coach were always there, until we decided to leave and give them autonomous time.

One day before I left Finland for my exchange period, the start of the indirect approach period, I gave the players all the material (individual and sector performance profile, personal coaching plan and "positive bags"). Their reactions to the material were positive and curious, mainly to the "positive bag". This would be the last time I would see them for a period of three months.

#### *Indirect Approach Period*

During this period I had a number of challenges to manage. Firstly, the team would start their competitive season and they would have the autonomy to continue some parts of the programme. Empirically, this period would give me feedback on the programme's sustainability. The unity council agreed to dedicate this period to the personal coaching plan, because it was complex and on the first approach the team found it complex. So, they would have opportunities to discuss and help each other, with my guidance through e-mail communications. The e-mail communication with the council was ineffective because their replies were inexistent. In phone communications with a player from the council, I realized they met on the bus before the game. Even though this was a sign of autonomy, my perception of it was uncertain, because the contacts were unclear.

The second challenge was to deal with the skills and discussion opportunities brought by an intensive course on Sport Psychology. During a consultation with a visiting professor, we discussed the programme and my perspective on the evaluation

period. I wanted to promote open discussion and inclusive participation among the group. We reflected that, due to their age, it would be unrealistic to think that an open discussion, even if directed by me, would be effective. A possible solution would be the development of a form, with a *likert* scale and an open-answer line, which would evaluate their perception of the programme and give examples to why it worked or not. This non-scientific scale would clarify how the programme was perceived by the players and give me data to better direct an open discussion meeting. We also discussed how intermediate goal evaluation meetings could have helped at this point. During the implementation of the programme we did not have formal meetings to discuss the progress on the team goals, aspect that I identify as a limitation of the programme.

### *Wrapping-Up*

Before the first practice after my study exchange, I met with the head coach to talk about the B1 and B2 performance during the first part of the season, the atmosphere of the group and other coaching related topics. The B1s performance had been unstable with nervous mistakes, while the B2s performance had been quite positive and that was shown by their position on the standings. We discussed that the group was not homogeneous, which was caused by discrepancies in practice level. We reflected that, perhaps, the B1s poor performance was related to the practices they did together and next year we should think about a different strategy.

Even in the practice this was noticeable, when the drills were running and the ball stopped at some specific players. I claimed that this could be true, but it was also the reason why the second team was performing so positively. I hinted that a strategy like this should be seen as long termed and the results are not seen immediately. We identified that still existed a negative attitude among some players when one of the weakest players failed a pass or a reception. It seemed that they still did not understand the role of every player on the team, and that everyone is important and has something positive to bring to the sum.

This discussion made me reflect on the efficacy of our team-building programme. However, when I met with the director and the head coach, I realized the importance given to the programme by the coaching staff and the club direction. They invited me to develop my project on a more individualized approach. The tools used in the team-building programme connected with individual goal setting and mental skills were referred and valued during the meeting.

On the last team meeting, some organization issues were still not solved, adaptation was permanent in the programme. However, the meeting dynamic was effective. They were discussing with each other about the goals set together. Everybody seemed to have a voice and participated in the discussion. There were individual sheets for everyone and they evaluated individual goals. During this time they were noisy, mainly to remember each other's goals, which was a sign that the personal coaching plan did not have an effective outcome. During the sector goals part, the discussion seemed more interesting and they got involved in small groups. During the team goals discussion I perceived that the players did not remember all the goals set in the beginning of the programme, which was a confirmation that the intermediate evaluation of goals would have been useful. This could also be connected with the discontinuity period, in which they discussed the sector but not the team goals. At last, I asked them what was good, what could be better and how to make it so. They evaluated as good: the movie nights, the team day, the performance profiles and the personal coaching plan. They preferred to have the programme on the practices or just before or after the practices. They did not like the social network analysis, the broomstick exercise, and the quantity of forms to complete.

### 4.3 Participants Perceptions of the Team-Building Programme

At the end of the programme, in July, the players' perceptions of the programme's influence were measured with a reflective sheet and a group discussion. The players were instructed to discuss and reflect on team, sector and individual goal setting, and how they perceived the team-building programme. The discussion was reported on a reflective sheet with an open-answer space and a *likert* scale from 1 to 5.

#### *Perceptions of the Team Social Goals*

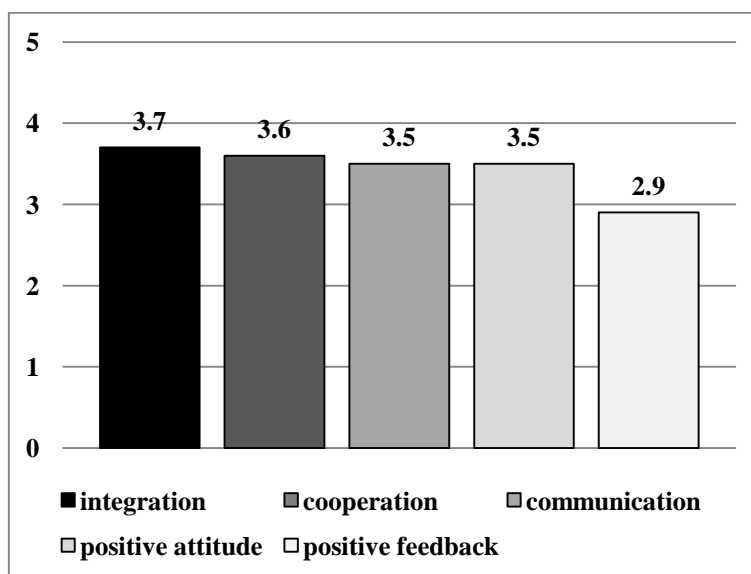


Figure 4: Participants' perceptions of the programme's influence on team social specific goals (n=27)

The players' perception on the team-building programme's help was higher on integration and lower on positive feedback. Overall, the scales showed a positive feedback on social specific goals. When asked why they rated the goals as they did, the players answered that, concerning integration, everyone was being taken into account and no one was left alone, which was difficult because there was a lot of new people to get to know. The programme brought a good team spirit and made it easier for new players to come to this team. Concerning cooperation, the players reflected that the programme allowed them to spend more time together and to know each other better, which helped them to work in collaboration with each other and to play well together. On the other hand, the athletes stated that cooperation only improved in part. An improvement in communication was perceived by the majority. The players thought that

getting to know each other brought communication to the field, that giving feedback was accepted and they felt encouraged to do it. They also stated that, even though they understood better the importance of speech, communication was better but not good yet. The team reflected that their attitude was good in most cases and the desire to win was consensual and uniting. However, it depended on the day and was more often in practice than in games. They perceived that to give positive feedback to teammates did not come or was not so good, even though some perceived that they talked to others in a more constructive manner and gave more feedback in the games.

### *Perceptions of the Team Task Goals*

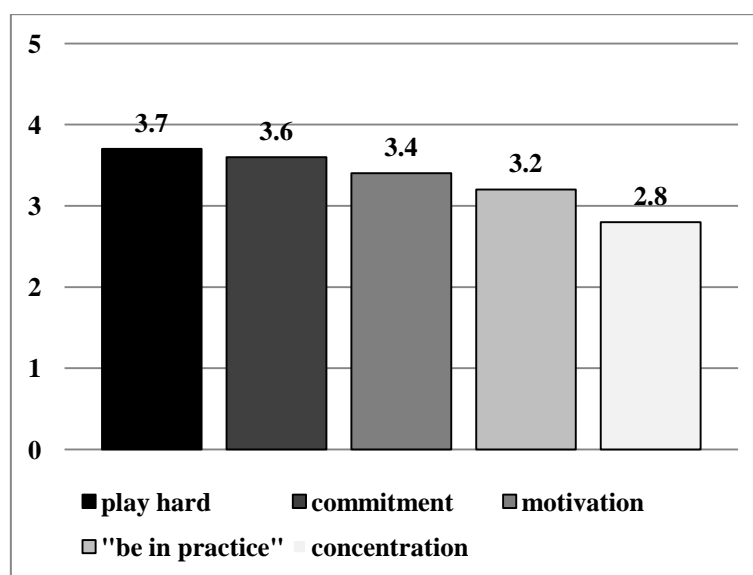


Figure 5: Participants' perceptions of the programme's influence on team task specific goals (n=27)

The players' perception on the team-building programme's help with task specific goals was higher on play hard and lower on concentration. Overall, the players found that the team-building programme was helpful with their development on task specific goals. When asked why did they answer positively, the participants stated that the programme helped them to play harder and reach bigger efforts to win. They perceived that their desire to win matches was evident because they were trying until the end and not being shy in the game. The team also referred that there was harder discipline in the practices and they trained harder in the physical exercises. Concerning commitment, the players reflected that everyone wants to practice and play and players are going to practices. However, there were still a lot of unnecessary absences. Motivation seemed to be,

according to the team, dependent on individuals and difficult to assess. However, some players stated that the desire to win increased and motivation had been improving all the time. The team perceived that there was no difference in concentration and sometimes it was poorer in practices, even though that they heard more the coach in practices and games.

### *Perceptions of Sector and Individual Goals*

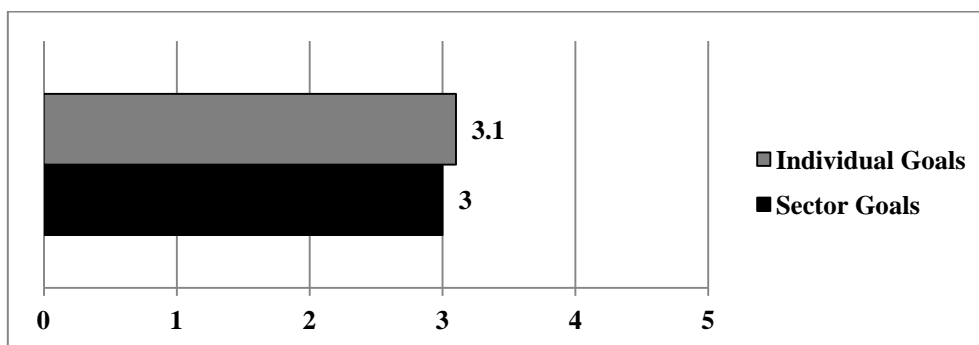


Figure 6: Participants' perceptions on the programme's influence on sector and individual goals (n=27)

The players answered positively to the influence of the team-building programme on individual and sector goals. However, many players did not remember the goals, which was a sign of low effectiveness. This absence was more evident on individual goals (n=14) than on sector goals (n=4).

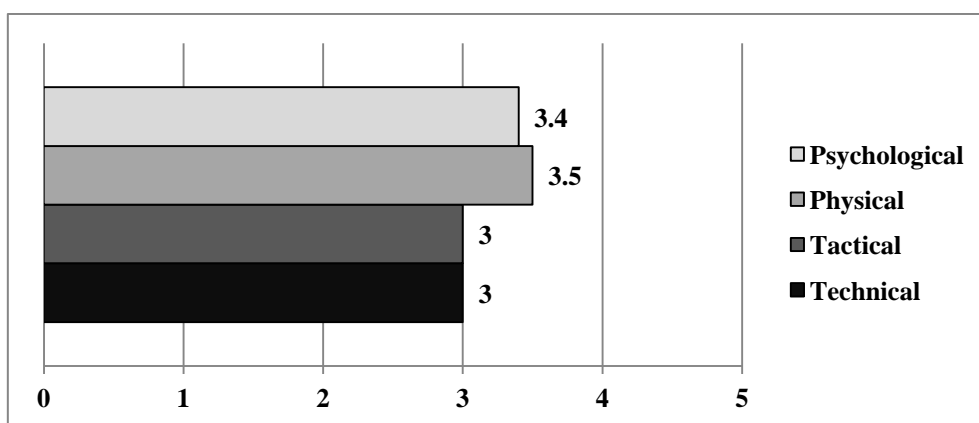


Figure 7: Participants' perceptions on the programme's influence on goals, separated by skill source (n=27)



The figure 6 shows that players perceived the influence of the team-building programme to be more evident on psychological and physical than on technical or tactical skills. Specifically, the players reported they felt more united within their sector, but it was hard to practice common sector goals. The players perceived that the team-building programme helped them to deal with pressure because they got to know their teammates. They reported more courage to try new things and deal with one on one challenges. Independent practice motivated by the team-building programme was reported almost exclusively on physical goals, and never on a sector level. The negative answers were generally justified by not enough practice.

#### 4.4 Quantitative Results

##### *Group Environment Questionnaire*

Table 1: Mean and standard deviations for GEQ subscales by time (n=17)

<b>GEQ Subscales</b>	<b>Week 2</b>	<b>Week 16</b>	<b>Week 30</b>
	<b>M (SD)</b>	<b>M (SD)</b>	<b>M (SD)</b>
ATG-Task	7.99 (0.75)	7.52 (1.37)	7.59 (1.02)
GI-Task	7.39 (1.14)	7.19 (.96)	6.91 (.86)
ATG-Social	7.39 (1.35)	7.37 (1.47)	7.31 (1.38)
GI-Social	6.13 (1.07)	5.38 (1.37)	5.78 (1.66)

A repeated-measures analysis of variance (ANOVA) was conducted on the data. The results showed no significant differences in the four subscales, across the programme. Overall, it appears the cohesion was already high, before the programme was implemented. There seems to be a decrease on all subscales from the pre to the mid-point, after the division in two teams was made. After that moment, players' individual attraction to task or social and group integration to task or social remained either constant or slightly raised.

##### *Perceived Relatedness Scale*

Table 2: Mean and Standard Deviations for Perceived Relatedness Scale by time (n=17)

	<b>Week 2</b>	<b>Week 10</b>	<b>Week 16</b>	<b>Week 30</b>
	<b>M (SD)</b>	<b>M (SD)</b>	<b>M (SD)</b>	<b>M (SD)</b>
PRS	4.40 (.54)	4.17 (.89)	4.40 (.63)	4.55 (.53)

The same statistical analysis was conducted on the data and the results also showed no significant differences throughout the season. However, it appears that the players' relatedness decreased right after the division into two teams occurred. As the competitive season started and the programme continued, the players' relatedness seem to increase gradually.

## 5 DISCUSSION

The purpose of this study was to describe and understand the implementation process of a team-building programme among young female football players, to explore the experiences of a coach and a researcher while planning the programme, and to evaluate the process, through the players' and researcher's perspectives. The study aimed to design and implement a team-building programme that helped the participating team to become more cohesive, to understand the players' reactions to the team-building strategies and to evaluate the programme's progress, while uncovering the factors influencing an effective team-building programme.

Major finding about the implementation of the programme was that the players and the team benefited from the team-building programme. The players experienced the multivariate method approach to team-building, found it useful for their own performance and helpful on the positive team culture and cohesive group atmosphere. Major findings from the researcher's diary and players' perception were that enough time should be planned for the assessment period and the development of personal rapport between players and consultant, because a team has various complex interactions and these are not obvious to an outsider. The goal setting and performance profiling were perceived as important tools with a wide progression range and a relevant influence on the players' performance and the group's atmosphere. However, the athletes' inexperience with these tools should be properly assessed as well, in order to effectively plan the adequate time to spend on them.

### 5.1 The Team-Building Approach

The primary goal of applied research is to systematically generate theory-based knowledge that provides answers to problems encountered in applied settings. Athlete improvement in this latter context is a secondary goal because the athletes' needs do not start the sequence of events (Anderson, Miles, Mahoney & Robinson, 2002). The current research aimed at studying the events, but the team's needs were often considered as part of the programme's development. Even though the team-building programme aimed to be beneficial for the team, the focus was on understanding team-building methods. However, the programme was applied in a context with a specific team and coaching staff. The preliminary period confirmed the idea that coaches understand and believe in the implementation of team-building activities throughout the

course of their season (Bloom, Stevens & Wickwire, 2003; Bloom et al., 2008; Newin et al., 2008). On the other hand, it was clear that there was no regular application of team-building activities among the participating team.

According to Yukelson (1997) the assessment period is one of the foremost important factors on the planning phase, which was confirmed by the results of the present study. Moreover, the results support that team-building programmes need to be properly planned and organized (Bloom et al. 2003; Newin et al., 2008). On this study, the researcher had a dual-role, as a coach and as a researcher. The programme started after one month of coaching, and even though this sudden start was necessary to cover the pre-season processes of team-building, it affected the programme's effectiveness. Holt and Dunn (2006) support the idea that the researcher should begin working with the team at the start of the season and have frequent interactions throughout the season. Dunn and Holt (2003) believe that working your way onto the team by earning respect is an effective way to initiate the process of developing rapport in a team setting. The researcher found that as the personal rapport was developing, both task and social activities were getting more effective. On this topic it seems clear that the study benefited with the researcher's dual role, because it allowed to spend more time with the team. Again, this seems consistent with Dunn and Holt's (2003) idea that rather than considering multiple roles as taboo, sport psychologists should consider ways to embrace multiple roles and take advantage of the extensive involvement with teams.

It is not consensual whether the coach or sport psychologist is the most qualified person to implement team-building activities. Bloom et al. (2003) reflect that it might depend on the type of activity being implemented. Other studies claim that the use of indirect approaches is appropriate for youth sport (Newin et al., 2008). While the debate between direct or indirect approaches might continue, the current study presents an approach where the lead researcher had a dual role, as a coach and a researcher. As a coach, the team-building process was empowering, facilitated the personal rapport and effective communication. Studies have reported interventions that influenced the behaviour of coaches in order to optimize the young athletes' experiences. After the programme, the players positively evaluated the atmosphere between themselves and the coaches, and reported that they were better focused on practices and listened more to the coaches. Smith, Smoll & Curtis (1979) used a set of guidelines to train coaches in team-building, and compare them to untrained ones. Their findings were consistent with Bloom and Stevens (2002), and showed that children who played for the trained

coaches evaluated their coach and the interpersonal climate of their teams more positively. They also suggested that the trained coaches promoted positive interactions among players, by developing team cohesion and relating to the players. The use of indirect approaches like this one, where coaches are trained and the sport psychology consultant or the researcher does not interact with the players, were also reported by Carron and Spink (1993). They developed a four-stage model consisting of an introductory stage, a conceptual stage, a practical stage, and an intervention stage, which has influenced several team-building studies of indirect approaches (Bloom & Stevens, 2002; Stevens & Bloom, 2003; Newin et al., 2008; Bruner & Spink, 2010).

On direct approaches, Yukelson (1997) develop the conceptual framework of seven steps which served as a baseline for several team-building studies of direct approaches (Voight & Callaghan, 2001; Dunn & Holt, 2004; Holt & Dunn, 2006). This background was reviewed by Rovio et al. (2010) together with other recent literature on team-building. Rovio et al. identified the need to study not only the effectiveness, but to identify the core team-building methods that should be aimed to improve group functioning. Rovio et al. (2012) shifted to this direction, with the multivariate approach, which, as the present study replicates, plans to use team-building methods that focus on task cohesion, such as performance profiling and goal setting, and to assess the needs of the team. This is a continuous and dynamic process that evolves as the implementation advances and the personal rapport develops.

Recent research has recommended that providing more detailed information on the actual practicalities of team-building programmes (for example, through action research) would assist those actively working with teams (Rovio et al., 2010). Findings in the current study are in support of the use of action research and a mixed method approach. Rovio et al. (2012) reported that, by a combination of different data gathering methods, the study was able to obtain knowledge about the process of using team-building, over the course of time. The research diary progressively improved the programme and simultaneously guaranteed the professional development of the researcher, which, consequently, would improve the programme. The benefits of this spiral were expected and are a clear positive finding of the current study.

The results revealed that the programme was beneficial for the players and the team. The players experienced the multivariate method approach to team-building, found it useful for their own performance and helpful on the positive team culture and cohesive group atmosphere. According to the results and consistent with previous

research, the team-building programme promoted bonding opportunities between players, team unity, greater attendance, better understanding of self and others, and higher levels of confidence in self and fellow team members (Dunn & Holt, 2004; Holt & Dunn, 2006; Newin et al., 2008; Bruner & Spink, 2010; Rovio et al., 2012).

Results clearly show that the team-building programme was beneficial for the team's cohesion, however, the Group Environment Questionnaire showed no significant differences in perceptions of cohesion. This may be explained by the team's feedback on the measure, in which they report some confusion about a number of questions. This tool is used broadly in team-building research but some studies reported improvements in only some of the four GEQ (Bloom & Stevens, 2002; Rovio et al., 2012). The Perceived Relatedness Scale showed a decrease after the division in two teams, which was expected. But, in overall, the values of relatedness increased within the implementation of the programme. As the paradigm seems to shift from the measure of effectiveness to the understanding of team-building processes and methods, the present study reflects on the need of future research to focus on finding additional quantitative measures. Eys, Lougheed, Bray and Carron (2009) developed a questionnaire that measures cohesion in youth athletes (Youth Sport Environment Questionnaire, YSEQ) which has demonstrated good initial psychometric properties and content validity, but still lacks consistent predictive utility.

## 5.2 The Team-Building Methods

In Rovio et al. (2012), performance profiling, individual goal setting, and role clarifying supported each other. The first stage of performance profiling, charting the players' performance, was regarded as the foundation for both role clarifying and individual goal setting. The individual goal setting and role clarifying were also found to be in support of each other, as it appeared that both techniques aimed to improve performance (individual goal setting from the player's perspective and the role clarifying from the group's perspective). This multivariate approach was used in the present study, and the results support the evidence that the method is interconnected. Each step contributes to the team functioning and performance, and simultaneously to the effectiveness of the next team-building method.

The results showed that promoting a leadership network helped role clarifying and also aided the researcher in practical issues. To acknowledge key players and allowing

others to reach leadership roles proved to be effective for the programme and the team's functioning. Previous research supports this idea, by showing that team captains were integral to successful implementation, continued monitoring of team functioning and valuable sources of feedback (Stevens & Bloom, 2003; Newin, et al., 2008).

Successful implementation was influenced by time demands on athletes. Dunn and Holt (2003) findings revealed that sport psychology programmes place time demands on athletes, interfering with some players' game preparations as well as their schoolwork. On the present study, it was noted that the players prefer a programme that is adapted to their schedule and not the contrary. The solution to meet just before or after practices was found on unity council meetings. Other solutions were discussed, such as including team-building activities in the practice, but seldom implemented, because the field time was not abundant and the head coach had a strict plan, which revealed technical and tactical practice priorities over team-building activities. Previous research has supported the idea that practices can be planned so that drills are run as a team-building activities. The primary purpose of each activity may not be seen as team-building, but it is acknowledged that improved team cohesion might be an outcome of the activity. For example, while the primary purpose of a team run may be to improve physical endurance, it might also strengthen athlete bonds to each other (Bloom et al., 2003; Pain & Harwood, 2009).

Moreover, the players perception of the programme's influence on giving and receiving positive feedback was the lowest of the team social goals. This could be explained by the lack of practice, because, despite the activity where the players would anonymously write compliments to each other, there was no other format of practice to give or receive positive feedback. In the present study, there were attempts to reach effective communication and transparent feedback, such as promoting the evaluation of each other's performance profile or personal coaching plan. However, it was clear that the players wanted to maintain this information confidential from their teammates. On the other hand, at a sector level, where task goals were similar and the atmosphere was safer, it was possible to establish good player-to-player evaluation and guidance, but only after developing a sector group identity. This identity was promoted by common sector performance profiles and goal setting. The results clearly showed that the players felt safer when task sector goals were understood as common roadblocks to overcome, in order to reach better sector performance. It seems that, at the next stage, it would be possible to develop player-to-player feedback at a team level. This seems in line with

the conclusions of Rovio et al. (2012), on a male ice hockey team, that the players became more unified in their approach toward the set goals, and as a result, became more productive in the ways in they worked toward those goals. As we reported, the players were more motivated when the role clarifying, at a sector level, allowed a safer atmosphere. Such findings are in line with the definition by Rovio et al. (2010), supporting the notion of that team-building is a multifaceted, dynamic process that evolves throughout the season.

### 5.3 Implications for Practice

The primary goal of applied research is to systematically generate theory-based knowledge that provides answers to problems encountered in applied settings. This study occurred close to an applied setting, and on a dual-role context. According to the data and to previous studies this points to a shift in the acceptance of dual-roles, among coaches and sport psychologists. In addition, one of the major findings of the study was the personal rapport as one of the most important factors to consider when planning an TB intervention. The development of the personal rapport alongside with the planning of the intervention was quite productive due mostly to the dual role.

Practitioners should also consider that, even though TB is proved to improve the coach-athlete relationship and the team environment, coaches don't implement these programs often. Therefore, coaches should evolve from admitting the importance and relevance of TB, to the planning, implementing and evaluation phase. This study provides a detailed description of the methods used and the participants' reactions, which is an obvious implication for practice, because one can read through the study, understand the storyline and replicate any detailed step. For example, how the meetings were arranged and the timetable presented to the team, and how they reacted against the time demands and discussed the need to find a more practical time and place to meet. Even though the findings should be interpreted among the context of this study, the implications for practice are numerous and need to reach the applied setting.

### 5.4 Implications for Future Research

This study followed a line of research describing the steps of planning, implementation and evaluation of a TB program, instead of just reporting its effectiveness. The purpose is to describe the phenomenon as a complex chain of events, settings and people that



interact alongside the methods. The research method that best matched this paradigm was action research. However, this study used mixed methods and different data gathering tools. The connection between the tools and their application in data analysis was something unique, which therefore should be analyzed.

The research diary was one of these tools and quite important in the process of action research. This tool was used alongside other data gathering methods, qualitative and quantitative, and the real time dual-role employed by the researcher. The intersection between all these interactions, tool, data, researcher, participants, and the constant coming back to the three different phases, planning, implementation and evaluation, makes the study relevant for future research.

### 5.5 Limitations in the Implementation of the Programme

On a self-evaluation note, the researcher's inexperience in applying some techniques allowed mistakes on the team-building programme's implementation and planning. Even though the researcher had a strong background in working with teams and groups, the methods were unknown and practiced while applied, which made this a practical limitation of the study. The process of reading and seeking advice was present, but some situations only occurred on setting. The programme was a process of professional development for the researcher, both as an investigator and as a coach, which led to the conclusion that future research may focus on indirect approaches with emphasis on the multivariate method.

The inexperience reported affected some areas of the programme. The social goals, stressed quite actively by the players on the first team meeting, could have been more emphasized during the implementation of the programme. This neglect may be justified by the overwhelming professional challenges that the application of the task activities brought to the researcher. In future studies, this limitation could be overcome by the inclusion of social skills on the performance profiles. Another practical limitation, was the neglect of formal team meetings to re-evaluate the team goals. The first team meeting defined them and they were revisited informally and irregularly. This limitation reduced the players' connection between their common goal and their individual behaviours.

In addition, one of the programme limitations was the time organization. The study exchange period limited the time available for the programme's development. Even

though there was a plan to facilitate the process on this period, there was a clear decrease on the players motivation to continue the programme. However, it seems that, with more direct approach opportunities, the team-building steps would continue to progress. Nonetheless, the individual goals part of the programme needed more time to reach mastery. The results showed that the players had little or no previous experience with goal setting.

Together with time, another limitation of the programme was the language barrier. The researcher translated every instrument used, but many interactions needed a direct intervention, such as individual goal setting. When the players' English level was low, this process tended to be ineffective. The unity council or other leaderships forms could have helped the players with more difficulties, or players could be paired up to compensate language barriers. This strategy was used when the researcher was away, but the results show that the players reacted more naturally to sector level and spontaneous leadership than the unity council, even though the council was elected by the players. Within the results of this study, it was not possible to clearly confirm the findings of Rovio et al. (2012), that individual goals can assist in facilitating commitment and increasing athletes' individual motivation to group processes.

## 5.6 Limitations of the Research

The qualitative data was collected from one team and one researcher, so the uniqueness of the study was a limitation. Even though the processes of triangulation are described and follow guidelines, the findings are based on the perceptions of these players and coaches, and the critical thinking of one researcher. As Rovio et al. (2012), we approached our research phenomena from a new perspective and although the number of findings is small, the authenticity of the case and the long-term process of using team-building methods help to validate them. However, as Stevens and Bloom (2003) identified, the relevance of understanding the players perception of the team-building interventions was confirmed on this study. The players' reflective sheet, which assessed the players' perception through a *likert* scale and a open discussion, was a effective tool to understand limitations and strengths of the programme.

The quantitative data was collected on four different times, throughout the total of 8 months. The GEQ seemed to be a complex tool for the players, and inadequate for this type of action research study, in which the quantitative measures could have been done

more regularly. In addition, not all the players completed the scales on the four different moments of measurement, which decreased the quantitative sample from 32 to 17 participants.

## 6 CONCLUSION

The current study found that, on approaching team-building, the assessment period should be timely adequate, the development of personal rapport should be carefully considered, and the multivariate method was beneficial for the players and the team. In addition, it was shown that performance profiling and goal setting are interconnected, that is, contribute to each other's effectiveness. However, players and coaches were inexperienced and more time is needed to achieve mastery in these tools. It was also showed that, to promote a leadership network contributes to the programme implementation and to the team's functioning.

This process was tremendously rich for the researcher, who intervened with a dual role and dealt with very complex team interactions. The inexperience in applying the methods, the time restraints and the language barrier were limitations to the study. The study was conducted with this female youth football team, during this season, and analyzed through the critical goggles of this researcher, so the conclusions are strongly connected with the context. This study aims to help researchers and practitioners to better understand team-building, however, upon exploring the study, awareness of the research approach uniqueness is advised. For that reason, future research could focus on team-building methods in different countries/cultures and levels of competition.

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**Jyväskylän yliopisto**  
Liikuntakasvatuksen laitos

**Ryhmän tehokkuuden parantaminen joukkueen kehittämisohjelman avulla**

(Enhancing the effectiveness of a group through a Team Building Programme)

**Tutkija**

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Jyväskylän yliopisto, Liikuntakasvatuksen laitos

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Opiskelen liikuntapsykologian maisteriohjelmassa Jyväskylän yliopistossa. Pro gradu-tutkielmani tarkoituksena on edistää hyvää, tehokasta ja tuloksellista ilmapiiriä jalkapallojoukkueessa.

Tutkimuksen aikana suunnitellaan ja toteutetaan työpajoja, joissa sinua pyydetään kertomaan kokemuksistasi ja täyttämään lomakkeita harjoituksiisi liittyen.

Osallistumisesi tähän tutkimukseen ei millään tavalla vaikuta valmentajasi päätöksiin, pelaajien kohteluun tai esimerkiksi peliaikaasi. Kaikki tietosi pysyvät luottamuksellisina. Vain tutkija ja yllämainitut ohjaajat pääsevät käsiksi kerättävään aineistoon. Myös tutkimuksen päätyttyä kerätty aineisto pidetään turvallisessa paikassa, johon vain tutkijoilla on pääsy. Jos haluat mistä tahansa syystä tai missä tahansa vaiheessa keskeyttää osallistumiseni, on se mahdollista ilman selitystä.

**Suostumuslomake**

Olen tietoinen siitä, että osallistumiseni tutkimukseen on vapaaehtoista ja kerättävä aineisto on luottamuksellista. Suostun osallistumaan tähän tutkimukseen. Olen lukenut yllä olevan tutkimusta esittelevän tiedotteen ja tiedän, että voin keskeyttää osallistumiseni milloin tahansa syytä kertomatta. Annan suostumukseni käyttää kerättävää tietoa pro gradu-tutkielmassa.

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Päiväys

Osallistujan allekirjoitus

Holhoojan allekirjoitus

APPENDIX 2 - Sociogram

Choose only your teammates.

Order them by preference.

Answer honestly and individually.

1. We have a Match in Tampere but we are going by car. Each car has 4 seats.

Choose 3 teammates to go with you.

1° \_\_\_\_\_

2° \_\_\_\_\_

3° \_\_\_\_\_

2. We are in Practice. We are doing an exercise in groups of 4. Who do you choose?

1° \_\_\_\_\_

2° \_\_\_\_\_

3° \_\_\_\_\_

3. We have a Match in Tampere but we are going by car. Each car has 4 seats.

Who would you **NOT** want to go with you?

1° \_\_\_\_\_

2° \_\_\_\_\_

3° \_\_\_\_\_

4. We are in Practice. We are doing an exercise in groups of 4. Who do you

**NOT** choose?

1° \_\_\_\_\_

2° \_\_\_\_\_

3° \_\_\_\_\_

APPENDIX 3 - Performance Profile

Performance Profile / Goal Setting - Jalkapallo											
Nimi:				Date:				Sector Group: Maalivahti			P / R
<b>Tekniikka</b>											
haltuunotot	0	1	2	3	4	5	6	7	8	9	10
suorat lyhyet syötöt	0	1	2	3	4	5	6	7	8	9	10
pitkät syötöt	0	1	2	3	4	5	6	7	8	9	10
torjunta	0	1	2	3	4	5	6	7	8	9	10
heitot	0	1	2	3	4	5	6	7	8	9	10
<b>Taktiikka</b>											
koko kentän näkeminen	0	1	2	3	4	5	6	7	8	9	10
<b>Hyökkäystaktiikka</b>											
avaukset	0	1	2	3	4	5	6	7	8	9	10
<b>Puolustustaktiikka</b>											
kierrätyksen estäminen	0	1	2	3	4	5	6	7	8	9	10
peittäminen	0	1	2	3	4	5	6	7	8	9	10
varmistaminen	0	1	2	3	4	5	6	7	8	9	10
tukeminen	0	1	2	3	4	5	6	7	8	9	10
<b>Fyysiset ominaisuudet</b>											
räjähtävä nopeus (3-10 m)	0	1	2	3	4	5	6	7	8	9	10
kehonhallinta	0	1	2	3	4	5	6	7	8	9	10
ketteryys	0	1	2	3	4	5	6	7	8	9	10
ponnistusvoima	0	1	2	3	4	5	6	7	8	9	10
<b>Psyykkiset ominaisuudet</b>											
keskittymiskyky	0	1	2	3	4	5	6	7	8	9	10
paineensietokyky	0	1	2	3	4	5	6	7	8	9	10
itseluottamus	0	1	2	3	4	5	6	7	8	9	10
hallittu aggressiivisuus	0	1	2	3	4	5	6	7	8	9	10
rauhallisuus	0	1	2	3	4	5	6	7	8	9	10
kommunikaatio	0	1	2	3	4	5	6	7	8	9	10

**Performance Profile / Goal Setting - Jalkapallo**

Nimi:											Date:	Sector Group: Toppari		P / R
<b>Tekniikka</b>														
haltuunotot	0	1	2	3	4	5	6	7	8	9	10			
suorat lyhyet syötöt	0	1	2	3	4	5	6	7	8	9	10			
pitkät syötöt	0	1	2	3	4	5	6	7	8	9	10			
pääpeli	0	1	2	3	4	5	6	7	8	9	10			
riiistot	0	1	2	3	4	5	6	7	8	9	10			
<b>Taktiikka</b>														
koko kentän näkeminen	0	1	2	3	4	5	6	7	8	9	10			
<b>Hyökkäystaktiikka</b>														
avaukset	0	1	2	3	4	5	6	7	8	9	10			
<b>Puolustustaktiikka</b>														
kierrätyksen estäminen	0	1	2	3	4	5	6	7	8	9	10			
peittäminen	0	1	2	3	4	5	6	7	8	9	10			
varmistaminen	0	1	2	3	4	5	6	7	8	9	10			
tukeminen	0	1	2	3	4	5	6	7	8	9	10			
<b>Fyysiset ominaisuudet</b>														
räjähävä nopeus (<3m)	0	1	2	3	4	5	6	7	8	9	10			
ketteryys	0	1	2	3	4	5	6	7	8	9	10			
nopeuskestävyys	0	1	2	3	4	5	6	7	8	9	10			
ponnistusvoima	0	1	2	3	4	5	6	7	8	9	10			
keskivartalovoima	0	1	2	3	4	5	6	7	8	9	10			
<b>Psyykkiset ominaisuudet</b>														
keskittymiskyky	0	1	2	3	4	5	6	7	8	9	10			
paineensietokyky	0	1	2	3	4	5	6	7	8	9	10			
itseluottamus	0	1	2	3	4	5	6	7	8	9	10			
hallittu aggressiivisuus	0	1	2	3	4	5	6	7	8	9	10			
rauhallisuus	0	1	2	3	4	5	6	7	8	9	10			
kommunikaatio	0	1	2	3	4	5	6	7	8	9	10			

**Performance Profile / Goal Setting - Jalkapallo**

Nimi:	Date:					Sector Group: Puolostaja				P / R	
<b>Tekniikka</b>											
haltuunotot	0	1	2	3	4	5	6	7	8	9	10
kuljetus	0	1	2	3	4	5	6	7	8	9	10
suorat lyhyet syötöt	0	1	2	3	4	5	6	7	8	9	10
pitkät syötöt	0	1	2	3	4	5	6	7	8	9	10
pallon suojaus	0	1	2	3	4	5	6	7	8	9	10
riistot	0	1	2	3	4	5	6	7	8	9	10
<b>Taktiikka - Hyökkäystaktiikka</b>											
koko kentän näkeminen	0	1	2	3	4	5	6	7	8	9	10
tyhjän tilan löytäminen	0	1	2	3	4	5	6	7	8	9	10
vaihtelevuus	0	1	2	3	4	5	6	7	8	9	10
pallollisena liikkuminen	0	1	2	3	4	5	6	7	8	9	10
pallottomana liikkuminen	0	1	2	3	4	5	6	7	8	9	10
<b>Puolustustaktiikka</b>											
pallollisen painostaminen-peittäminen	0	1	2	3	4	5	6	7	8	9	10
sijoittuminen	0	1	2	3	4	5	6	7	8	9	10
tukeminen	0	1	2	3	4	5	6	7	8	9	10
<b>Fyysiset ominaisuudet</b>											
pyrähdysnopeus (3-10m)	0	1	2	3	4	5	6	7	8	9	10
rytmivaihtokyky	0	1	2	3	4	5	6	7	8	9	10
kestävyys	0	1	2	3	4	5	6	7	8	9	10
keskivartalovoima	0	1	2	3	4	5	6	7	8	9	10
tasapaino	0	1	2	3	4	5	6	7	8	9	10
<b>Psyykkiset ominaisuudet</b>											
itseluottamus	0	1	2	3	4	5	6	7	8	9	10
keskittymiskyky	0	1	2	3	4	5	6	7	8	9	10
kannustavuus	0	1	2	3	4	5	6	7	8	9	10
oppii virheistä	0	1	2	3	4	5	6	7	8	9	10
luottamus	0	1	2	3	4	5	6	7	8	9	10
ohjeiden kuuntelu	0	1	2	3	4	5	6	7	8	9	10
halu voittaa	0	1	2	3	4	5	6	7	8	9	10

**Performance Profile / Goal Setting - Jalkapallo**

Nimi:				Date:				Sector Group: Keskikentä			P / R
<b>Tekniikka</b>											
haltuunotot	0	1	2	3	4	5	6	7	8	9	10
suorat lyhyet syötöt	0	1	2	3	4	5	6	7	8	9	10
pitkät syötöt	0	1	2	3	4	5	6	7	8	9	10
pallon suojaus	0	1	2	3	4	5	6	7	8	9	10
<b>Taktiikka</b>											
tillannenopeus, oikea-aikaisuus	0	1	2	3	4	5	6	7	8	9	10
<b>Hyökkäystaktiikka</b>											
koko kentän näkeminen	0	1	2	3	4	5	6	7	8	9	10
pallollisena liikkuminen	0	1	2	3	4	5	6	7	8	9	10
pallottomana liikkuminen	0	1	2	3	4	5	6	7	8	9	10
<b>Puolustustaktiikka</b>											
karvaaminen / kierrätyksen estäminen	0	1	2	3	4	5	6	7	8	9	10
pallollisen painostaminen / peittäminen	0	1	2	3	4	5	6	7	8	9	10
sijoittuminen	0	1	2	3	4	5	6	7	8	9	10
tukeminen	0	1	2	3	4	5	6	7	8	9	10
<b>Fyysiset ominaisuudet</b>											
räjähtävä nopeus (<3m)	0	1	2	3	4	5	6	7	8	9	10
pelisuorituksen maksimaalinen ylläpito	0	1	2	3	4	5	6	7	8	9	10
taasapaino	0	1	2	3	4	5	6	7	8	9	10
keskivartalovoima	0	1	2	3	4	5	6	7	8	9	10
<b>Psyykkiset ominaisuudet</b>											
keskittymiskyky	0	1	2	3	4	5	6	7	8	9	10
paineensietokyky	0	1	2	3	4	5	6	7	8	9	10
johtamiskyky	0	1	2	3	4	5	6	7	8	9	10
hallittu aggressiivisuus	0	1	2	3	4	5	6	7	8	9	10
kannustavuus	0	1	2	3	4	5	6	7	8	9	10
kommunikaatio	0	1	2	3	4	5	6	7	8	9	10



**Performance Profile / Goal Setting - Jalkapallo**

Nimi:				Date:				Sector Group: Hyökkäys			P / R
<b>Tekniikka</b>											
pallon suojaus	0	1	2	3	4	5	6	7	8	9	10
kuljetus	0	1	2	3	4	5	6	7	8	9	10
laukaukset	0	1	2	3	4	5	6	7	8	9	10
pääpeli	0	1	2	3	4	5	6	7	8	9	10
harhautukset	0	1	2	3	4	5	6	7	8	9	10
<b>Taktiikka</b>											
tilannenopeus, oikea-aikaisuus	0	1	2	3	4	5	6	7	8	9	10
<b>Hyökkäystaktiikka</b>											
pallollisena liikkuminen	0	1	2	3	4	5	6	7	8	9	10
pallottomana liikkuminen	0	1	2	3	4	5	6	7	8	9	10
vaihtelevuus	0	1	2	3	4	5	6	7	8	9	10
<b>Puolustustaktiikka</b>											
kierrätyksen estäminen	0	1	2	3	4	5	6	7	8	9	10
pallollisen painostaminen-peittäminen	0	1	2	3	4	5	6	7	8	9	10
<b>Fyysiset ominaisuudet</b>											
nopeuskestävyys	0	1	2	3	4	5	6	7	8	9	10
reaktionopeus	0	1	2	3	4	5	6	7	8	9	10
räjähtävä nopeus (< 3m)	0	1	2	3	4	5	6	7	8	9	10
pyrähdysnopeus (3-10m)	0	1	2	3	4	5	6	7	8	9	10
rytminvaihtokyky	0	1	2	3	4	5	6	7	8	9	10
keskivartalovoima	0	1	2	3	4	5	6	7	8	9	10
<b>Psyykkiset ominaisuudet</b>											
keskittymiskyky	0	1	2	3	4	5	6	7	8	9	10
itseluottamus	0	1	2	3	4	5	6	7	8	9	10
yritteliäisyys	0	1	2	3	4	5	6	7	8	9	10
paineensietokyky	0	1	2	3	4	5	6	7	8	9	10
hallittu aggressiivisuus	0	1	2	3	4	5	6	7	8	9	10
luovuus	0	1	2	3	4	5	6	7	8	9	10
kommunikaatio	0	1	2	3	4	5	6	7	8	9	10
rohkeus	0	1	2	3	4	5	6	7	8	9	10



## APPENDIX 4 - Personal Coaching Plan

<b>Tavoite:</b>		
	Toimintasuunnitelma	
Mitat:		
Aikataulu:		

<b>Tavoite:</b>		
	Toimintasuunnitelma	
Mitat:		
Aikataulu:		

<b>Tavoite:</b>		
	Toimintasuunnitelma	
Mitat:		
Aikataulu:		

**Minä sitoudun yllämainittuihin tavoitteeseen, toimintasuunnitelmiin ja aikatauluun. Minä ymmärrän niiden tuoman hyödyt ja en luovuta kunnes olen saavuttanut ne.**

**Allekirjoitus**

<b>Huhtikuu</b>						
31	1	2	3	4	5	6
7	8	9	10	11	12	13
SECTOR GROUP PALAVERI TO DISCUSS THE TAVOITE JA MITAT						

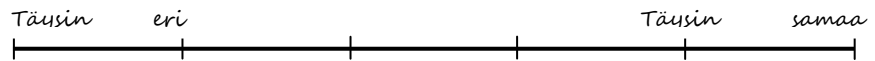
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
<b>Toukokuu</b>			1	2	3	4
5	6	7	8	9	10	11
SECTOR GROUP PALAVERI TO DISCUSS THE TAVOITE JA MITAT						

12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8
SECTOR GROUP PALAVERI TO DISCUSS THE TAVOITE JA MITAT						

9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
FINAL TEAM PALAVERI						

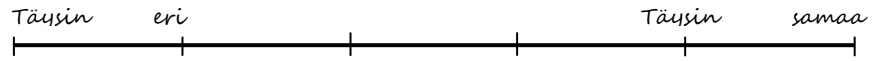
APPENDIX 5 - Players' Reflective Sheet

**Yhteistyö**



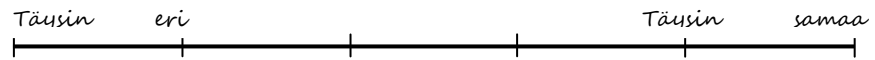
Miksi: \_\_\_\_\_

**Integraatio**



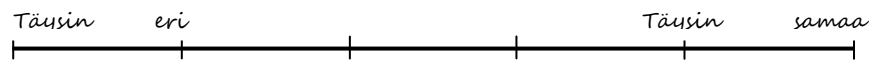
Miksi: \_\_\_\_\_

**Kommunikaatio**



Miksi: \_\_\_\_\_

**Oikea valinta**



Miksi: \_\_\_\_\_

**Motivaatio**



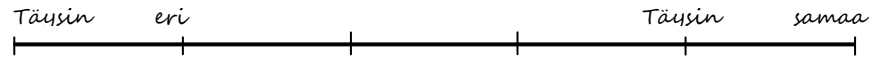
Miksi: \_\_\_\_\_

**Sitoutuminen**



Miksi: \_\_\_\_\_

**Keskittyminen**



Miksi: \_\_\_\_\_

**“Be” in practice**



Miksi: \_\_\_\_\_

**Positive asenne**



Miksi: \_\_\_\_\_

**Positive palaute**



Miksi: \_\_\_\_\_

**Pelata kovaa**



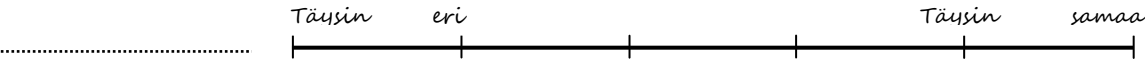
Miksi: \_\_\_\_\_

Taistellan Yhdessä

**Sector Tavoite**



Miksi: \_\_\_\_\_



Miksi: \_\_\_\_\_



Miksi: \_\_\_\_\_

Taistellan Yhdessä

**Henkilö Tavoite**



Miksi: \_\_\_\_\_



Miksi: \_\_\_\_\_



Miksi: \_\_\_\_\_





