

The influence of coaches on sport teams

The perceived effectiveness of coaching behaviors in Dutch interdependent sport teams

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Abstract

This research investigated the perceived effectiveness of the coach in interactive sport teams. As research methodology a questionnaire of approximately 100 questions was completed by 7 coaches and 61 players of 6 interdependent sport teams. The analyses were based on 19 questions about the working method of the coach. These questions measured the occurrence of the behaviors of the coach that support 1) social cohesion, 2) task cohesion and 3) participative leadership perceived by the players and coach of a team. Overall, an independent sample t-test showed that the perception on the coaching behaviors were comparable for the players and the coach in interactive sports. Moreover, Pearson correlations between the occurrence of the coaching behaviors (as perceived by players and coach) and the team performance didn't show correlations in the way that was expected. In contradiction to the expectations the results indicated that the team performance was not related or there was a negative correlation to the perceived effectiveness of the coach. In an exploratory way the added value of a team captain was also investigated. The outcomes showed that the team captain was of added value for an interactive team. To get more specific knowledge about the added value of a team captain further research is suggested.

1. Introduction

The famous Dutch soccer coach, Louis van Gaal is an example of a coach who achieved success with several different teams. One of his most surprising successes as a coach was winning the Dutch national soccer league in 2009 with AZ Alkmaar. What made this victory special was that it was only the second time in the club's history to win the national league. Louis also booked successes with the German soccer club Bayern München. Success is however not guaranteed for coaches. For example, recently the coach of the men's Dutch national field hockey team, Paul van Ass, made an important decision regarding the player selection for the team. The coach removed the most experienced players (thereby (ex) team captain from the selection). However, after two months the coach asked one of the players to return into the Dutch national field hockey team, because the match results of the team were disappointing. After rectification of his decision the men's Dutch field hockey team won a silver medal at the Olympic Games 2012. As the formal leader of the team, the coach is responsible for team performance (Gearity, 2012; Chelladurai, 1990). Often the coach is dismissed if the performance of a team is disappointing. A "coach's leadership" is defined as coaches' behavioral processes that influence

team members toward performance accomplishments (Jowett & Chaundy, 2004). Reflecting on the decision of the coach of the men's Dutch field hockey team, the question arises if removing the most experienced players from the selection to stimulate the performance accomplishment was a strange reasoning of Paul van Ass.

The coach of the men's Dutch field hockey team said there was less team play between the two experienced players and the other players (Misset, 2012), which didn't stimulate the feeling of being a team, in other words team cohesion. According to Jowett and Chaundy (2004), there is enough empirical evidence showing that there is a positive relationship between team cohesion and team performance. In other words, stimulating team cohesion enhances team performance. Concluding that the less degree of cohesion between the two most experienced players (Taeke Taekema and Teun de Nooijer) and the other team players within the men's Dutch field hockey team (Misset, 2012) justified the action of Paul van Ass to remove the two players from the selection. However it's never guaranteed that the decision of the coach, like the previous mentioned example about Paul van Ass indicates, directly result in better team performance. In other words, it's difficult to predict if the coach's behaviors are effective. In this research the main purpose will be the investigation of the perceived effectiveness of the coach. Additionally there will also be investigated, in an exploratory way, what the added value of the team captain is in an interactive sport team. More understanding about both roles will shed new light on the importance of the leadership roles within the interactive sports. Section 1.1. will give a theoretical background on the main purpose of this study. In section 1.2. the main research question and hypotheses will be discussed. Section 1.3 will give the introduction to the additional part about added value of the team captain.

1.1. Theoretical Background

1.1.1. Team cohesion

According to Jowett & Chaundy (2004), there are two kinds of cohesion, namely task and social cohesion. Behaviors meant to enhance task cohesion include instruction, social support, positive feedback, and democratic decision-making behavior. Behaviors dedicated to stimulate social cohesion contain social support, training and instruction behavior (Jowett & Chaundy, 2004). In order to be effective as a coach it is important to stimulate both task and social cohesion by

adapting the behaviors that stimulate these two types of cohesion (e.g. positive feedback and social support) (Jowett & Chaundy, 2004).

1.1.2. Participative leadership

The democratic behavior of the coach is, besides social cohesion and task cohesion, an aspect that contributes to the effectiveness of the coach. Democratic leadership behavior is one of the leadership behaviors of the Path-Goal theory from House and Mitchell (1974). The Path Goal theory helps a coach to respond to the characteristics of the players and in this way helps the players reach their goals (Northouse, 2010). Democratic leadership behavior consists of inviting subordinates, players, to share in the decision making (Northouse, 2010). Democratic leadership behavior of a coach includes consulting players, obtaining their ideas and opinion, and integrating their suggestions into the decision about how the team will proceed (Northouse, 2010).

1.1.3. (Perceived) effectiveness of the coach

What is meant by working effectively as a coach is a relative understanding. A lot of research has investigated the behaviors of coaches who have a high winning percentage ('winning coaches') to see which leadership behaviors are effective (Gearity, 2012). Winning games is not the only criterion to look at, if you would like to decide which leadership behaviors are effective and which are not. According to Smoll & Smith (1989), mentioned in the research of Kenow & Williams (1999), coaching effectiveness is properly mediated by players' perception and recall. Less is known about the way players perceive the effectiveness of the coach (written by Gearity, 2012).

Research using the Leadership Scale for Sports (LSS) suggests that the satisfaction of the players is related to the behaviors of the leader. The leader or in this context the coach's behaviors are maximized when the players' perception and preference of coaching behavior are similar. According to the LSS of Chelladurai & Saleh (1978) the coach's behaviors that players prefer in stimulating their motivation and performance include democratic behavior and behaviors that stimulate task and social cohesion (i.e. training and instruction, positive feedback and social support). Notable to say is that it remains difficult to make a broad generalization regarding players' preferred coaching behavior. Solomon (1999) says that players vary in preferred coaching behavior based on level of competition, type of sports (interdependent, independent), type of task (open, closed), team status (starters, substitutes), performance (win-

loss record) and gender (Gearity, 2012). Creating a higher understanding of the extent to which athletes perceive the coach's behaviors in accordance with their preference, contributes in maximizing the players' satisfaction with the behaviors of the coach (Gearity, 2012).

The research of Gordon (1986) showed that players' satisfaction is associated with higher reports of training, social support and democratic behaviors (Chelladurai, 1990). This players' satisfaction (i.e. higher reports of training, social support and democratic behaviors) says something about the effectiveness of the coach (Horn, 2008) Already mentioned is that the effectiveness of the coach is also linked to a higher number of winning games (i.e. higher team performance) according to Gearity (2012). In other words, higher reports of the coaching behaviors by the players (i.e. higher players' satisfaction) give a higher (perceived) effectiveness of the coach but could also influence the team performance in positive way.

1.1.4. Coaching efficacy

In line with the statement of Horn (2008), it can also be valuable to know the extent to which coaches evaluate their own behaviors as satisfactory. Namely, in this way the evaluation of the coaching behaviors as seen by the players can be compared by the coach own evaluation of his behaviors.

The coach evaluation of his own behaviors shows the perception coaches have about the effectiveness of their own behaviors or in other words coaching efficacy (i.e. the extent to which coaches believe they have the capacity to affect the learning and performance of their players (Feltz, Chase, Moritz & Sullivan, 1999; Singer, Hausenblas & Janelle, 2001)). Feltz et al. (1999) developed a model of coaching efficacy with four dimensions and the Coaching Efficacy Scale (CES) to measure the multidimensional aspects of coaching efficacy. According to Feltz et al. (1999) coaching efficacy is influenced by several factors: winning percentage (team performance) in previous seasons, years of coaching experience, perceived team ability, community support and parental support.

1.1.5. Misunderstanding (perceived) effectiveness of the coach, by coach and players

Interesting is that according to Smith, Smoll and their colleagues (Curtis, Smith, & Smoll, 1979; Smith, Noland, Smoll, & Coppel, 1983; Smith, Smoll & Curtis, 1978; Smith, Smoll & Curtis, 1979; Smith, Smoll & Hunt, 1977; Smith, Smoll, Hunt, Curtis & Coppel, 1979; Smoll & Smith, 1984; Smoll, Smith, Curtis, & Hunt, 1978)) the self-perceptions of the coaches (i.e. coach

efficacy) does not correspond to the players' perceptions of their coaches' behaviors (Chelladurai, 1990). This could be due to the misunderstanding of the coach's philosophy by the players. According to Becker (2007), this misunderstanding has a negative influence on the effectiveness of the coach (Gearity, 2012). Becker (2007) says that building a strong coach-athlete relationship by trying to understand the philosophy of the coach decreases the misunderstanding, which increases the perceived effectiveness of the coach (Gearity, 2012). In summary, the athlete's perceived effectiveness of coaching depends on how coaches behave and how players' perceive and interpret that behavior (Gearity, 2012). The theoretical background of this study is summarized in Figure 1.

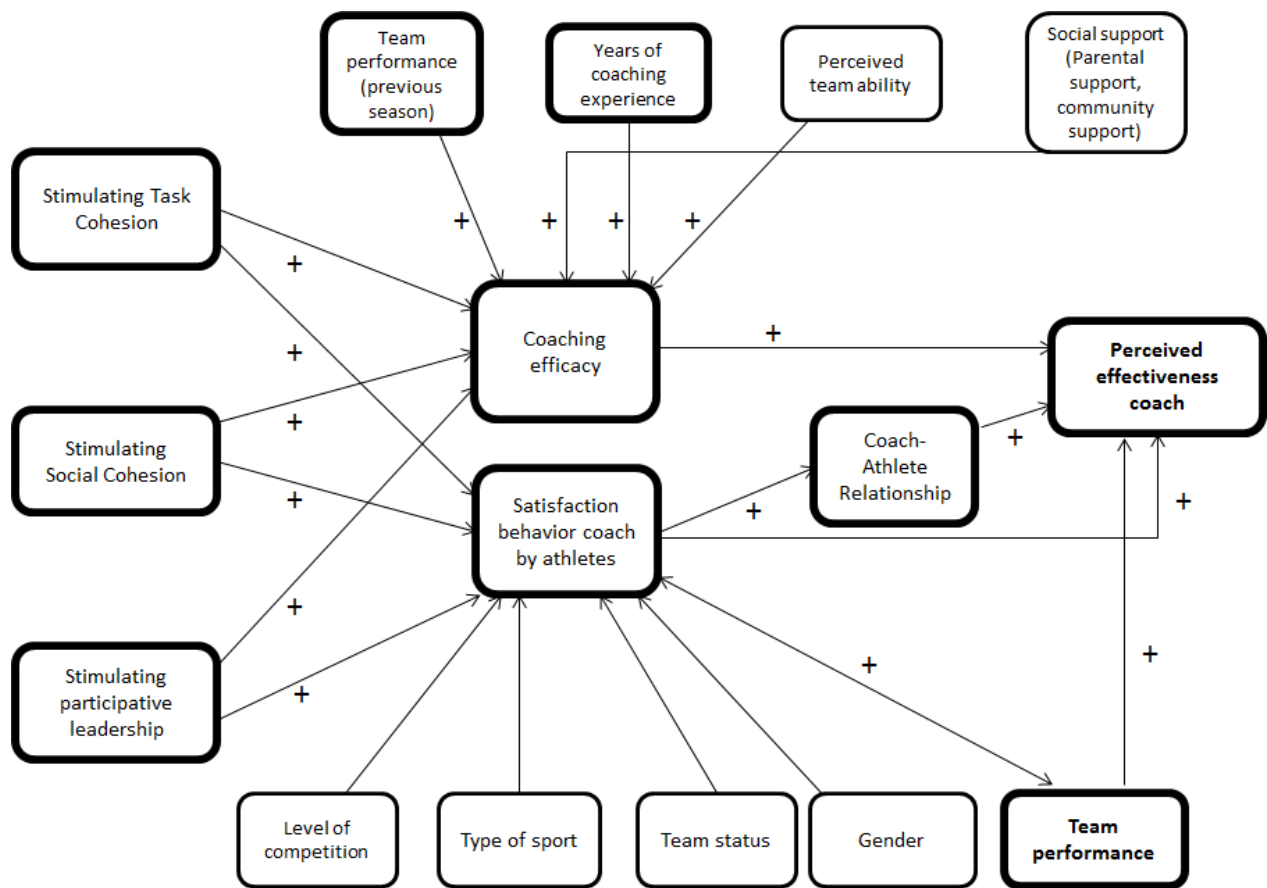


Figure 1

The perceived effectiveness of coaching behaviors in interdependent sport teams according to the coach and in comparison with his/her players (with the subjects for investigation shown in bold).

1.2. Research question and hypotheses

1.2.1. Research question

In this study the focus will be on the perceived effectiveness of a coach in collective sports. In particular, sports that require a high interdependency among players in order to be successful, in other words interactive sports (Gomes, 2011). According to Gomes (2011), less is known about the differences in the perception of coaching behaviors in players that practiced collective sports. According to Solomon (1999), the type of sport (interdependent/independent) is of influence on which coaching behaviors are preferred by the players involved (Gearity, 2012). The coaching behaviors that will be investigated in this study are the ones Chelladurai (1978) mentioned (i.e. social cohesion, task cohesion and participative leadership).

The main research question of this study is: “How do players and coaches perceive coaching behaviors in interactive sport teams, and how these perceptions are related to the perceived effectiveness of the coach?”. In order to answer this research question several hypotheses will be investigated.

1.2.2. Hypotheses

To better understand how the players and coaches perceive coaching behaviors it is first important to understand what influence their perception of the coaching behaviors. Mentioned earlier in this introduction is the self-efficacy of coaches. According to Feltz et al. (1999) there are a number of factors that influence this efficacy. One of the most important factors refers to the number of years of coaching experience (Singer, Hausenblas & Janelle, 2001). The model of coaching efficacy of Feltz et al. (1999) consists of 4 dimensions, namely game strategy, motivation, technique and character building. The research of Feltz et al. (1999) shows a positive relationship between two dimensions of coaching efficacy (i.e. game strategy and motivation) and years of coaching experience. In this study the perceived coaching efficacy (i.e. perceived effectiveness of the coach’s behaviors by the coach) and the perceived effectiveness of the coach according to the players is measured by a questionnaire that includes questions about the behaviors of the coach that stimulate task, social cohesion and participative leadership. In addition to the (perceived) coaching efficacy it will be interesting to understand if, according to the players, there is a positive relationship between the number of years of coaching experience and any of the coaching behaviors used in this research. This expectation resulted in the following first hypothesis:

Hypothesis 1:

There will be a positive relationship between the number of years of experience of the coaches and the occurrence of coaching behaviors that stimulate task, social cohesion and participative leadership according to the players.

Also Gomes (2011) reports a factor that could be of influence on the evaluation of the coaching behaviors. Gomes (2011) explains that a higher number of years during which players work together with the same coach, will strengthen the coach-athlete relationship. More specific, players who work more than one year with the same coach reported a higher degree of social support. This suggests that:

Hypothesis 2: Players who work more than one year with the same coach, will report a higher degree of behaviors of the coach that stimulate social cohesion and task cohesion than players who work one year or less with the same coach.

To better understand how the perceptions of the players are related to the perceived effectiveness of the coach it is also interesting to know if social cohesion, task cohesion and participative leadership have any influence on team performance as perceived by the players. In this way it is easier to understand if perceived effectiveness is related to a higher team performance according to the players or if this is not always the case. This will be investigated by the next two hypotheses. Feltz et al. (1999) did find relationships between coach efficacy and winning percentage of the current season (i.e. team performance). This finding is in line with the results of Gordon (1986). The research of Gordon (1986) showed that players' satisfaction with team performance was associated with higher self-reports of training, social support and democratic behaviors by the coach (Chelladurai, 1990). In other words, a higher satisfaction with team performance by players was corresponding with higher levels of behaviors of the coach supporting social cohesion, task cohesion and participative leadership according to the coach. In addition to the research of Feltz et al. (1999) and Gordon (1986) it would be interesting to know if a higher satisfaction of the players with team performance corresponds with higher scores on the coaching behaviors as perceived by the players. This leads to the following hypothesis:

Hypothesis 3: When coaches, according to the players in their team, show more behaviors that stimulate social cohesion, task cohesion and participative leadership, the team performance will be better according to the players.

The research of Horne and Carron (1985) showed that training and instruction, social support and positive feedback (i.e. social cohesion and task cohesion) were significant predictors of players' satisfaction with leadership. Namely, the higher the occurrence of the coaches' behavior on these dimensions relative to the players' preferences, the higher their satisfaction with leadership (Chelladurai, 1990). In this study it is assumed that the satisfaction level is associated with a higher occurrence of the coaching behaviors that stimulate social and task cohesion (which increases perceived effectiveness). The satisfaction with leadership is related with a higher winning percentage (i.e. team performance) according to Gearity (2012) and thus the final ranking of the team. That is why the next hypothesis is:

Hypothesis 4: The higher the occurrence of coaching behaviors that stimulate social cohesion and task cohesion according to the players, the higher the final ranking of the team.

To say something about how the perception of the coach and players influence the perceived effectiveness the perception of the coach is also important (i.e. perceived coaching efficacy). Therefore the next two hypotheses compare the perception of the players with the perception of the coach and look in what way these perceptions are of influence on the team performance (what is in accordance to Gearity (2012) related to the effectiveness of the coach).

Horne and Carron (1985) found that coaches rated themselves higher on training and instruction, democratic behavior, social support and positive feedback than their players did (Chelladurai, 1990). This could be due to an attribution process. Attribution is ascribing causes to a certain behavior or event (Vonk, 2003). In this case it is about the self-serving attributional bias. This means that individuals attribute their successes to internal or personal factors, while they attribute their failures to external or situational factors (Vonk, 2003). It could be that coaches subscribe their success as a coach to internal factors and therefore giving higher ratings to their behaviors that support social cohesion, task cohesion and participative leadership. However players look at the behaviors of their coach from a distance and recognize fewer of those

behaviors in their coach. According to this information the following hypothesis will be investigated:

Hypothesis 5: Coaches rate their behaviors that stimulate task, social cohesion and participative leadership higher than their players do.

Related to the findings of Becker (2007) about the importance of understanding the philosophy of the coach as players it will be interesting to know what the influence of a stronger coach-player relationship is on team performance. This is why the next hypothesis is formulated:

Hypothesis 6: When the coach and the players of one team think in a comparable way about the occurrence of coach behaviors that stimulate social cohesion, task cohesion and participative leadership the team performance will be better according to the players.

1.3. The team captain

As is mentioned, this study will also look at the added value of a team captain. A good example to explain the importance of a team captain is the previously mentioned case about the decision Paul van Ass made as coach of the men's Dutch field hockey team. However, removing the two (ex) team captains from the team selection wasn't without consequences. After these players left, the team performance deteriorated (Misset, 2012). The disadvantage of removing the team captain was of greater importance than was initially by Paul van Ass, who eventually asked one of the (ex) team captains to come back in the team. After the return of the ex-team captain Teun de Nooijer, the men's Dutch field hockey booked a success. They won the silver medal on the Olympic Games 2012. Thus, there was a visible improvement in team performance. To increase the knowledge about the leadership roles within interdependent sports this study also pays a little attention to the role of the team captain within interactive sport teams in an exploratory way. The research question that will be investigated in the context of the team captain is: *To which extent is the team captain an added value for the team according to the players and coach of a team?*

2. Method

2.1. Participants

There were six interdependent teams that participated in this research. From those six teams two teams played in the 5th class and two teams played in the 4th class. There was one team that played in the 1st class and one team that played in the promotion class. In total there were 61

amateur players and 7 coaches (one team had two coaches) of 6 interactive amateur sport teams that participated in this research ($N = 68$). There were 18 men and 43 women among the players. All the 7 coaches were men. The players and coaches were all members of sport clubs in the city of Utrecht. The mean age of the players was 23.36. ($SD = 5.25$) and the mean age of the coaches was 28.71 ($SD = 3.59$). The average years of coaching experience within the current sport was for the coaches 3.71 ($SD = 1.98$) and the average years of coaching experiences within the current team was 2.14 ($SD = 1.95$). For players the average years of experience in the current sport was 10.69 ($SD = 6.47$) and in the current team was 2.51 ($SD = 1.54$). The sports that the players and coaches practiced were soccer ($n = 26$), field hockey ($n = 25$) and volleyball ($n = 17$). These data is also shown in table 1.

Table 1

The number of coaches ($N = 7$) and players ($N = 61$) listed according to gender, average age and average years of experience

| | Coaches | | Players | |
|---------------------|----------|-----------|----------|-----------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> |
| Gender | | | | |
| Women | 0 | | 43 | |
| Men | 7 | | 18 | |
| Age | 28.71 | 3.59 | 23.36 | 5.25 |
| Years of experience | | | | |
| Current sport | 3.71 | 1.98 | 10.69 | 6.47 |
| Current team | 2.14 | 1.95 | 2.51 | 1.54 |

2.2. Design and (in-) dependent variables

This study was a correlational field study, which was partially descriptive and partly exploratory. In addition we examined a number of hypotheses. The main variables of this study were: the role of individuals within the team (i.e. coach/players/team captain), number of years working with the coach, number of years of coaching experience, the final ranking of the team, the evaluation of team performance according to the players and the occurrence of the three types of coaching behaviors (i.e. social cohesion, task cohesion and participative leadership).

2.3. Instruments

2.3.1. Instruments measuring coaching behaviors and coaching effectiveness

All participants (i.e. coaches and players) were given a questionnaire of approximately 100 questions (see appendix C). The questionnaire included different topics. The main focus of this

research was on part A of the questionnaire (i.e. the working method of the coach). The items for this topic were developed by bundling different questionnaires about coaching in sport teams using the leadership scale of Sports (LSS) from Chelladurai & Saleh (1980) and the Path Goal Questionnaire of Indvik (1985, 1988; See Northouse, 2010):

- The Leadership Scale of Sports (LSS) (Chelladurai & Saleh, 1980):

This questionnaire was used to formulate items for players and coaches about the behaviors of the coach that stimulate social cohesion, task cohesion and participative leadership. More specific, the LSS helped to formulate items about training and instruction behavior (e.g. Our coach gives the players clear and specific tasks during the game), social support (e.g. Our coach focuses on creating a good team atmosphere), positive feedback (e.g. Our coach gives compliments to players who play well) and democratic behavior (e.g. Our coach encourages the players to help think about important decisions). The response scale of the questionnaire was based on a five point Likert scale (i.e. 1 = never; 5 = very often).

- Path Goal Leadership Questionnaire (Indvik. 1985, 1988; See Northouse, 2010):

This instrument was developed to measure the use of different leadership style by the coach (i.e. directive, supportive, participative and achievement oriented). This instrument was especially used to develop items about the participative leadership style of the coach (e.g. I consult with subordinates when facing a problem). The response scale of the official questionnaire was a seven point Likert scale. This research used a five point Likert scale (i.e. 1 = never; 5 = very often).

2.3.2. Instruments measuring the role of the team captain

Another part of the questionnaire that was analyzed was the part about the role of the team captain in the team. This was part E (question 5a to 11) of the players' questionnaire and part F of the coach's questionnaire. These questions were self-composed on the basis of practical experience in interdependent sports.

2.4. Procedure

At several training days and match days in the second part of the competition (i.e. April and May 2011) the researcher went to sport clubs in the city of Utrecht to recruit interactive amateur sport

teams with a coach. The researcher asked the coaches before, during or after the training or match, if the coach him-/herself and his/her players were prepared to participate in the research. (Minimum number of participants per team: At least the minimum number of players that are in the field during a regular match and at least one coach). The players and coaches who gave the permission to participate in this research were told that it would take 20 minutes to fill in the questionnaire. The researcher also told that the questionnaire was conducted on an anonymous base. Before the questionnaires were distributed the participants were informed about the goal of this research. The questionnaires were distributed as hard copies to the players and the coach(es). There were two kinds of questionnaires: one that had to be answered by the coach (with 79 questions) and one that had to be answered by the players (with 103 questions). The participating players and coaches answered the questionnaire on the field or at the clubhouse after the training or match. After finishing the questionnaire the participants handed in the hard copies by the researcher.

3. Results

3.1. Coaching behavior and coaching effectiveness

This study investigated how players and coaches perceive the coaching behaviors (i.e. social cohesion, task cohesion and participative leadership) in interactive sport teams and how these perceptions are related to the perceived effectiveness of the coach. To answer this research question, first it was examined how many underlying dimensions could be identified in the 19 coaching behaviors in this study. Therefore, a principal component analysis (PCA) with orthogonal rotation (varimax) was conducted on the 19 items of part A of the questionnaire in which the behaviors of the coach were measured. The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, $KMO = 0.69$ ('mediocre' according to Field, 2009). Six of the KMO values for individual items were below the acceptable limit of 0.5. Removing the six items didn't increase the anti-image correlations (Field, 2009). Therefore, it was decided to include all the 19 items. Bartlett's test of sphericity $\chi^2 (171) = 401.11, p < .001$, indicated that correlations between items were sufficiently large for PCA. An initial analysis was run to obtain eigenvalues for each component in the data. Six components had eigenvalues over Kaiser's criterion of 1 and in combination explained 66.28% of the variance. The scree plot showed an inflexion that justified retaining four components. The Kaiser's criterion of 1 (with six components having an eigenvalue above one) was chosen as guideline instead of the inflexion

point. As shown in Appendix A the items that loaded on factor 1 were for the majority items that match the coaching behavior social cohesion. Items that loaded on factor 2 were most of the time linked to task cohesion, but this did not apply to all the items. For example item 15 was, based on definition, an item that fitted more the coaching behavior participative leadership. Factor 3 had some items that loaded high on participative leadership, but this factor had also items that loaded for example on task cohesion (e.g. item 1). The factors 4 to 6 contained items that were for the biggest part items that match the definition of the coaching behavior task cohesion. However the results of the PCA didn't confirm a match between the items and the factor task cohesion. Looking at previous results it can be concluded that the outcome of the PCA was not clear enough to associate each factor with one of the coaching behaviors (i.e. social cohesion, task cohesion and participative leadership). For an overview of factor deviation based on the PCA see Appendix A. To create a clear and reliable distribution of items the definition of each type of coaching behavior was explored (see the introduction part of this research) as well as the reliability of the items representing each type of behavior. The final factor distribution is shown in Appendix B. The reliability of this factor distribution was as follows: Cronbach's $\alpha = .71$ (social cohesion), Cronbach's $\alpha = .70$ (task cohesion) and Cronbach's $\alpha = .55$ (participative leadership) as shown in Appendix B. To measure the perceived occurrence and effectiveness of the coaching behaviors six hypotheses were investigated. They will be discussed below.

3.1.1. Hypothesis 1

The first hypothesis predicted a positive relationship between the number of years of coaching experience and the occurrence of coaching behaviors that stimulate task, social and participative leadership as perceived by the players. To calculate the correlation between the number of years of experience of the coach and the occurrence of social cohesion, task cohesion and participative leadership, Pearson correlations were computed. It turned out that there was a significant relationship between the years of experience of the coach in the *current sport* and social cohesion, $r = .35$, $N = 61$, p (one tailed) $< .01$. There were no significant relationships between the number of years of coaching experience in the current sport, task cohesion, and participative leadership as shown in table 2. The experience of the coach in the *current team* had no relationships with social cohesion ($r = .02$, $N = 61$), task cohesion ($r = -.09$, $N = 61$) and participative leadership ($r = .10$, $N = 61$) at all (also shown in table 2).

The Pearson correlations showed also significant correlations between the three coaching behaviors social cohesion, task cohesion and participative leadership. There was a positive relationship between social cohesion and task cohesion, $r = .67, p(\text{one tailed}) < .01$. Also the correlation between social cohesion and participative leadership was significantly positive, $r = .45, p(\text{one tailed}) < .01$. The relationship between task cohesion and participative leadership was likewise positive and significant, $r = .34, p(\text{one tailed}) < .01$. These significant correlations are also shown in table 2. In addition there was a significant relationship between the two questions that measured the number of years of coaching experience ($p < .01$), also shown in table 2.

Table 2

Pearson Correlations between three types of Coaching Behaviors (as perceived by the players; N=61) and years of Coaching Experience.

| Variable | 1. | 2. | 3. | 4. | 5. |
|------------------------------|-------|-------|-----|-------|----|
| Coaching behaviors | | | | | |
| 1.Social cohesion | - | | | | |
| 2.Task cohesion | .67** | - | | | |
| 3.Participative leadership | .45** | .34** | - | | |
| Years of Coaching experience | | | | | |
| 4.Current sport | .35** | .20 | .13 | - | |
| 5.Current team | .02 | -.09 | .10 | .75** | - |

Note. **= $p < .01$ (one-tailed)

3.1.2. Hypothesis 2

The second hypothesis predicted that players who worked more than one year with the same coach would rate the occurrence of social and task cohesion higher than players who worked one year or less with the same coach.

To measure this hypothesis an independent sample t-test was performed. Notable to say is that the Levene's test for equality of variances was found to be violated for social cohesion, $F(1, 25) = 6.45, p = .01$ and participative leadership, $F(1, 22) = 22.17, p = .001$. Although for this hypothesis the coaching behavior "participative leadership" was out of scope. To investigate this violated assumption, t statistics not assuming homogeneity of variance were used for these two coaching behaviors. The Leven's test for equality of variances was not violated for the coaching behavior task cohesion, $F(1, 59) = 0.41$. The results are displayed in table 3.

Table 3

Differences in the occurrence of the coaching behaviors according to the players measured for players who worked for more than 1 year with the same coach and for players who worked 1 year or less with the same coach.

| | Social cohesion | | | | | | Task Cohesion | | | | | Participative Leadership | | | | |
|----------|-----------------|----------|-----------|-----------|----------|----------|---------------|-----------|-----------|----------|----------|--------------------------|-----------|-----------|----------|----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>df</i> | <i>t</i> | <i>p</i> | <i>M</i> | <i>SD</i> | <i>df</i> | <i>t</i> | <i>p</i> | <i>M</i> | <i>SD</i> | <i>df</i> | <i>t</i> | <i>p</i> |
| >1 year | 18 | 3.50 | .59 | 24.81 | 1.12 | .27 | 3.83 | .34 | 59 | .54 | .59 | 3.67 | .69 | 21.67 | 1.21 | .24 |
| ≤ 1 year | 1 | 43 | 3.33 | .42 | | | 3.76 | .42 | | | | 3.46 | .40 | | | |

Table 3 showed higher averages for the players who worked more than one year with the current coach on all the three types of coaching behaviors. Players who worked more than one year with the same coach scored higher on social cohesion ($M = 3.50$, $SD = .59$), task cohesion ($M = 3.83$, $SD = .34$) and participative leadership ($M = 3.67$, $SD = .69$) than players who worked one year or less with the same coach (i.e. social cohesion ($M=3.33$, $SD = .42$), task cohesion ($M =3.76$, $SD = .42$) and participative leadership ($M =3.46$, $SD = .40$)). To test the hypothesis it was relevant to look at the coaching behaviors social cohesion and task cohesion. The differences in years of working with the current coach were for both coaching behaviors not significant as shown in table 3. The scores on social cohesion were not significantly different between players who worked more than one year with the current coach and players who worked one year or less with this coach ($t(24.81) = 1.12$). Also task cohesion showed no significant difference in scores between players that worked more than one year with the current coach and players that worked one year or less with the same coach ($t(59) = .54$).

3.1.3. Hypothesis 3

The third prediction was about the occurrence of a positive relationship between the investigated coaching behaviors (i.e. social cohesion, task cohesion and participative leadership) and team performance according to the players.

In order to determine if there was a correlation between coaching behaviors and team performance according to the players (question G1: is this a good sport season looking at the team performance?), a Pearson correlation was computed. It turned out that none of the coaching behaviors were related to team performance according to the players, as shown in table 4.

Table 4

Pearson Correlations between perceived team performance by the players and the final ranking of the team and three types of coaching behaviors as perceived by the players (N = 61).

| | Coaching behaviors | | |
|-----------------------|--------------------|---------------|--------------------------|
| | Social Cohesion | Task Cohesion | Participative Leadership |
| Team performance | -.03 | .01 | -.17 |
| Final ranking of team | -.49** | -.38** | -.39** |

Note. **= $p < .01$ (one tailed)

3.1.4. Hypothesis 4

This hypothesis assumed that the higher the occurrence of the coaching behaviors social cohesion and task cohesion according to the players, the higher the final ranking of the team in would be.

The final ranking of the team was calculated using the following formula: (The number of teams that are lower in ranking than the team that participated in this research) x 10/ total number of teams in the group. For example the second team in this research ended as 6th on the final ranking. In total there were 12 teams that participated in the group. So $6 \times 10/12 = 5.00$. Thus, the final ranking of the team was 5. The interpretation of the score is as follows: The higher the outcome, the higher the final ranking. On a scale of 10 this means team 2 didn't have a low or high final ranking.

To calculate the correlations between the three types of coaching behaviors Pearson correlations were used. It turned out that the correlations were significantly negative as is shown in table 4.

Different as expected all the three types of coaching behaviors were significant negative correlated with the final ranking of the team. There was a significant negative correlation between social cohesion and the final ranking of the team, $r = -.49$, p (one-tailed) $< .01$. Also the negative correlation between task cohesion and the final ranking was significant, $r = -.38$, p (one-tailed) $< .01$. Besides there was also significant negative relationship between the coaching behavior participative and the final ranking, $r = -.39$, p (one-tailed) $< .01$, although this result was not included in the prediction.

Notable to say is that the team performance as perceived by the players had a significant positive relationship with the final ranking of the team. The higher the perceived team performance by the players, the higher the final team ranking of the team ($r = .44$, $p < .01$). Although these variables (i.e. team performance and final ranking of the team) had a positive

correlation with each other they didn't have comparable correlations with the three types of coaching behaviors as shown in table 4.

3.1.5. Hypothesis 5

The fifth expectation was that coaches would rate their behavior higher than players of their team would do. To investigate if this was the case, the independent t-tests in table 5 were computed. Notable to say is that the Leven's test for equality of variances was for none of the coaching behaviors violated (i.e. social cohesion, $F(1, 66) = 0.22$; task Cohesion, $F(1, 66) = 1.45$; participative leadership, $F(1, 66) = 1.19$). In general, coaches reported not more occurrence of social cohesion and task cohesion than the players did. The players ($M = 3.38$) and coaches ($M = 3.57$) experienced a non-significant difference on social cohesion, $t(66) = -0.99$. Also the scores on task cohesion were not significantly different between players and coaches, $t(66) = -0.61$. The coaching behavior participative leadership was likewise not significantly different between players ($M = 3.52$) and coaches ($M = 3.38$), $t(66) = 0.68$.

Table 5

Differences in the perception of the occurrence of the coaching behaviors social cohesion, task cohesion and participative leadership between players (n=61) and coaches (n=7).

| | Social Cohesion | | | | | | Task Cohesion | | | | | | Participative Leadership | | | | | |
|---------|-----------------|-----------|----------|-----------|----------|----------|---------------|-----------|----------|-----------|----------|----------|--------------------------|-----------|----------|-----------|----------|----------|
| | <i>M</i> | <i>SD</i> | <i>N</i> | <i>df</i> | <i>t</i> | <i>p</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>df</i> | <i>t</i> | <i>p</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>df</i> | <i>t</i> | <i>p</i> |
| Players | 3.38 | .48 | 61 | 66 | -0.99 | .32 | 3.78 | .40 | 61 | 66 | -0.61 | .54 | 3.52 | .50 | 61 | 66 | 0.68 | .50 |
| Coaches | 3.57 | .52 | 7 | | | | 3.88 | .27 | 7 | | | | 3.38 | .59 | 7 | | | |

To measure if the coaches rated their coaching behaviors higher than the players of *their team* the average scores of the players and the coach on the coaching behaviors were compared for each team separately. The averages are shown in table 6.

Table 6

The average scores on the coaching behaviors (social cohesion, task cohesion and participative leadership) from the players and coaches of each team.

| Teams and groups | N | Social Cohesion | | Task Cohesion | | Participative Leadership | |
|--------------------|----|-----------------|-----|---------------|-----|--------------------------|-----|
| | | M | SD | M | SD | M | SD |
| Team 1 | 8 | | | | | | |
| Coach | 1 | 3.50 | | 3.71 | | 3.00 | |
| Players | 7 | 2.84 | .20 | 3.49 | .26 | 2.90 | .06 |
| Team 2 | 13 | | | | | | |
| Coach | 2 | 4.00 | .71 | 4.14 | .20 | 3.33 | .94 |
| Players | 11 | 3.81 | .42 | 4.13 | .40 | 3.45 | .52 |
| Team 3 | 12 | | | | | | |
| Coach | 1 | 3.63 | | 4.00 | | 3.00 | |
| Players | 11 | 3.04 | .40 | 3.45 | .50 | 3.48 | .23 |
| Team 4 | 13 | | | | | | |
| Coach | 1 | 2.75 | | 3.43 | | 4.00 | |
| Players | 12 | 3.28 | .22 | 3.81 | .25 | 3.44 | .22 |
| Team 5 | 13 | | | | | | |
| Coach | 1 | 3.38 | | 3.86 | | 3.00 | |
| Players | 12 | 3.72 | .42 | 3.87 | .28 | 4.00 | .45 |
| Team 6 | 9 | | | | | | |
| Coach | 1 | 3.75 | | 3.86 | | 4.00 | |
| Players | 8 | 3.38 | .37 | 3.84 | .21 | 3.58 | .71 |
| Total participants | 68 | 3.40 | .48 | 3.79 | .39 | 3.50 | .51 |

Not all the seven coaches scored higher on social cohesion than their players. In team 4 the players scored higher ($M = 3.28$) than the coach ($M = 2.75$). Also the players of team 5 scored higher ($M = 3.72$) than their coach ($M = 3.38$) on social cohesion. The average scores on task cohesion also differed per team. Not every team had an average score on task cohesion that was higher for coaches than for players. For example the players of team 4 had a higher average score ($M = 3.81$) than the coach had ($M = 3.43$). Participative leadership was also a coaching behavior that did show ambiguous results. For example in team 3 the coach scored lower ($M = 3.00$) than the players ($M = 3.48$), but at team 6 the coach scored higher ($M = 4.00$) than the players of the team ($M = 3.58$).

3.1.6. Hypothesis 6

The final prediction was as follows: “If coaches and players of one team think in a comparable way about the occurrence of the coaching behaviors, the team performance will be better according to the players”.

To measure if the small differences in scores had a relationship with a higher team performance perceived by the players, Pearson correlations were computed. For six teams these Pearson correlations calculated the relationship between the average difference in opinion about the occurrence of the coaching behaviors between players/coach and the average opinion of the players on question G1 (i.e. is this a good sport season looking at the team performance?) as shown in table 7. Notable to say is that the differences were calculated by subtracting the average scores of the players from the average scores of the coaches. As shown the correlations, investigated per coaching behavior, were all positive. So the bigger the difference in the perception of the coaching behaviors between coach and players of a team the more positive the team performance as perceived by the players. However none of these correlations were significant.

Table 7

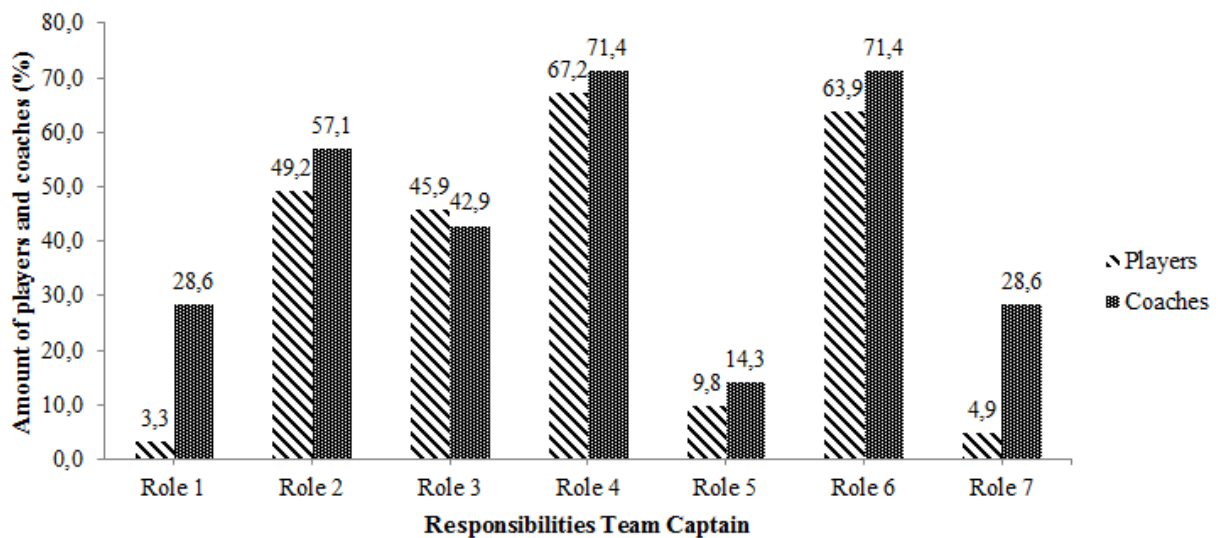
The average perception of the coach (n=7) and players (n=61) on the occurrence of coaching behaviors and team performance shown per team (n=6) and the correlation between the average difference in perception between coach/players on the coaching behaviors and the average team performance as perceived by the players of the six teams.

| | Team 1 | Team 2 | Team 3 | Team 4 | Team 5 | Team 6 | <i>r</i> between score difference – team performance |
|---|----------|----------|----------|----------|----------|----------|--|
| | <i>M</i> | <i>M</i> | <i>M</i> | <i>M</i> | <i>M</i> | <i>M</i> | <i>r</i> |
| Social Cohesion | | | | | | | .18 |
| Players | 2.84 | 3.81 | 3.04 | 3.28 | 3.72 | 3.38 | |
| Coach | 3.50 | 4.00 | 3.63 | 2.75 | 3.38 | 3.75 | |
| Task Cohesion | | | | | | | .02 |
| Players | 3.49 | 4.13 | 3.45 | 3.81 | 3.87 | 3.84 | |
| Coach | 3.71 | 4.14 | 4.00 | 3.43 | 3.86 | 3.86 | |
| Participative leadership | | | | | | | .50 |
| Players | 2.90 | 3.45 | 3.48 | 3.44 | 4.00 | 3.58 | |
| Coach | 3.00 | 3.33 | 3.00 | 4.00 | 3.00 | 4.00 | |
| Average scores team performance players | 3.00 | 4.55 | 4.09 | 4.00 | 2.17 | 3.63 | |

3.2. The role of the team captain

This study also paid attention to the role of the team captain. To say something about the extent to which a team captain is an added value for the team, part E of the players' questionnaire (question 5 to question 11) and the corresponding part F of the coach' questionnaire were analyzed.

3.2.1. Responsibilities team captain



Note. Explanation roles team captain:

Role 1. Take care of extra accessories around the game

Role 2. Aranging enough players for the match

Role 3. Making up the positions of the players in the field in contribution with the coach

Role 4. Take care of other things around the game.

Role 5. Taking care of things for the training

Role 6. Being a contact point for the coach during the match

Role 7. Another role

Figure 2

The responsibilities of the team captain as perceived by the players ($n=61$) and the coaches ($n = 7$) shown in percentages

The players and coaches of the teams were asked what the responsibilities of the team captain were in their team. In general, players and coaches gave comparable answers as shown in figure 2. The majority of the coaches (71.4%) and players (67.2%) of the teams agreed that role 4 (i.e. the team captain takes care of extra things around the game) was a responsibility of their team captain. Also role 6 (i.e. being a contact point for the coach during the game) was for most of the

coaches (71.4%) and players (63.9 %) a responsibility of their team captain. For both groups the opinions about role 2 and role 3 were spread. About half of the coaches and players found that those roles belong to the responsibilities of the team captain. Role 1 and 7 were for the minority of the coaches and players responsibilities of their team captain. Taking care for game materials was for 28.6% of the coaches and 3.3 % of the players a responsibility of the coach. Only 28.6% of the coaches and 4.9% of the players found that their team captain had still other responsibilities

The satisfaction with the way the team captain fulfilled his/her responsibilities was for the majority of the coaches (70.5%) and players (66,7%) perceived as good (see figure 3).

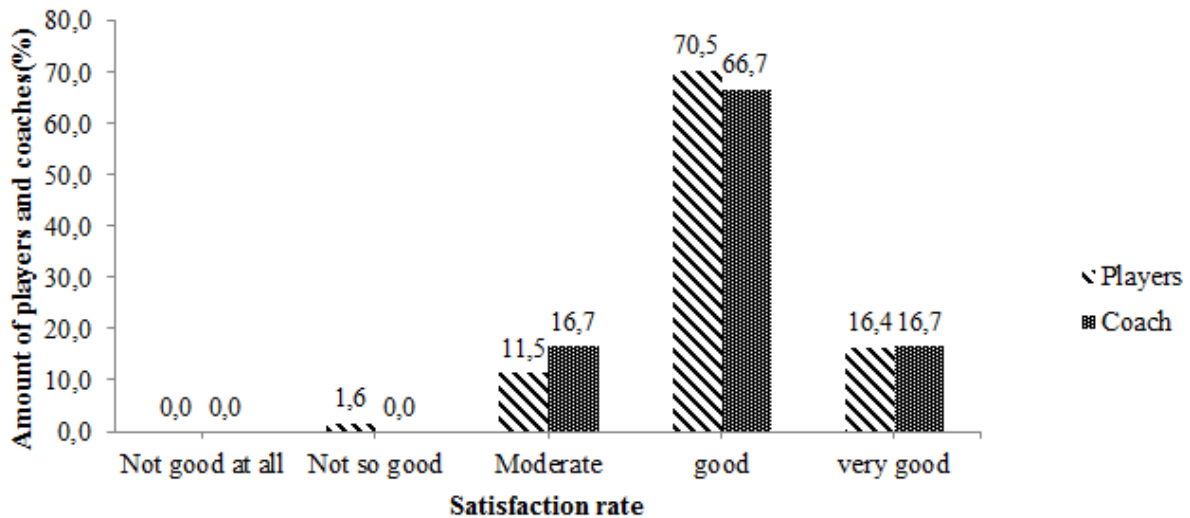


Figure 3

The satisfaction of the players (n =61) and coach (n= 6) with the role (s) of the team captain

3.2.2. Importance of a team captain and the influence of the team captain on the field

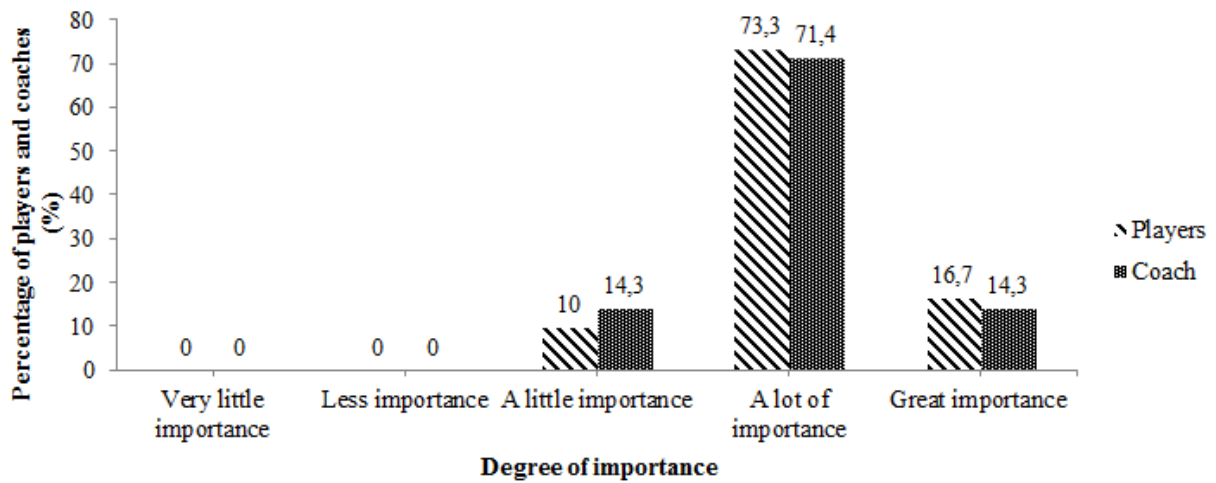


Figure 4

The importance of having a permanent team captain according to players (n =60) and coaches (n =7)

As shown in figure 4, the majority of players (73.3%) and coaches (71.4%) thought that it is important to have a permanent team captain. Only the influence of the team captain on the atmosphere in the field was according to most of the players (93.4%) not much as shown in figure 5. They thought that the atmosphere didn't change if the team captain was absent. The same applied to the influence of the team captain on the organization in the field. The majority of the players (70%) thought that the absence of the team captain didn't change the organization in the field, also shown in figure 5. The coaches thought in a comparable way about the influence of the team captain on the field as shown in figure 6. All the coaches (100%) thought that the atmosphere in the field didn't differ if the team captain was absent. Almost every coach (85,7%) thought the organization in the field didn't change if the team captain was not present during a game.

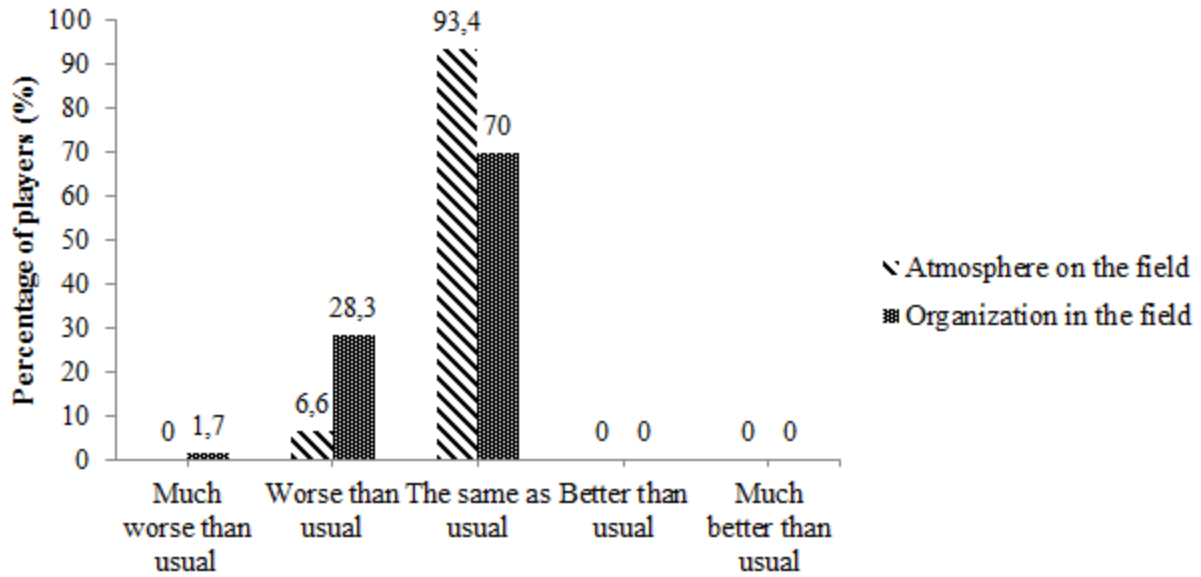


Figure 5

The influence of the team captain on the atmosphere and organization in the field as perceived by the players (n=61).

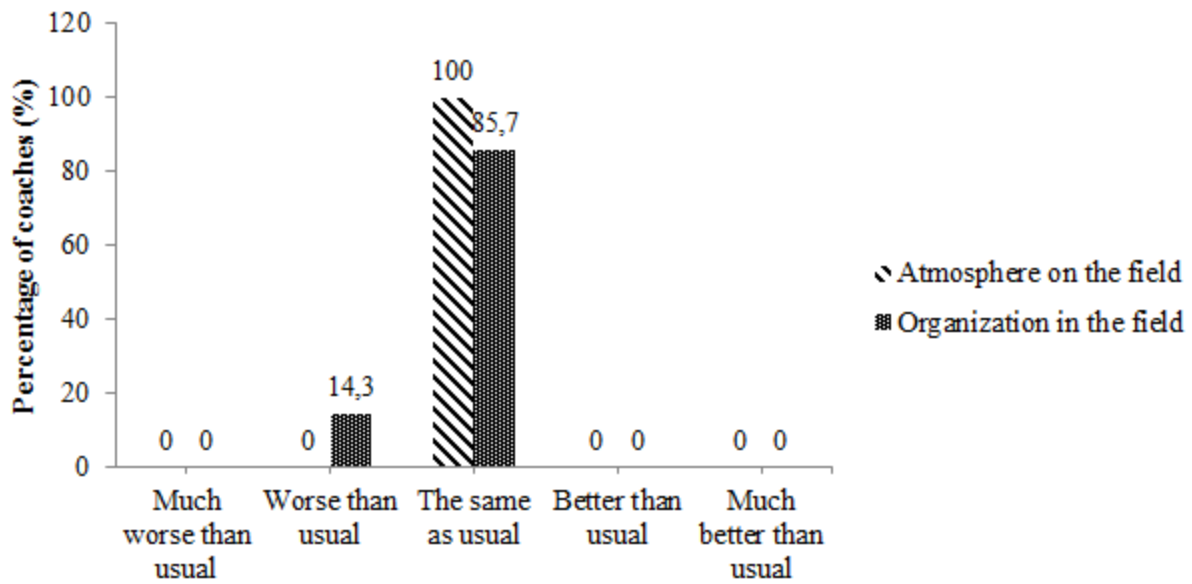


Figure 6

The influence of the team captain on the atmosphere and organization in the field as perceived by the coaches (n = 7).

3.2.3. The status of the team captain

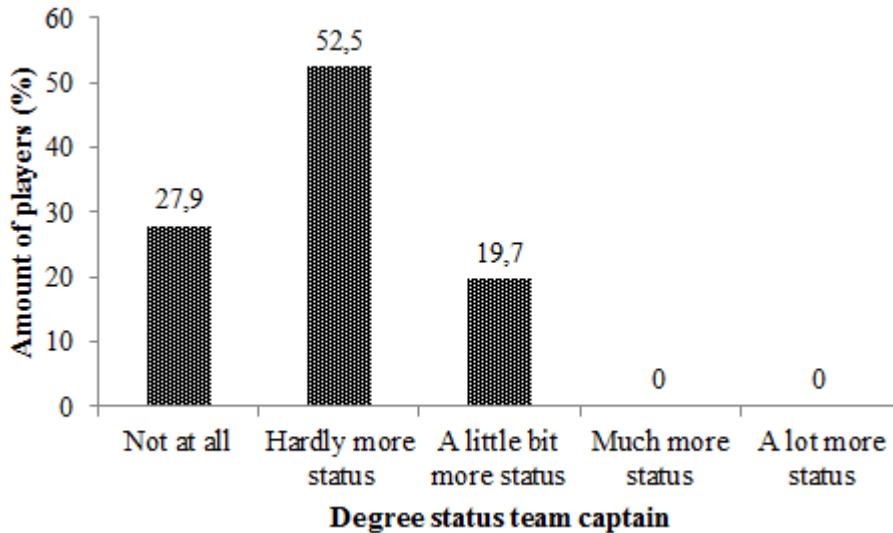


Figure 7

The status of the team captain in comparison with other players as perceived by the players

The status of the team captain differed not (much) from the status of other players in the team as perceived by the players. 80.4% (i.e. sum of 27.9% and 52.5%) of the players found that the team captain (hardly) didn't have more status than the other players in the team as shown in figure 7. Only 19.7% of the players thought that the team captain got a little bit more status than the other players in the team also shown in figure 7. None of the players found that the team captain had much more or a lot more status than the other players in the team.

3.2.5 Willingness to fulfill the role of team captain

Notable to say is that the majority of the players didn't want to be team captain in their team (85.2%). Only 14.8% (i.e. sum of 6.6% and 8.20%) wanted to be a team captain, of which 8.20% was already team captain as shown in figure 8.

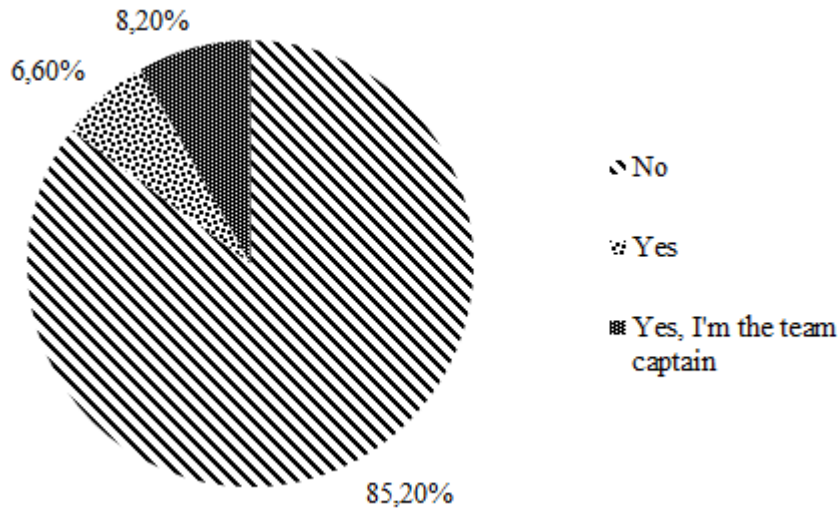


Figure 8

The willingness to be a team captain according to the players

In summary, the results showed that coaches ($N=7$) and players ($N= 61$) had comparable opinions about the team captain. The majority of both groups thought that the team captain was responsible for taking care of extra accessories around the games and being a contact point for the coach during the game. The majority of both groups of respondents agreed that the team captain in their team was good in fulfilling these responsibilities. Although the majority of coaches thought a permanent team captain is important for the team, the organization and atmosphere in the field was, according to the majority of the coaches and players not different if the team captain was absent during the game. According to the majority of the players the team captain hardly had more status than the other players in the team. In addition, the majority of the players didn't want to be team captain in their team.

4. Discussion

The objective of the present investigation was two-fold:

1. The first objective was to investigate how coaches and players perceive the coach behaviors and how this is related to the perceived effectiveness of the coach. In general this research showed that coaches and players doesn't think much different about the occurrence of the coaching behaviors and that team performance doesn't have the influence on the perceived effectiveness of the coach as was expected.
2. The second purpose was to examine the added value of a team captain within the team, as perceived by the players and coaches. In general the players and coaches thought in a comparable way about the added value of the team captain. Namely, both players and coaches were convinced that having a permanent team captain is important for the team.

For the first objective the main focus was to look at factors that could influence the perception of the coach and players on the coaching behaviors social cohesion, task cohesion and participative leadership. At first it was hypothesized that the players would perceive that coaching behaviors are positively influenced by the years of coaching experience. The results partly support this positive relationship between the coaching behaviors and the years of coaching experience. According to the players an increase in coaching experience in the *current sport* was related to an increase in the occurrence of coaching behaviors supporting social cohesion. Hypothesis two predicted that the number of years players and coaches worked together would also be of positive influence on the coaching behaviors of the coach. The results of hypothesis one already showed that the number of years of coaching experience with the *current team* (i.e. the collaboration of the coach with the players) was not related with any of the coaching behaviors. Related to the outcome of hypothesis one players perceived that players who worked more than one year with the same coach didn't score higher on the three types of coaching behaviors compared to players who worked one year or less with the same coach. So the years of working together with the coach didn't have an influence on the coaching behaviors as was expected. To understand more about how the perception of the players influence the perceived effectiveness of the coach there was looked at the relationship between the players perception of the coaching behaviors and team

performance. It was investigated whether coaching behaviors were related to team performance as perceived by the players and the final ranking of the team. The findings of this research didn't support the previous mentioned hypotheses. None of the coaching behaviors had a positive relationship with the perceived team performance or the final ranking of the team. A higher occurrence of the coaching behaviors that stimulate social cohesion, task cohesion and participative leadership didn't influence the team performance at all as perceived by the players. Even more extreme was that a higher occurrence of the three types of coaching behaviors as perceived by the players was related with a lower final ranking of the team. The conclusion is that the team performance didn't influence the perceived effectiveness of the coach according to the players. According to this research it is even possible that the team performance decrease while according to the players the perceived effectiveness of the coach increase.

To give answer on the question how the perception of the players and coach influence the perceived effectiveness the perception of the players were compared with the perception of the coach. One of the hypotheses that compared the results of the players with the results of the coaches predicted that coaches would think they show more behaviors that support social cohesion, task cohesion and participative leadership, while the players wouldn't see this the same way. The present study didn't support this hypothesis. The results of this study showed that the occurrence of the coaching behaviors as observed by the coaches and players were comparable. Thereafter the players and coaches perceptions were linked to team performance. The hypothesis that tested this relationship was as follows: the more comparable the evaluation of the coaching behaviors for coach and players would be, the higher the team performance according to the team (i.e. players and coach) would be. In general, this hypothesis was not confirmed by the findings. For the teams in this research a more similar evaluation of the coaching behaviors by the players and the coach was not related to a higher team performance (as perceived by the players). So the similar thinking of coach and players about the perceived effectiveness of the coach didn't influence the team performance in a positive way.

The positive relationship between the number of years of coaching experience in the current sport and social cohesion, as perceived by the players, is partly in line with the findings of Feltz et al. (1999). Feltz et al. (1999) found a relationship between the number of years of experience and coach efficacy (i.e. the evaluation of the coach behaviors by the coach). The current study found a relationship between the number of years of experience and the perceived coaching

efficacy. However, it was only for the occurrence of the coaching behavior social cohesion. The research of Gomes (2011) showed that the higher the number of years players work together with the same coach, the stronger the coach-athlete relationship (i.e. higher scores on the coaching behaviors social cohesion and task cohesion). The results of the current study were not in line with the outcomes of Gomes (2011). There was no difference in the perception of the occurrence of coaching behaviors between players who worked more than one year with the same coach and players who worked one year or less with the same coach. The relationship that Feltz et al. (1999) and Gordon (1986) found between coach efficacy (i.e. evaluation of the coaching behaviors by the coach) and team performance was not supported by the results of this study. In this study it was investigated whether the same correlation that Feltz et al. (1999) and Gordon (1986) found also applied to the players in the teams. In the outcomes of this study this was not the case. Our findings with respect to the related hypothesis about the relationship between the coaching behaviors social cohesion and task cohesion with the final ranking of the team didn't support the outcome of the research from Horne and Carron (1985). Their results showed a positive influence of training, instruction, social support and positive feedback (i.e. social cohesion and task cohesion) on the satisfaction level of the players. Players' satisfaction was in this study linked with higher reports on the coaching behaviors, in accordance to the research of Gearity (2012). Higher reports on the coaching behaviors (i.e. players' satisfaction) are of positive influence on the winning percentage (i.e. final ranking of the team) (Gearity, 2012). In our study the coaching behaviors social cohesion and task cohesion were negatively related with the final ranking of the team. Thus, although the perceived occurrence of the two coaching behaviors were high as perceived by the players this does not mean that team performance increases and contributes to the perceived effectiveness of the coach. The study of Horne and Carron (1985) also showed that coaches rated themselves higher than their players on training and instruction, democratic behavior, social support and positive feedback (i.e. social cohesion, task cohesion and participative leadership). The outcome of the present research showed, in contradiction to the outcomes of Horne and Carron (1985), no difference in rating of the three types of coaching behaviors between players and coaches. According to these outcomes there is no self-serving bias (Vonk, 2003) for coaches. The hypothesis that predicted a higher team performance when players and coaches have comparable perceptions about the coaching behaviors is not in line with the research of Becker (2007). The research of Becker (2007) showed a decrease in

misunderstanding between coach and players if the relationship between them increased. This should increase the performance of the team and thus the perceived effectiveness of the coach. However, the present study shows that more consensus in the evaluation of the occurrence of the coaching behaviors by coaches and players (i.e. decrease in misunderstanding) did not result in a higher evaluation of the team performance perceived by the players. The conclusion is that a comparable perceived effectiveness of the coach by players and coaches doesn't have to increase the team performance. This conclusion is in line with the research of Gearity (2012). The research of Gearity (2012) said that winning games (i.e. team performance) is not the only criterion to look at, if you would like to decide which leadership behaviors are effective and which are not.

The overall non-matching results of this research and previous studies could be due to the limited number of teams (i.e. players and coaches) that participated in this research. In this research only six teams participated. The more teams the more likely it is to reflect the whole population (Field, 2009). That the number of years of coaching experience (in the *current sport*) did only have a positive relationship with the coaching behavior social cohesion is possible because having attention for the team atmosphere and suchlike is something that isn't learnable from the books. Having some years of experience can help to develop some feeling for creating social cohesion within the team. Task cohesion (e.g. training and instruction) is something that is learnable from the beginning of the coaching career by theory and by practical courses. Also the coaching behavior participative leadership is something that doesn't have to be influenced by the coaching experiences. This manner of leadership can be a personal choice of the coach. This doesn't have to be influenced by the years of coaching experiences. The unequal number of players in the two groups: 1) working more than one year with the same coach and 2) working one year or less with the same coach could influence the results of this research, which makes these results less reliable. Namely, in this study there were much more players that worked one year or less with the same coach than players who worked more than one year with the same coach. An explanation for the non-significant relationship between players' evaluation of the team performance and the ratings of the coaching behaviors can be explained by the small range of the Likert scale (1 to 5). It is maybe clearer to ask which mark the players give to the team performance on a scale of 1 to 10 than asking them to make a choice between for example "good" and "very good". The negative relationship between the evaluation of the coaching

behaviors by the players and the final ranking of the team could be caused by the rating scale of the coaching behaviors. In this questionnaire it was asked how many of the coaching behavior the coach showed. However, a higher occurrence of certain coaching behaviors doesn't necessarily increase the satisfaction of the players of the team. Maybe the players received an overload of social cohesion, task cohesion or participative leadership, which may cause a disappointing result (i.e. a lower final ranking of the team). Another possible reason for the negative relationship between the evaluation of the coaching behaviors and the final ranking of the teams can be due to an external factor. Maybe teams in this research played on a level that is too high for the capacity of the team. In that way the occurrence of the coaching behaviors could be high, but at the same time playing above their own level results in a lot of lost matches (i.e. lower final ranking). That the coaches didn't score significant higher than the players on the three types of coaching behaviors can be due to the small sample size of this research. The more participants (i.e. coaches and players); the more reliable the outcome of the test. It is possible that with participation of more players and coaches there will be a difference in evaluation between these groups. The non-significant relationships between the comparable results of players and coaches and the team performance can be due to the fact that only six teams were involved in this study. Another reason for this non-significant relationship could be due to the overall moderate evaluation of players and coaches. This moderate evaluation could cause a moderate evaluation of the team performance instead of a positive or negative evaluation of the team performance.

A critical note on how this study was performed is the manner the questions are formulated. It is about the frequencies of coaching behaviors instead of the satisfaction rate of the coaching behaviors. In this way it is difficult to say in a concrete way something about the perceived effectiveness of the coach. Namely, the occurrence of some behavior does not say necessarily something about the satisfaction rate of this behavior. A lot of studies did measure the satisfaction rate and not the frequencies of the occurrence of a coaching behavior. To make it easier to compare the results of the present study with other studies it would be better to ask the participants about their satisfaction rate with the behaviors of the coach. Also the distribution of the factors could be better. In this study the factor participative leadership had a low reliability. To increase this reliability it is important to include more questions that load on this factor. Also the number of teams that participated in this research was quite limited. This could have had an influence on the validity and reliability of the study. Another factor that could be of influence on

the results is that the teams that participated in this research played all in different classes. This could have influenced the way they see their coach. Also the type of sport they played may have been of influence on the ratings of the occurrence of the coaching behaviors. Differences in gender and culture are also factors that weren't involved in this study but could be of influence on the results. The final limitation of this study is that the opinion of the coach on his own behavior may be less reliable because of the limited number of coaches who participated in this study.

Therefore, the suggestions for further research are to increase the number of teams that participate in this research. It is important to note that there should be paid more attention to variables that can influence the occurrence of the coaching behaviors, like culture, gender, classes and sort of sport. For further investigation it would also be interesting to know if asking for the satisfaction rate of the participants on the coaching behaviors will show differences in outcomes in comparison with asking for the frequencies of the coaching behaviors.

The second purpose of this study, about the added value of the team captain, was an exploratory research question. The results showed important roles for the team captain in taking care of extra accessories around the game and being a contact point for the coach during the game. In general the coaches and players thought that the team captain was good in fulfilling these roles and they saw the added value of a team captain in their team. Only the added value was not visible in the atmosphere or the organization in the field. Following the players there is no status issue around being a team captain. Most of the players also didn't feel the need to be a team captain themselves.

To get more specific knowledge about the added value of a team captain further research has to be done. Following this exploratory research it is interesting to know more about the working method of the team captain as is done for the coach in this study. This is possible by asking more about the way the captain fulfills the role as team captain. Thereby it is interesting to know why the team captain doesn't have an influence on the atmosphere and organization in the field. Also interesting to understand is why players don't want to be a team captain in their team themselves.

In short the first objective was to investigate *“how the perception of the coach and players was on the coaching behaviors and how these perceptions influence the perceived effectiveness”*. In general the perceptions on the coaching behaviors were comparable for coach and players in interactive sport teams. A better perception of coach and players on the coaching behaviors

doesn't have to be accompanied by an increase of the team performance. So a higher perceived effectiveness of the coach doesn't have to accompany by an increase of the team performance in interactive sport teams. The second objective was to investigate *the extent in which team captain is an added value for the team according to the players and coach of a team?* According to this study the team captain is of added value. Namely for taking care of extra accessories around the game and being a contact person for the coach during the game. However the team captain is not of added value for the atmosphere and organization in the field according to the players and coaches. Notable is to say that this study did an exploratory research on this purpose. To get to know more about the added value of a team captain further investigation would be required.

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Appendix A results PCA Part A Questionnaire

Summary of principal component analysis results (with varimax rotation) for part A of the questionnaire.

| Items questionnaire A (questionnaire number) | Factor 1 | Factor 2 | Factor 3: | Factor 4 | Factor 5 | Factor 6 |
|--|------------|------------|------------|----------|----------|------------|
| Onze coach schenkt aandacht aan kleine dingen die het leuk maken om in dit team te spelen.(4) | .84 | .07 | -.04 | .11 | .01 | -.11 |
| Onze coach licht zijn/haar beslissingen over de opstelling toe aan de spelersgroep. (6) | .58 | .11 | .10 | .20 | .03 | .53 |
| Onze coach maakt zijn/haar opvattingen over de speelwijze van het team duidelijk aan de spelers. (8) | .61 | -.15 | -.07 | .10 | -.30 | .45 |
| Onze coach besteedt aandacht aan het creëren van een goede teamsfeer. (9) | .51 | .36 | .13 | .26 | .26 | -.08 |
| Onze coach besteedt aandacht aan de ontwikkeling en de prestatie van dit team op langere termijn. (14) | .84 | .19 | .10 | .08 | -.20 | -.02 |
| Onze coach streeft ernaar dat spelers als een team optreden. (19) | .52 | .18 | .46 | .09 | .38 | .12 |
| Onze coach laat merken dat hij/zij vertrouwen heeft in de capaciteiten van de spelers. (17) | .52 | .26 | .05 | .03 | .17 | .10 |
| Onze coach geeft overtuigende argumenten voor zijn/haar beslissingen (18) | .35 | .63 | .14 | .00 | -.12 | .22 |
| Onze coach is bereid veranderingen aan te | .39 | .63 | -.11 | -.03 | -.25 | -.11 |

| | | | | | | |
|--|------------|-------------|------------|------------|------------|-------------|
| brenge n in z i j n / h a a r a a n p a k a l s s p e l e r s d a a r o m v r a g e n . (1 0) | | | | | | |
| Onze coach geeft de spelers de kans zelf dingen uit te proberen ook al maken ze daar fouten bij. (15) | -.03 | .82 | -.17 | .06 | .11 | .05 |
| Onze coach moedigt de spelers aan om hun mening te geven als ze het met een beslissing niet eens zijn. (13) | .24 | .52 | .49 | .28 | .05 | .23 |
| Onze coach besteedt aandacht aan het verbeteren van de eventuele fouten van spelers (2) | -.11 | -.08 | .81 | .01 | .18 | .12 |
| Onze coach maakt de spelers duidelijk wat er van hen tijdens de wedstrijd wordt verwacht. (1) | .16 | .16 | .64 | -.04 | -.40 | -.05 |
| Onze coach helpt spelers eventuele meningsverschillen met elkaar op te lossen.(3) | -.02 | -.05 | -.31 | .71 | .29 | .06 |
| Onze coach draagt aan de spelers tijdens de wedstrijd duidelijke en specifieke taken op. (11) | 0.16 | .06 | .14 | .80 | -.32 | -.13 |
| Onze coach probeert alles uit dit team te halen wat er in zit. (12) | .44 | .14 | .33 | .52 | -.13 | .12 |
| Onze coach stelt voor het team uitdagende doelen vast. (16) | .28 | .18 | .18 | .41 | .31 | -.13 |
| Onze coach geeft complimenten aan spelers die goed spelen (5). | -.01 | -.10 | .03 | -.04 | .84 | -.10 |
| *Onze coach moedigt spelers aan om mee te denken. (7) | .06 | <u>-.13</u> | -.09 | .12 | .06 | -.84 |

Note. Factor loadings over .40 appear in bold.

Appendix B Final Factor Distribution Part A Questionnaire

Factor compositions based on definition and reliability (Cronbach alpha) for part A of the questionnaire.

| | Factor 1: Social Cohesion | Factor 2: Task Cohesion | Factor 3: Participative Leadership |
|--|------------------------------|----------------------------|--|
| Cronbach alpha coëfficiënt (α) | .71 | .70 | .55 |
| N | 7 | 8 | 3 |
| Items questionnaire A (questionnaire number) | | | |
| Onze coach besteedt aandacht aan het verbeteren van de eventuele fouten van spelers (2) | x | | |
| Onze coach helpt spelers eventuele meningsverschillen met elkaar op te lossen.(3) | x | | |
| Onze coach schenkt aandacht aan kleine dingen die het leuk maken om in dit team te spelen.(4) | x | | |
| Onze coach licht zijn/haar beslissingen over de opstelling toe aan de spelersgroep. (6) | x | | |
| Onze coach maakt zijn/haar opvattingen over de speelwijze van het team duidelijk aan de spelers. (8) | x | | |
| Onze coach besteedt aandacht aan het creëren van een goede teamsfeer. (9) | x | | |
| Onze coach besteedt aandacht aan de ontwikkeling en de prestatie van dit team op langere termijn. (14) | x | | |
| Onze coach geeft overtuigende argumenten voor zijn/haar beslissingen (18) | x | | |
| Onze coach maakt de spelers duidelijk wat er van hen tijdens de wedstrijd wordt verwacht. (1) | | x | |
| Onze coach geeft complimenten aan spelers die goed spelen (5). | | x | |
| Onze coach draagt aan de spelers tijdens de wedstrijd duidelijke en specifieke taken op. (11) | | x | |
| Onze coach probeert alles uit dit team te halen wat er in zit. (12) | | x | |

| | | |
|---|---|---|
| Onze coach stelt voor het team uitdagende doelen vast. (16) | x | |
| Onze coach laat merken dat hij/zij vertrouwen heeft in de capaciteiten van de spelers. (17) | x | |
| Onze coach streeft ernaar dat spelers als een team optreden. (19) | x | |
| Onze coach is bereid veranderingen aan te brengen in zijn/haar aanpak als spelers daar om vragen. (10) | | x |
| Onze coach moedigt de spelers aan om hun mening te geven als ze het met een beslissing niet eens zijn. (13) | | x |
| Onze coach geeft de spelers de kans zelf dingen uit te proberen ook al maken ze daar fouten bij. (15) | | x |

Note. x= factor where the item was loaded on. Item 7 was deleted from this analysis. Cronbach's alpha for whole scale (without question 7 of questionnaire A) .82.

TEAMSPORT

Een onderzoek naar de manier van coachen Vragenlijst voor spelers



**Universiteit Leiden
Sociale en Organisationspsychologie
Postbus 9555, 2300 RB Leiden**

April-Mei 2011



Leiden, april 2011

Beste Deelnemer,

Sporters willen optimale resultaten behalen. Of men nu sport op professioneel niveau of op amateur niveau, in beide gevallen zal een team er samen met de coach hard aan werken om de vooraf gestelde doelen te bereiken.

Binnen de topsport is de aandacht voor sportpsychologie de laatste jaren duidelijk toegenomen. In verschillende sporten laten coaches zich adviseren door psychologen om hun team tot de beste prestaties te brengen.

In de amateursport hebben coaches ook een belangrijke invloed op de prestaties van hun spelers. Toch is er nog betrekkelijk weinig bekend over de manier waarop spelers het beste kunnen worden gecoacht zodat spelplezier en optimale prestaties hand in hand kunnen gaan.

Voor het afronden van mijn studie Psychologie aan de Universiteit van Leiden voer ik nu een onderzoek uit. In dit onderzoek zal worden nagegaan hoe coaches in verschillende takken van de amateursport zich opstellen naar hun spelers en hoe de spelers hier op hun beurt op reageren. Om deze vraag te beantwoorden zullen er vragenlijsten worden voorgelegd aan ongeveer 200 spelers van teams op verschillende niveaus in verschillende sporten in de amateursector.

Belangrijk

- Het invullen van de vragenlijst kost maximaal 20 minuten.
- U hoeft uw naam niet te vermelden. Uw gegevens worden anoniem en vertrouwelijk verwerkt en niemand buiten de onderzoekers krijgt inzage in de vragenlijsten.
- De resultaten zullen beschreven worden in algemene termen over sportteams, dus de resultaten zullen niet te herleiden zijn naar u, uw sportteam of sportclub. Mocht u hier toch interesse in hebben, dan kunt u in overleg met de onderzoekers hier wel inzicht in krijgen.
- Wanneer de gegevens verwerkt zijn, wordt er een samenvatting gemaakt van de onderzoeksresultaten. Deze samenvatting zal dit najaar aan uw team worden toegestuurd.

Instructies

- Vul de vragenlijsten zelf in; het gaat om uw persoonlijke mening
- Lees de vragen goed door, neem de tijd en noteer wat het eerst bij u op komt. Er bestaan geen goede of foute antwoorden.
- De vragenlijst bestaat uit acht onderdelen, A tot en met H. Bij de meeste vragen kunt u het antwoord van uw keuze omcirkelen Bij sommige vragen wordt u verzocht uw antwoord op te schrijven op een stippelijijn.
- Als u klaar bent met het invullen, dan kunt u de vragenlijst bij mij inleveren.

Alvast hartelijk bedankt voor uw medewerking!

Indien er nog vragen zijn, kunt u contact met mij opnemen: Yurani Heijnen; y.heijnen@umail.leidenuniv.nl
of met mijn begeleider van de Universiteit: Dr. Wim van Breukelen; breukelen@fsw.leidenuniv.nl

A. De manier van werken van de coach. Omcirkel het antwoord dat het beste uw mening weergeeft.

| Onze coach | nooit | zelden | soms | vaak vaak | zeer vaak |
|--|-------|--------|------|--------------|--------------|
| 1. maakt de spelers duidelijk wat er van hen tijdens de wedstrijd wordt verwacht | 1 | 2 | 3 | 4 | 5 |
| 2. besteedt aandacht aan het verbeteren van de eventuele fouten van spelers | 1 | 2 | 3 | 4 | 5 |
| 3. helpt spelers eventuele meningsverschillen met elkaar op te lossen | 1 | 2 | 3 | 4 | 5 |
| 4. schenkt aandacht aan kleine dingen die het leuk maken om in dit team te spelen | 1 | 2 | 3 | 4 | 5 |
| 5. geeft complimenten aan spelers die goed spelen | 1 | 2 | 3 | 4 | 5 |
| 6. licht zijn/haar beslissingen over de opstelling toe aan de spelersgroep | 1 | 2 | 3 | 4 | 5 |
| 7. moedigt de spelersgroep aan om mee te denken over belangrijke beslissingen | 1 | 2 | 3 | 4 | 5 |
| 8. maakt zijn/haar opvattingen over de speelwijze van het team duidelijk aan de spelers | 1 | 2 | 3 | 4 | 5 |
| 9. besteedt aandacht aan het creëren van een goede teamsfeer | 1 | 2 | 3 | 4 | 5 |
| 10. is bereid veranderingen aan te brengen in zijn/haar aanpak als spelers daar om vragen | 1 | 2 | 3 | 4 | 5 |
| 11. draagt aan de spelers tijdens de wedstrijd duidelijke en specifieke taken op | 1 | 2 | 3 | 4 | 5 |
| 12. probeert alles uit dit team te halen wat er in zit | 1 | 2 | 3 | 4 | 5 |
| 13. moedigt de spelers aan om hun mening te geven als ze het met een beslissing niet eens zijn | 1 | 2 | 3 | 4 | 5 |
| 14. besteedt aandacht aan de ontwikkeling en de prestaties van dit team op langere termijn | 1 | 2 | 3 | 4 | 5 |
| 15. geeft de spelers de kans zelf dingen uit te proberen ook al maken ze daar fouten bij | 1 | 2 | 3 | 4 | 5 |
| 16. stelt voor het team uitdagende doelen vast | 1 | 2 | 3 | 4 | 5 |
| 17. laat merken dat hij/zij vertrouwen heeft in de capaciteiten van de spelers | 1 | 2 | 3 | 4 | 5 |
| 18. geeft overtuigende argumenten voor zijn/haar beslissingen | 1 | 2 | 3 | 4 | 5 |

19. streeft ernaar dat de spelers als een team optreden

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

B. De volgende vragen informeren naar de samenwerking met uw coach. Omcirkel het antwoord dat het beste uw mening weergeeft.

1. Is uw coach tevreden over uw prestaties tijdens de wedstrijden?
 1. Nooit
 2. Zelden
 3. Soms wel, soms niet
 4. Vaak
 5. Altijd

2. Wat vindt u van de technische en tactische kennis van uw coach over deze sport?
 1. Helemaal niet goed
 2. Niet zo goed
 3. Matig
 4. Goed
 5. Zeer goed

3. Heeft uw coach vertrouwen in uw (sport)capaciteiten?
 1. Zeer weinig
 2. Weinig
 3. Een beetje
 4. Veel
 5. Zeer veel

4. Hoe groot is de kans dat uw coach voor u opkomt als dat nodig is, ook al levert dat problemen voor hem/haar op met bijvoorbeeld andere spelers?
 1. Zeer klein
 2. Klein
 3. Matig
 4. Groot
 5. Zeer groot

5. Besteedt uw coach aandacht aan uw wensen over de speelwijze en de opstelling?
 1. Nooit
 2. Zelden
 3. Soms
 4. Vaak
 5. Altijd

6. Hoe zou u de samenwerking (op sportgebied) met uw coach karakteriseren?
 1. Zeer slecht
 2. Niet zo best
 3. Gaat wel
 4. Goed
 5. Zeer goed

7. Bent u onder de indruk van de vakkundigheid van uw coach?
 1. In zeer geringe mate
 2. In geringe mate
 3. Gaat wel
 4. In hoge mate
 5. In zeer hoge mate

8. Heeft u een goede band met uw coach?

1. Helemaal niet goed
2. Niet zo best
3. Gaat wel
4. Goed
5. Zeer goed

9. Heeft u vertrouwen in de manier waarop uw coach uw team tijdens de wedstrijden coacht?

1. Zeer weinig
2. Weinig
3. Gaat wel
4. Veel
5. Zeer veel

C. De volgende vragen gaan over de relatie tussen uw coach en de verschillende spelers van uw team. Omcirkel het antwoord dat het beste uw mening weergeeft.

1a. Maakt uw coach verschil tussen de spelers van uw team wat betreft *het aantal minuten speeltijd* dat ze in een seizoen krijgen?

1. Helemaal geen verschil
2. Nauwelijks verschil
3. Een beetje verschil
4. Redelijk veel verschil
5. Zeer veel verschil

1b. Vindt u dit terecht?

1. Niet terecht
2. Soms niet terecht, soms wel terecht
3. Wel terecht
4. Dat kan ik niet beoordelen

2a. Maakt uw coach verschil tussen de spelers wat betreft *het aantal keren dat ze in een seizoen tijdens de wedstrijd worden gewisseld*?

1. Helemaal geen verschil
2. Nauwelijks verschil
3. Een beetje verschil
4. Redelijk veel verschil
5. Zeer veel verschil

2b. Vindt u dit terecht?

1. Niet terecht
2. Soms niet terecht, soms wel terecht
3. Wel terecht
4. Dat kan ik niet beoordelen

3a. Geeft de coach bepaalde spelers meer en andere spelers minder *invloed op de opstelling en de speelwijze tijdens wedstrijden*?

1. Nee, er is helemaal geen verschil in invloed
2. Nee, er is nauwelijks verschil in invloed
3. Ja, er is een beetje verschil in invloed
4. Ja, er is redelijk veel verschil in invloed
5. Ja, er is zeer veel verschil in invloed

3b. Vindt u dit terecht?

1. Niet terecht
2. Soms niet terecht, soms wel terecht
3. Wel terecht
4. Dat kan ik niet beoordelen

4a. In hoeverre maakt de coach verschil in de *richtlijnen voor de trainingsopkomst* van de diverse spelers (aantal trainingen per week, op tijd komen, afzeggen e.d.)?

1. Helemaal geen verschil
2. Nauwelijks verschil
3. Een beetje verschil
4. Redelijk veel verschil
5. Zeer veel verschil

4b. Vindt u dit terecht?

1. Niet terecht
2. Soms niet terecht, soms wel terecht
3. Wel terecht
4. Dat kan ik niet beoordelen

5a. Krijgen sommige spelers eerder dan anderen van uw coach te horen dat ze iets niet goed doen?

1. Nooit
2. Zelden
3. Soms
4. Vaak
5. Zeer vaak

5b. Vindt u dit terecht?

1. Niet terecht
2. Soms niet terecht, soms wel terecht
3. Wel terecht
4. Dat kan ik niet beoordelen

6a. Heeft uw coach voorkeur voor bepaalde spelers van het team vanwege hun *capaciteiten*?

1. Helemaal niet
2. Nauwelijks
3. Een beetje
4. Behoorlijk
5. Heel duidelijk

6b. Vindt u dit terecht?

1. Niet terecht
2. Soms niet terecht, soms wel terecht
3. Wel terecht
4. Dat kan ik niet beoordelen

7a. Heeft uw coach voorkeur voor bepaalde spelers van het team vanwege hun *persoonlijkheid*?

1. Helemaal niet
2. Nauwelijks
3. Een beetje
4. Behoorlijk
5. Heel duidelijk

7b. Vindt u dit terecht?

1. Niet terecht
2. Soms niet terecht, soms wel terecht
3. Wel terecht
4. Dat kan ik niet beoordelen

8a. Geeft uw coach sommige spelers van het team meer complimenten dan andere spelers?

1. Nooit
2. Zelden
3. Soms
4. Vaak
5. Zeer vaak

8b. Vindt u dit terecht?

1. Niet terecht
2. Soms niet terecht, soms wel terecht
3. Wel terecht
4. Dat kan ik niet beoordelen

9a. Is uw coach voor sommige spelers aardiger dan voor andere spelers?

1. In zeer geringe mate
2. In geringe mate
3. Noch in geringe mate, noch in hoge mate
4. In hoge mate
5. In zeer hoge mate

9b. Vindt u dit terecht?

1. Niet terecht
2. Soms niet terecht, soms wel terecht
3. Wel terecht
4. Dat kan ik niet beoordelen

10a. Helpt uw coach bepaalde spelers meer bij de verbetering van hun individuele kwaliteiten dan andere spelers?

1. Helemaal niet
2. Nauwelijks
3. Een beetje
4. Behoorlijk
5. Heel duidelijk

10b. Vindt u dit terecht?

1. Niet terecht
2. Soms niet terecht, soms wel terecht
3. Wel terecht
4. Dat kan ik niet beoordelen

***D. De volgende vragen gaan over trainen en het spelen van wedstrijden.
Omcirkel het antwoord dat het beste uw mening weergeeft.***

1. Vindt u dat een teamlid dat goed presteert meer speelminuten hoort te krijgen in een seizoen dan andere spelers?

1. Nee
2. Ja

2. Vindt u dat een teamlid dat bijna altijd aanwezig is bij trainingen, meer speelminuten hoort te krijgen in een seizoen dan anderen?

1. Nee
2. Ja

3. Vindt u dat een teamlid dat meer ervaring heeft in deze sport, meer invloed op de opstelling en speelwijze tijdens de wedstrijden hoort te hebben?

1. Nee
2. Ja

4. Vindt u dat een teamlid dat regelmatig trainingen mist, vaker als wisselspeler of reserve moet optreden?

1. Nee
2. Ja

5. Vindt u dat een teamlid dat minder goed presteert, minder vaak in de basis mag spelen?

1. Nee
2. Ja

6. Hoe vaak per week zou u het liefst willen trainen voor dit team?

1. Nul keer per week
2. 1 keer per week
3. 2 keer per week
4. 3 keer per week
5. 4 keer per week
6. meer dan 4 keer per week

7a. Hoeveel procent van alle wedstrijdminuten heeft u dit seizoen tot nu toe gespeeld?

1. 0 -20%
2. 20-40%
3. 40-60%
4. 60-80%
5. 80-100%

7b. Als u minder dan 80% van alle wedstrijdminuten heeft gespeeld, wat was daarvan dan de belangrijkste oorzaak?

1. de keuze van de trainer
2. mijn eigen capaciteiten
3. blessure(s)
4. schorsing(en)
5. vakantie(s)
6. ziekte
7. een andere oorzaak, namelijk.....

E. De volgende vragen gaan over de omgang tussen u en de andere spelers van uw team. Omcirkel weer het antwoord dat het meest van toepassing is.

1. Blijft u na de training/wedstrijd wel eens op de club voor de gezelligheid, om bijvoorbeeld nog wat te drinken?

1. Nooit
2. Zelden
3. Soms
4. Regelmatig
5. Heel vaak

2. Hebt u contact met andere spelers uit uw team buiten het sporten om?

1. Nooit
2. Zelden
3. Soms
4. Regelmatig
5. Heel vaak

3. Hoe zou u uw samenwerking (op sportgebied) met de andere spelers uit uw team omschrijven?

1. Zeer slecht
2. Niet zo best
3. Gaat wel
4. Goed
5. Zeer goed

4. Is er iemand binnen uw team die als *vaste aanvoerder* fungeert?

1. Nee
2. Ja

Indien nee, ga verder met onderdeel F op de volgende bladzijde

Indien ja, ga door met vraag 5

5a. Wat is de rol binnen het team van de persoon die als *aanvoerder* optreedt?

(U kunt bij deze vraag meerdere antwoorden omcirkelen of aankruisen)

1. zorgen voor de wedstrijdspullen (kleding, ballen, etc.)
2. regelen dat er voldoende spelers zijn
3. samen met de coach bepalen van de opstelling en speelwijze (tactiek)
4. zorgen voor andere zaken om de wedstrijd heen (spelerskaarten etc.)
5. zaken regelen voor de training (een veld, spullen etc.)
6. optreden als aanspreekpunt van de coach tijdens de wedstrijden
7. anders, namelijk

5b. Vult de persoon die nu aanvoerder is de rollen uit vraag 5a op een goede manier in?

1. Helemaal niet goed
2. Niet zo best
3. Gaat wel
4. Goed
5. Zeer goed

6. Hecht u belang aan het feit dat er een vaste aanvoerder is in uw team?

1. Nee, helemaal niet
2. Nee, nauwelijks
3. Ja, enigszins
4. Ja, behoorlijk
5. Ja, volledig

7. Welke andere taak / taken dan in vraag 5a genoemd zijn, zou u willen dat een aanvoerder op zich neemt binnen het team?

.....

8. Hoe zou u *de sfeer op het veld* (binnen het team) omschrijven als de vaste aanvoerder afwezig is tijdens een wedstrijd?

1. Veel slechter dan anders
2. Slechter dan anders
3. Hetzelfde als anders
4. Beter dan anders
5. Veel beter dan anders

9. Hoe zou u *de organisatie op het veld* (binnen het team) omschrijven als de vaste aanvoerder afwezig is tijdens een wedstrijd?

1. Veel slechter dan anders
2. Slechter dan anders
3. Hetzelfde als anders
4. Beter dan anders
5. Veel beter dan anders

10. Heeft de aanvoerder, volgens u, meer aanzien binnen het team dan de andere spelers?

1. Helemaal niet
2. Nauwelijks meer aanzien
3. Een beetje meer aanzien
4. Veel meer aanzien
5. Enorm veel meer aanzien

11. Zou u zelf aanvoerder willen zijn binnen dit team?

1. Nee
2. Ja
3. Ja, en ik ben ook al aanvoerder van dit team

F. De volgende vragen gaan over uw ervaringen met het spelen in dit team. Omcirkel weer het antwoord dat het best uw mening weergeeft.

1. In hoeverre kijkt u uit naar de wedstrijden?

1. Helemaal niet
2. Nauwelijks
3. Een beetje
4. Behoorlijk
5. Enorm

2. Komen uw sportactiviteiten wel eens in conflict met andere zaken in uw leven, zoals werk, studie of familie en vrienden?

1. Nooit
2. Bijna nooit
3. Soms
4. Vaak
5. Heel vaak

3. In hoeverre beleeft u plezier aan het spelen in dit team?

1. Helemaal niet
2. Nauwelijks
3. Een beetje
4. Redelijk veel
5. Heel veel

4. Sommige sporters zeggen meer energie te krijgen door het sporten. Ervaart u dit ook zo?

1. Helemaal niet
2. Nauwelijks
3. Een beetje
4. Redelijk veel
5. Heel veel

5. Hoe belangrijk is het beoefenen van deze sport voor u?

1. Helemaal niet belangrijk
2. Niet belangrijk
3. Een beetje belangrijk
4. Behoorlijk belangrijk
5. Heel belangrijk

6. Houdt u er rekening mee als u de volgende dag een wedstrijd moet spelen, bijvoorbeeld wat betreft uw alcoholgebruik en voldoende nachtrust?

1. Helemaal niet
2. Nauwelijks
3. Een beetje
4. Behoorlijk
5. Heel sterk

G. De volgende vragen gaan over dit seizoen (2010-2011). Omcirkel het antwoord dat het beste uw mening weergeeft.

1. Is dit een goed sportseizoen als u kijkt naar de *teamprestaties*?

1. Helemaal niet goed
2. Niet zo best
3. Matig
4. Goed
5. Erg goed

2. Is dit een goed sportseizoen als u kijkt naar de *teamsfeer*?

1. Helemaal niet goed
2. Niet zo best
3. Matig
4. Goed
5. Erg goed

3. Als u kijkt naar de *prestaties van uw team* dit seizoen, hoe zijn die dan vergeleken met voorgaande seizoenen?

1. Helemaal niet goed
2. Niet zo best
3. Matig
4. Goed
5. Erg goed

Eventuele toelichting.....

4. Bezit uw team *voldoende of onvoldoende capaciteiten* voor het niveau waarop het team dit seizoen speelt?

1. Absoluut onvoldoende capaciteiten
2. Net te weinig capaciteiten
3. Precies de capaciteiten die voor dit niveau nodig zijn
4. Ruim voldoende capaciteiten
5. Meer dan genoeg capaciteiten

5. Heeft u zelf *voldoende of onvoldoende capaciteiten* voor het niveau waarop uw team dit seizoen speelt?

1. Absoluut onvoldoende capaciteiten
2. Net te weinig capaciteiten
3. Precies de capaciteiten die voor dit niveau nodig zijn
4. Ruim voldoende capaciteiten
5. Meer dan genoeg capaciteiten

6. Op welk niveau speelt u dit seizoen, vergeleken met vorig seizoen?

1. Nu veel lager dan vorig seizoen
2. Nu iets lager dan vorig seizoen
3. Op hetzelfde niveau als vorig seizoen
4. Nu iets hoger dan vorig seizoen
5. Nu veel hoger dan vorig seizoen

7. Haalt deze coach het beste in u naar boven op het gebied van sportieve prestaties?

1. Nee, helemaal niet
2. Nee, nauwelijks
3. Ja, enigszins
4. Ja, behoorlijk
5. Ja, volledig

8. Heeft u dit seizoen veel geleerd van uw coach op sportgebied?
1. Heel weinig
 2. Weinig
 3. Niet weinig, maar ook niet veel
 4. Veel
 5. Heel veel
9. Voelt u zich geaccepteerd door de andere spelers van uw team?
1. Helemaal niet
 2. Niet zo erg geaccepteerd
 3. Redelijk geaccepteerd
 4. Goed geaccepteerd
 5. Zeer goed geaccepteerd
10. Kunt u op de andere spelers van uw team rekenen tijdens de wedstrijden en de trainingen?
1. Nee, helemaal niet
 2. Nee, nauwelijks
 3. Ja, enigszins
 4. Ja, behoorlijk
 5. Ja, volledig
11. In hoeverre hebben de aanwijzingen van de coach en zijn/haar gedrag tijdens de wedstrijden een effect gehad op *de teamprestaties* in het afgelopen seizoen?
1. De teamprestaties zijn *helemaal niet* beïnvloed door de coach
 2. De teamprestaties zijn *zeer negatief* beïnvloed door de coach
 3. De teamprestaties zijn *enigszins negatief* beïnvloed door de coach
 4. De teamprestaties zijn *enigszins positief* beïnvloed door de coach
 5. De teamprestaties zijn *zeer positief* beïnvloed door de coach
12. Vangen teamleden andermans fouten op in het veld?
1. Nee, helemaal niet
 2. Nee, nauwelijks
 3. Ja, enigszins
 4. Ja, behoorlijk
 5. Ja, volledig
13. Helpen teamleden elkaar met zaken die het team aangaan? (denk aan water, ballen en dergelijke meenemen, opruimen van trainingsmateriaal, etc.)
1. Nee, helemaal niet
 2. Nee, nauwelijks
 3. Ja, enigszins
 4. Ja, behoorlijk
 5. Ja, volledig
14. Is het team eensgezind in het bereiken van het uiteindelijke teamdoel?
1. Helemaal niet eensgezind
 2. Niet zo eensgezind
 3. Redelijk eensgezind
 4. Behoorlijk eensgezind
 5. Volledig eensgezind
15. Voelt u zich verbonden met dit team?
1. Nee, helemaal niet
 2. Nee, nauwelijks
 3. Ja, enigszins
 4. Ja, behoorlijk
 5. Ja, volledig

16. Gaat het team goed met elkaar om, als er dingen niet gaan zoals gewild?
1. Nee, helemaal niet
 2. Nee, nauwelijks
 3. Ja, enigszins
 4. Ja, behoorlijk
 5. Ja, volledig
17. Als het aan u ligt, zou u dan volgend seizoen weer onder deze coach willen spelen?
1. Zeker niet
 2. Waarschijnlijk niet
 3. Dat weet ik nog niet
 4. Waarschijnlijk wel
 5. Zeker wel
18. Als het aan u ligt, zou u dan volgend seizoen weer in dit team willen spelen?
1. Zeker niet
 2. Waarschijnlijk niet
 3. Dat weet ik nog niet
 4. Waarschijnlijk wel
 5. Zeker wel
19. Als het aan u ligt, zou u dan volgend seizoen weer bij deze club willen spelen?
1. Zeker niet
 2. Waarschijnlijk niet
 3. Dat weet ik nog niet
 4. Waarschijnlijk wel
 5. Zeker wel
20. Zijn er in uw team grote verschillen tussen de spelers wat betreft leeftijd?
1. Nee
 2. Ja
21. Is uw team een eenheid of bestaan er verschillende 'clubjes' binnen het team?
1. Ons team is een eenheid
 2. Er bestaan wel diverse clubjes, maar dat is niet storend
 3. Er bestaan verschillende clubjes en dat tast de teamsfeer aan

H. De volgende vragen zijn bedoeld om na te kunnen gaan of er een verschil in antwoorden is binnen en tussen teams als gevolg van verschillen in ervaring in de sport, leeftijd of geslacht.

1. In welk team speelt u en op welk niveau speelt u? Vereniging/team:
- Niveau/klasse:
2. Wat is uw leeftijd? jaar
3. Wat is uw geslacht? (Omcirkelen) Man / Vrouw
4. Hoe lang beoefent u deze sport al? jaar

5. Hoe lang speelt u al in dit team? jaar
6. Hoe lang speelt u al onder de huidige coach? jaar
7. Ligt *in uw team* de nadruk op ontspanning (recreatie) of gaat het vooral om de prestaties?
1. Nadruk in team ligt vooral op ontspanning
 2. Prestaties en ontspanning worden in ons team gecombineerd
 3. Nadruk in team ligt vooral op prestaties
8. Waarop ligt *bij u zelf* de nadruk: ontspanning of prestatie?
1. De nadruk bij mij ligt vooral op ontspanning
 2. Prestatie en ontspanning wil ik combineren
 3. Nadruk bij mij ligt vooral op prestaties

Als u nog opmerkingen heeft naar aanleiding van dit onderzoek, dan kunt u deze hieronder opschrijven.

.....

.....

.....

.....

Hartelijk dank voor uw medewerking!

TEAMSPORT

Een onderzoek naar de manier van coachen

Vragenlijst voor coaches



**Universiteit Leiden
Sociale en Organisationspsychologie
Postbus 9555, 2300 RB Leiden**

April-Mei 2011



Leiden, april 2011

Beste Coach,

Sporters willen optimale resultaten behalen. Of men nu sport op professioneel niveau of op amateur niveau, in beide gevallen zal een team er samen met de coach hard aan werken om de vooraf gestelde doelen te bereiken.

Binnen de topsport is de aandacht voor sportpsychologie de laatste jaren duidelijk toegenomen. In verschillende sporten laten coaches zich adviseren door psychologen om hun team tot de beste prestaties te brengen.

In de amateursport hebben coaches ook een belangrijke invloed op de prestaties van hun spelers. Toch is er nog betrekkelijk weinig bekend over de manier waarop spelers het beste kunnen worden gecoacht zodat spelplezier en optimale prestaties hand in hand kunnen gaan.

Voor het afronden van mijn studie Psychologie aan de Universiteit van Leiden voer ik nu een onderzoek uit. In dit onderzoek zal worden nagegaan hoe coaches in verschillende takken van de amateursport zich opstellen naar hun spelers en hoe de spelers hier op hun beurt op reageren. Om deze vraag te beantwoorden zullen er vragenlijsten worden voorgelegd aan ongeveer 200 spelers van teams op verschillende niveaus in verschillende sporten in de amateursector, en aan de coaches van die teams.

Belangrijk

- Het invullen van de vragenlijst kost maximaal 20 minuten.
- U hoeft uw naam niet te vermelden. Uw gegevens worden anoniem en vertrouwelijk verwerkt en niemand buiten de onderzoekers krijgt inzage in de vragenlijsten.
- De resultaten zullen beschreven worden in algemene termen over sportteams, dus de resultaten zullen niet te herleiden zijn naar u, uw sportteam of sportclub. Mocht u hier toch interesse in hebben, dan kunt u in overleg met de onderzoekers hier wel inzicht in krijgen.
- Wanneer de gegevens verwerkt zijn, wordt er een samenvatting gemaakt van de onderzoeksresultaten. Deze samenvatting zal dit najaar aan uw team worden toegestuurd.

Instructies

- Vul de vragenlijsten zelf in; het gaat om uw persoonlijke mening
- Lees de vragen goed door, neem de tijd en noteer wat het eerst bij u op komt. Er bestaan geen goede of foute antwoorden.
- De vragenlijst bestaat uit acht onderdelen, A tot en met H. Bij de meeste vragen kunt u het antwoord van uw keuze omcirkelen. Bij sommige vragen wordt u verzocht uw antwoord op te schrijven op een stippellijn.
- Als u klaar bent met het invullen, dan kunt u de vragenlijst bij mij inleveren.

Alvast hartelijk bedankt voor uw medewerking!!!

Indien er nog vragen zijn, kunt u contact met mij opnemen: Yurani Heijnen; y.heijnen@umail.leidenuniv.nl
of met mijn begeleider van de Universiteit: Dr. Wim van Breukelen; breukelen@fsw.leidenuniv.nl

A. Uw manier van werken
(Omcirkel het antwoord dat het beste uw mening weergeeft)

| Ik: | nooit | zelden | soms | vaak vaak | zeer |
|---|-------|--------|------|--------------|------|
| 1. maak de spelers duidelijk wat er van hen tijdens de wedstrijd wordt verwacht | 1 | 2 | 3 | 4 | 5 |
| 2. besteed aandacht aan het verbeteren van de eventuele fouten van spelers | 1 | 2 | 3 | 4 | 5 |
| 3. help spelers eventuele meningsverschillen met elkaar op te lossen | 1 | 2 | 3 | 4 | 5 |
| 4. schenk aandacht aan kleine dingen die het leuk maken om in dit team te spelen | 1 | 2 | 3 | 4 | 5 |
| 5. geef complimenten aan spelers die goed spelen | 1 | 2 | 3 | 4 | 5 |
| 6. licht mijn beslissingen over de opstelling en speelwijze toe aan de spelersgroep | 1 | 2 | 3 | 4 | 5 |
| 7. moedig de spelersgroep aan om mee te denken over belangrijke beslissingen | 1 | 2 | 3 | 4 | 5 |
| 8. maak mijn opvattingen over de speelwijze van het team duidelijk aan de spelers | 1 | 2 | 3 | 4 | 5 |
| 9. besteed aandacht aan het creëren van een goede teamsfeer | 1 | 2 | 3 | 4 | 5 |
| 10. breng veranderingen aan in mijn aanpak als spelers daar om vragen | 1 | 2 | 3 | 4 | 5 |
| 11. draag aan de spelers tijdens de wedstrijd duidelijke en specifieke taken op | 1 | 2 | 3 | 4 | 5 |
| 12. probeer alles uit dit team te halen wat er in zit | 1 | 2 | 3 | 4 | 5 |
| 13. moedig de spelers aan om hun mening te geven als ze het met een beslissing niet eens zijn | 1 | 2 | 3 | 4 | 5 |
| 14. besteed aandacht aan de ontwikkeling en de prestaties van dit team op langere termijn | 1 | 2 | 3 | 4 | 5 |
| 15. geef de spelers de kans zelf dingen uit te proberen ook al maken ze daar fouten bij | 1 | 2 | 3 | 4 | 5 |
| 16. stel voor het team uitdagende doelen vast | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 17. laat merken dat ik vertrouwen heb in de capaciteiten van de spelers | 1 | 2 | 3 | 4 | 5 |
| 18. geef uitvoerige argumenten voor mijn beslissingen | 1 | 2 | 3 | 4 | 5 |
| 19. streef ernaar dat de spelers als een team optreden | 1 | 2 | 3 | 4 | 5 |

**B. De volgende vragen gaan over de samenwerking tussen u en de spelers.
Omcirkel het antwoord dat het best uw mening weergeeft.**

1. Bent u tevreden over de prestaties van de spelers tijdens de wedstrijden?
 6. Nooit
 7. Zelden
 8. Soms wel, soms niet
 9. Vaak
 10. Altijd

2. Heeft u vertrouwen in de (sport)capaciteiten van de spelers van uw team?
 1. Zeer weinig
 2. Weinig
 3. Een beetje
 4. Redelijk veel
 5. Zeer veel

3. Wat vinden de spelers van uw technische en tactische kennis over deze sport?
 1. Helemaal niet goed
 2. Niet zo goed
 3. Matig
 4. Goed
 5. Zeer goed
 6. Dat weet ik niet

4. Hoe groot is de kans dat de spelers voor u opkomen als dat nodig is (bijv. bij minder goede resultaten tijdens de competitie), ook al levert dat problemen voor hen op?
 1. Zeer klein
 2. Klein
 3. Matig
 4. Groot
 5. Zeer groot

5. Besteedt u aandacht aan de wensen van de spelers over de speelwijze en de opstelling?
 1. Nooit
 2. Zelden
 3. Soms
 4. Vaak
 5. Altijd

6. Hoe zou u de samenwerking (op sportgebied) tussen u en de spelers van uw team karakteriseren?
 1. Zeer slecht
 2. Niet zo best
 3. Gaat wel
 4. Goed
 5. Zeer goed

7. Hebt u een goede band met de spelers?

1. Helemaal niet goed
2. Niet zo best
3. Gaat wel
4. Goed
5. Heel goed

8. Hebben de spelers vertrouwen in de manier waarop u het team tijdens de wedstrijden coacht?

1. Zeer weinig
2. Weinig
3. Een beetje
4. Redelijk veel
5. Zeer veel
6. Dat weet ik niet

C. Hieronder kunt u aangeven in welke mate u verschil maakt tussen de spelers van uw team, op een aantal uiteenlopende punten.

Omcirkel uw antwoord bij elke vraag met behulp van de volgende antwoordschaal:

| | | | | |
|-----------------------------------|--------------------------------|--------------------------------|-----------------------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 |
| <i>helemaal geen verschil</i> | <i>nauwelijks verschil</i> | <i>een beetje verschil</i> | <i>redelijk veel verschil</i> | <i>zeer veel verschil</i> |

Maakt u verschil tussen de spelers in:

| | helemaal geen verschil | | | zeer veel verschil | |
|--|---------------------------|---|---|-----------------------|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. het aantal minuten speeltijd dat ze in een seizoen krijgen | 1 | 2 | 3 | 4 | 5 |
| 2. het aantal keer dat ze gedurende een seizoen in de wedstrijden gewisseld worden | 1 | 2 | 3 | 4 | 5 |
| 3. de invloed die ze hebben op de opstelling en de speelwijze tijdens de wedstrijden | 1 | 2 | 3 | 4 | 5 |
| 4. de richtlijnen die gelden voor hun trainingsopkomst (aantal trainingen per week, op tijd komen, afzeggen etc) | 1 | 2 | 3 | 4 | 5 |
| 5. de kritiek die u op ze geeft | 1 | 2 | 3 | 4 | 5 |
| 6. uw waardering voor hun capaciteiten | 1 | 2 | 3 | 4 | 5 |
| 7. uw waardering voor hun persoonlijkheid | 1 | 2 | 3 | 4 | 5 |
| 8. de complimenten die u aan ze geeft | 1 | 2 | 3 | 4 | 5 |
| 9. de mate waarin u aardig tegen ze bent | 1 | 2 | 3 | 4 | 5 |

10. de hulp die u geeft ter verbetering van hun individuele kwaliteiten

1 2 3 4 5

**D. De volgende vragen gaan over trainingen en het spelen van wedstrijden.
Omcirkel het antwoord dat het beste uw mening weergeeft.**

1. Vindt u dat een speler die goed presteert meer speelminuten hoort te krijgen in een seizoen dan anderen?

1. Nee
2. Ja

2. Vindt u dat een speler die bijna altijd aanwezig is bij trainingen, meer speelminuten hoort te krijgen in een seizoen dan anderen?

1. Nee
2. Ja

3. Vindt u dat een speler die meer ervaring heeft in deze sport, meer invloed op de opstelling en speelwijze tijdens de wedstrijden hoort te hebben?

1. Nee
2. Ja

4. Vindt u dat een speler die regelmatig trainingen mist, vaker als wisselspeler of reserve moet optreden?

1. Nee
2. Ja

5. Vindt u dat een speler die minder goed presteert, minder vaak in de basis mag spelen?

1. Nee
2. Ja

6. Hoe vaak per week zou u het liefst willen trainen met dit team?

1. Nul keer per week
2. 1 keer per week
3. 2 keer per week
4. 3 keer per week
5. 4 keer per week
6. meer dan 4 keer per week

**E. De volgende vragen gaan over uw mening over het coachen van dit team.
Omcirkel het antwoord dat het beste uw mening weergeeft.**

1. In hoeverre kijkt u uit naar de wedstrijden?

1. Helemaal niet
2. Nauwelijks
3. Een beetje
4. Behoorlijk
5. Enorm

2. Komen uw sportactiviteiten als coach weleens in conflict met andere zaken in uw leven, zoals werk, studie of familie en vrienden?

1. Nooit
2. Bijna nooit
3. Soms
4. Vaak
5. Heel vaak

3. In hoeverre beleeft u plezier aan het coachen van dit team?

1. Helemaal niet
2. Nauwelijks
3. Een beetje
4. Redelijk veel
5. Heel veel

4. Krijgt u energie van het coachen van dit team?

1. Helemaal niet
2. Nauwelijks
3. Een beetje
4. Redelijk veel
5. Heel veel

5. Bent u enthousiast over het coachen van dit team?

1. Helemaal niet
2. Nauwelijks
3. Een beetje
4. Behoorlijk
5. Enorm

6. Hoe belangrijk is het werken als coach in deze sport voor u?

1. Helemaal niet belangrijk
2. Niet belangrijk
3. Een beetje belangrijk
4. Behoorlijk belangrijk
5. Heel belangrijk

7. Houdt u er rekening mee als u de volgende dag een wedstrijd moet coachen, bijvoorbeeld wat betreft uw alcoholgebruik en voldoende nachtrust?

1. Helemaal niet
2. Nauwelijks
3. Een beetje
4. Behoorlijk
5. Heel sterk

F. De volgende vragen gaan over de rol van de aanvoerder in het team

1. Is er iemand binnen dit team die als *vaste aanvoerder* fungeert?

1. Nee
2. Ja

Indien nee, ga verder met onderdeel G op de volgende bladzijde

Indien ja, ga door met vraag 2

2a. Wat is de rol binnen dit team van de persoon die als *aanvoerder* optreedt?

(U kunt bij deze vraag meerdere antwoorden omcirkelen)

1. zorgen voor de wedstrijdspullen (kleding, ballen, etc.)
8. regelen dat er voldoende spelers zijn
9. samen met de coach bepalen van de opstelling en speelwijze (tactiek)
10. zorgen voor andere zaken om de wedstrijd heen (vervoer etc.)
11. zaken regelen voor de training (een veld, spullen etc.)

12. optreden als aanspreekpunt van de coach tijdens de wedstrijden
13. anders, namelijk

2b. Vult de persoon die nu aanvoerder is de rollen uit vraag 2a op een goede manier in?

1. Helemaal niet goed
2. Niet zo best
3. Gaat wel
4. Goed
5. Zeer goed

3. Welke andere taak / taken dan in vraag 2a genoemd zijn, zou u willen dat een aanvoerder op zich neemt binnen het team?

.....

4. Hecht u als coach belang aan het feit dat er een vaste aanvoerder is in dit team?

1. Zeer weinig belang
2. Weinig belang
3. Een beetje belang
4. Veel belang
5. Zeer veel belang

5. Hoe zou u als coach *de sfeer op het veld* (binnen het team) omschrijven als de vaste aanvoerder afwezig is tijdens een wedstrijd?

1. Veel slechter dan anders
2. Slechter dan anders
3. Hetzelfde als anders
4. Beter dan anders
5. Veel beter dan anders

6. Hoe zou u als coach *de organisatie op het veld* (binnen het team) omschrijven als de vaste aanvoerder afwezig is tijdens een wedstrijd?

1. Veel slechter dan anders
2. Slechter dan anders
3. Hetzelfde als anders
4. Beter dan anders
5. Veel beter dan anders

**G. De volgende vragen gaan over dit seizoen (2010-2011).
Omcirkel weer het antwoord dat het beste uw mening weergeeft.**

1. Is dit een goed sportseizoen als u kijkt naar de *teamprestaties*?

1. Helemaal niet goed
2. Niet zo best
3. Matig
4. Goed
5. Erg goed

2. Is dit sportseizoen een goed seizoen als u kijkt naar de *teamsfeer*?

1. Helemaal niet goed
2. Niet zo best
3. Matig
4. Goed
5. Erg goed

3. Als u kijkt naar de *prestaties van uw team* dit seizoen, hoe zijn die dan vergeleken met voorgaande seizoenen?

1. Helemaal niet goed
2. Niet zo best
3. Matig
4. Goed
5. Erg goed

Eventuele toelichting.....

4. Bezit *uw team* voldoende of onvoldoende capaciteiten voor het niveau waarop het team dit seizoen speelt?

1. Absoluut onvoldoende capaciteiten
2. Net te weinig capaciteiten
3. Precies de capaciteiten die voor dit niveau nodig zijn
4. Ruim voldoende capaciteiten
5. Meer dan genoeg capaciteiten

5. Bezit *u als coach* voldoende of onvoldoende capaciteiten voor het coachen op het niveau waarop dit team dit seizoen speelt?

1. Absoluut onvoldoende capaciteiten
2. Net te weinig capaciteiten
3. Precies de capaciteiten die voor dit niveau nodig zijn
4. Ruim voldoende capaciteiten
5. Meer dan genoeg capaciteiten

6. Op welk niveau speelt het team dat u dit seizoen coacht, vergeleken met het team dat u vorig seizoen coachte?

1. Dit team speelt veel lager dan het team dat ik vorig seizoen coachte
2. Dit team speelt iets lager dan het team dat ik vorig seizoen coachte
3. Dit team speelt op hetzelfde niveau als het team van vorig seizoen
4. Dit team speelt iets hoger dan het team dat ik vorig seizoen coachte
5. Dit team speelt veel hoger dan het team dat ik vorig seizoen coachte

Eventuele toelichting.....

7. Vindt u dat het spelniveau van dit team in de loop van dit seizoen is verbeterd?

1. Helemaal niet
2. Nauwelijks
3. Een beetje
4. Behoorlijk veel
5. Zeer veel

8. Vindt u dat dit team in dit seizoen veel heeft geleerd op sportgebied?

1. Heel weinig
2. Weinig
3. Niet weinig, maar ook niet veel
4. Veel
5. Heel veel

9. Als het aan u ligt, zou u dan volgend seizoen weer dit team willen coachen?

1. Zeker niet
2. Waarschijnlijk niet
3. Dat weet ik nog niet
4. Waarschijnlijk wel
5. Zeker wel

Eventuele toelichting.....

H. De volgende vragen zijn bedoeld om na te kunnen gaan of er een verschil in antwoorden is tussen de verschillende coaches als gevolg van ervaring in de sport, leeftijd of geslacht.

1. Welk team coacht u en welk niveau heeft dit team? Vereniging/team:.....
Niveau/klasse:.....
2. Beoefent u deze sport momenteel ook zelf? 1. Nee
2. Ja
3. Hebt u deze sport in het verleden zelf beoefend? 1. Nee (ga door naar vraag 5)
2. Ja (ga door naar vraag 4)
4. Op welk niveau heeft u gespeeld? Niveau/klasse:.....
5. Wat is uw leeftijd? jaar
6. Wat is uw geslacht? (Omcirkelen) Man / Vrouw
7. Hoe lang bent u coach in deze sport? jaar
8. Hoe lang bent u coach van dit team? jaar
9. Heeft u opleidingen en/of cursussen gevolgd om als trainer/coach te kunnen werken?
1. Nee
2. Ja, namelijk
10. Leest uw wel eens boeken of artikelen om uw kennis van het trainen of coachen te verbeteren?
1. Nee
2. Ja, namelijk
11. Vindt u dit een prettig team om te coachen? 1. Nee
2. Ja
12. Ligt in dit team de nadruk op ontspanning (recreatie) of gaat het vooral om de prestaties?
1. Nadruk in team ligt vooral op ontspanning
2. Prestaties en ontspanning worden in dit team gecombineerd
3. Nadruk in team ligt vooral op prestaties

13. Waarop ligt bij u zelf de nadruk:
op ontspanning of prestaties?

1. De nadruk bij mij ligt vooral op ontspanning
2. Prestaties en ontspanning wil ik combineren
3. Nadruk bij mij ligt vooral op prestaties

14. Zijn er in dit team grote verschillen tussen
de spelers wat betreft leeftijd?

1. Nee
2. Ja

15. Is dit team een eenheid of bestaan er
verschillende 'clubjes' binnen het team?

1. Dit team is een eenheid
2. Er bestaan wel diverse clubjes, maar dat is niet storend
3. Er bestaan verschillende clubjes en dat tast de teamsfeer aan

Als u nog opmerkingen heeft naar aanleiding van dit onderzoek, dan kunt u deze hieronder opschrijven.

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Hartelijk bedankt voor uw medewerking!