
Improving intra-team communication

The Next Generation Sports



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Preface

This thesis is a final work for the degree of Bachelor of Sport Studies at the University of Applied Sciences in Groningen, the Netherlands. This thesis is titled “Improving intra-team communication through giving and receiving feedback in The Next Generation Sports football team”. The research was conducted at The Next Generation Sports academy of football in Valencia, Spain, from September 2021 until May 2022.

The Next Generation Sports (TNGS) is a football academy specialised in training and high performance. TNGS has more than 10 years of experience in training and developing players and coaches. The academy is represented on 3 different continents and 8 different countries. They connect players from all over the world through their headquarters in Valencia, where players are brought together to become better football players. But bringing players from different parts of the world together could have its complications when players cannot communicate with each other in the same language or when they don't share the same values and norms. For this reason, the research was focused on countering these complications by stimulating intra-team communication.

I am pleased to say that I enjoyed working on this thesis and working with a multicultural football team in Valencia. I learned how to help players with different problems that they experienced and I developed a decent level of Spanish, with which I am now able to give workshops. I am incredibly content with the progress that I have made this past year, not only in Spanish, but also in my ability to give workshops, lead one-to-one conversations with players, and write thesis research while living abroad.

I am thankful for the people that I have met and who have supported me throughout this year. Particularly, I want to thank Ivan and Oliver Salazar who gave me the opportunity to go to Valencia, where I could further develop myself in the area of sports psychology. I am thankful for the players that I have met and the stories they shared with me. Moreover, I would like to thank Tynke Toering, my supervisor of the University of Groningen. She has helped me significantly when I couldn't figure out where to go with my research by sharing her expertise and feedback with me. Finally, I would like to thank my colleagues Mélissa, Iñaki, and Magda for they have made the work experience so much better. I could share my stories, frustrations, and ideas with them, which helped me cope with unpleasant times or difficult feelings that writing a research paper and living abroad sometimes provokes.

Jelmer van der Wal

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Summary

Forming a team out of players who do not share the same cultural background, let alone speak the same language can be challenging. The Next Generation Sports football academy faces this problem on a yearly basis, as players from all over the world join their headquarters in Valencia. During their stay, players need to learn how to perform and progress as a team and as an individual. As an example of these challenges, the current team of TNGS experienced an environment in which fights between players, high tensions on the field, and miscommunication occurred often.

For this research paper, it would have been interesting to investigate how to improve team cohesion, which is defined as the tendency for a group to stick together in the pursuit of an objective and/or for the satisfaction of teammates' needs (Carron et al., 1997). But researching the full concept of team cohesion would have been too broad, which is why only a key factor of improving cohesion was chosen, namely intra-team communication. Intra-team communication involves sending and receiving information both verbal and nonverbal. Verbal communication is what someone says to another person, while nonverbal communication includes actions, facial expressions, body position, and gestures (Onağ & Tepeci, 2014). There are four aspects that can be stimulated to improve communication (Joubert, 2010). All of these four aspects are implemented when stimulating feedback giving and receiving in the team. Therefore, the purpose of this research was to find an answer to the question: "How can giving and receiving feedback improve intra-team communication in the team of The Next Generation Sports football academy?" In order to answer this question, several sub-questions were drawn up. The sub-questions were answered through desk- and field research, focus groups, questionnaires, one-to-one sessions, and semi-structured interviews. Two prototypes of a series of three workshops about feedback were created based on design principles that came from the research. These prototypes were evaluated to assess how effective they were in improving intra-team communication.

The research has shown that after six workshops the intra-team communication had seemingly improved, according to members of the team. It should also be pointed out that over a duration of four months, whether or not the workshops worked, intra-team communication could improve because players get to know each other and their roles better by spending more time with each other (Cunningham & Eys, 2007). On the contrary, the same questionnaire used for the baseline measurement indicated a decrease in intra-team communication. This could mean that the workshops were ineffective or that the questionnaire in itself was insufficient evidence in order to say if a team has good or bad communication. Possibly, results of the questionnaire fluctuate depending on how well they understand the questions, the situation, and mood of the player on that day.

As a result, TNGS is advised to implement the workshops in the 360Player system. In doing so, workshops would become part of the physical tracking system. By integrating the workshops in the system and adding the pragmatic mood state questionnaire, the right workshops could be chosen according to the needs of the players. Furthermore, the role of the trainer in stimulating a climate in which players share their ideas, visions, build trust, and stimulate respect, could be more supported. Stimulating feedback giving and receiving (i.e. communication) can be done outside of workshops by asking players at the end of a training session what they thought about the training, themselves or other players.

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1. Question diagnosis

In this chapter, the context in which The Next Generation Sports is placed and insight into the mission and vision of the company will be presented. Also, an explanation about the staff and players in the general and current situation will be given. Which will be followed by the stakeholders and partners of The Next Generation Sports. Lastly, the problem definition will be brought to light.

1.1 Context

The Next Generation Sports

The Next Generation Sports (TNGS) is a football academy specialised in training and high performance located in 8 different countries, where players are being selected to go to the headquarters of TNGS in Valencia. TNGS has more than 10 years of experience in training and developing players and coaches (TNGS, 2021). TNGS is represented in 3 different continents and 8 different countries; Saudi Arabia, South Africa, The Netherlands, the United States of America, Mexico, Colombia, the Caribbean, and the Maldives. The academy connects players from all over the world. This means that the team has a variety of languages and cultures, which makes it an interesting place for players and staff to work together. The TNGS staff consists of professional coaches, trainers, physiotherapists, psychologists, teachers, coordinators, and managers. With this professional group of people, the TNGS is able to - through close and personal coaching - bring more to the field than just football, as education and intercultural relationships are stimulated and developed as well.

TNGS is stationed at the Universitat Politècnica de Valencia. The university campus expands over 700,000 m² of land (around 70 football fields) and is almost 2 km in length from one point to another (UPV, 2020). It is fully walkable and has more than 106,000 m² of green areas. Students can participate in a variety of sports on the campus, well over 70 different activities (UPV, 2020). TNGS is using the facilities of the campus because it gives power to their vision of going beyond football, in which education plays a big role. Education is focused on three different areas (appendix A);

1. Online education program
2. Developing soft skills
3. Language learning

Mission & Vision

The vision of The Next Generation Sports is to focus on future possibilities in and outside of sports. The objective of the academy is to let all players finish high school and, if possible, university. To do so, TNGS is developing a wide range of Next Generation products. They develop the TNGS Academy, NG School, NG Tours, NG Coaching App, and NG Institute. Following the same teaching methodology as in the field - which is focused on growth mindset and achievement goal theory -, TNGS has developed the NG School, a classroom for young players who wish to combine studies and sports (TNGS, 2021). TNGS creates an environment in which players are encouraged to learn and work together. Through different

theories, such as the growth mindset and the motivational climate (which will be explained in the next chapter), a climate is established where players can grow together. The mission of TNGS is to reinforce the building of bridges between different cultures through the usage of sports.

Staff and players

At TNGS, there is a large team of professionals focused on helping the players develop to their full potential. Appendix B gives insight into the organogram of TNGS. Depending on the season there are between 15 and 35 players at the TNGS with ages ranging between 15 and 19 years old. The players are from relatively wealthy families and pay a certain amount of money to be with the TNGS team. The team members are from over 8 different countries and 3 different continents. The Next Generation Sports is located in these 8 different countries, where the players are being selected to go to Valencia. Only the best of their team can go to Valencia to play at the Headquarters of TNGS. Once the players arrive in Valencia they will live together in one to three residences depending on the number of players that there are. The houses are located 20 minutes away from Valencia and have a swimming pool, garden, gym, and physiotherapy area. In the house, players can relax, sleep, eat, play video games, or work out.

Stakeholders

The Next Generation Sports is a multicultural organisation and works with many different companies to ensure the success of their players. TNGS has 8 different locations; Saudi Arabia, South Africa, The Netherlands, the United States of America, Mexico, Colombia, the Caribbean, and the Maldives. Besides these locations, they also have other partners and stakeholders that play a big role in the continuity of TNGS. They help finance projects or exchange research and information with one another. The biggest one of which is the parents that allow their children to go to Valencia and pay TNGS. But also partners such as Levante U.D., Valencia C.F., Master en coaching y liderazgo, Universitat Politècnica Valencia and Máster Gestión deportiva UPV (TNGS, 2021). When a player shows a lot of potential they get the chance to play with the bigger clubs in the area of Valencia.

Selection of players

There are two ways that players can get selected. A first possibility is that players are being selected by agents in their own countries. They are selected solely on their football level and skills. But once TNGS reaches out to the family they discuss what they expect from the player and the family. They want to see if the player is not only focused on football but his educational growth as well and if the player has a hard-working ethic. Most of the time these players are from wealthy families and can afford to come to Valencia but sometimes some families don't have enough money to finance it. In some situations, they get money from local companies, federations, or from TNGS itself if they see real potential in the player.

A second way is that in some cases families reach out to TNGS themselves. When this happens it is not always possible for TNGS to know what the level of the player is or what kind of mindset the player has, but they allow the player to participate in the program either way if they can pay for it.

Current situation

In the team of TNGS there is a lot of variety between the ages of players, the duration of their stay, their level, and the languages they speak. Some players have been with TNGS for two to three years but others have arrived throughout the season, and they have only been here for one to six months. As a consequence of this, there is a major difference in the level of Spanish and English that the players speak, which makes communication complicated and can cause tension between the players. These tensions can sometimes be seen on the field during the training, as they train together every day. After the training, they have educational classes and later they go to the residence to have lunch and rest. There is one residence where all of them are staying.

The residence is the place where players can relax, eat, drink, and recover from their day or in between training. Every player has a different schedule after 16:00 (see *individual program*). The team doesn't have a competition in which they participate because they are only with 15 players, unlike other years where they did participate in competitions. This leaves the team without a common goal to work towards.

Individual program

	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
9:00	Training UPV	Training UPV	Training UPV	Training UPV	Training UPV
11:15	Class UPV	English class UPV	Class UPV	Spanish class UPV	Class UPV
14:30	Lunch Alfinach	Lunch Alfinach	Lunch Alfinach	Lunch Alfinach	Lunch Alfinach
16:00	Free (work on homework or other tasks)	Free (work on homework or other tasks)	Free (work on homework or other tasks)	Free (work on homework or other tasks)	Training Alzira (TULELL)
17:30	Training Alzira	Training Alzira	Meeting Iñaki (psychologist)	Free	Free

Costs

The players get selected by TNGS coaches and scouts when they are thought to have potential to play in European football. However, it depends on the parents if they also have the money to finance an opportunity like this. For one year, the costs of going to Spain are €25.000,- per player (appendix A). This includes food, training, housing, and sometimes

activities on the weekends. It is possible to pay in terms of months or periods in the year. But most common is that the players are from wealthy families who can afford to pay the whole amount at the start of the year.

Educational background

There is a big difference in educational backgrounds. Some players come from a high-standard school where they have completed courses like English, history, business, and more. Others never have had mathematics, languages, or other courses. TNGS is using an online educational program called "Apex Learning". The degree that one can obtain with the program is in line with that of an American High School. In the program, every player can choose their own courses and levels within this course. Every assignment can be translated into every language, but the main language in the program is English.

Languages

The different backgrounds of every player also constitute some challenges on the topic of communication. The three most spoken languages in the team are Spanish, French, and English. Not every player speaks Spanish and sometimes not even English when entering the program. That is why they receive English and Spanish lessons in their educational program. But most staff members are bilingual or trilingual and speak both Spanish and English and sometimes French as well.

1.2 Problem definition

Every year, a new group of players is assembled to form a team, meaning that the players need to learn how to perform and grow as an individual and a team. There are a lot of variables that make the process complicated. Aforementioned, most of the players are from wealthy families that pay a big amount of money for their children to go to Valencia. This can cause some stress for the players to become better fast. In one of the conversations with the parents, the following was said; *"When is my son going to a professional club? I have been paying a lot of money for the past three years and I want to know if it is worth it, otherwise he will have to come back home"* (appendix A - meeting with Mr Abdelrauf Hefny).

Furthermore, players are selected and chosen to go to bigger clubs depending on their performance. For this reason, players sometimes show ignorance towards each other because they don't appreciate the opinion of their teammates. And when someone says something that contradicts their beliefs or ideas, they are not open to receiving any kind of feedback.

"I am very annoyed with the attitude of my teammates, they don't help out and they are only being selfish. I am not going to make the first step or try to understand or empathise with them, because they also don't do that with me. They have to make the first step otherwise I won't do it either" ~ Michaël (Appendix C).

“They (members of the team) are very focused on being right, and they just say what they think and do not listen to others. That’s a big problem in our team, when people just look at themselves when they want to be right or that they only look at other people and their mistakes” ~ Aram (full interview transcript in Appendix D).

Moreover, the players don’t always speak the same languages. The three most spoken languages are; Spanish, English, and French. Within the team, it is visible that groups are being formed around the languages that they speak, with a group of French speakers from Africa interacting the most with each other, a group of English speakers from the east (Seria, Egypt, Malaysia), and a group of Spanish speakers from Latin-America. These different languages and groups seem to prevent interaction between players. Possibly, this could prevent a better understanding of each other as they don’t talk much with each other or share their ideas and feelings.

There are also a lot of fights and tension between players, but when players are asked what it is about, they just say everything is okay. It seems like the players don’t want to express their feelings or thoughts when something is going on.

“Yeah everyone was fighting over everything all the time. But they were never talking about why they were fighting or what they were fighting about.” ~ Aqil (full interview transcript in Appendix D).

The consequences of these behaviours are that there are personal conflicts between team members which lead to fights and dangerous situations on the field. They close themselves off from learning new skills (e.g. active listening, empathising with others, and languages) with which they are in the way of their development. The next chapter will look more into the theoretical framework of the problem and which theories could help find a solution.

2. Theoretical framework

In this chapter, relevant literature will be highlighted that could contribute to finding a solution to the problem. The literature gives insights into potentially functional mechanisms that can be used to create a prototype that could be implemented and evaluated in practice.

2.1 Literature

2.1.1 Intra-team communication

The way that an individual player perceives his development or that of others is important for the development of team cohesion (Widmeyer & Ducharme, 1997). The definition of cohesion is “a dynamic process which is reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs” (Carron et al., 1997). In other words, it's the degree to which a group wants to stay together because of a common goal and/or to help other people in the team satisfy their affective needs. Cohesion is considered a distinguishing quality of successful groups (Carron et al., 1997), which is why it's of interest to be mentioned. But for the purpose of this research talking about a concept like cohesion is too broad and cannot be researched properly. That's why only a factor that influences cohesion will be further examined.

One of the factors for developing cohesion is communication between players, known as intra-team communication. Carron and Spink's (1993) conceptual model of team-building even identified communication as one of the key factors in the bonding process of a team (Carron, Spink & Prapavessis, 1997). Later in 2016 McLaren and Spink studied the relationship between communication and cohesion in youth football teams. Their research showed that communication is in fact prior to cohesion (McLaren & Spink, 2016).

Sullivan and Gee defined effective intra-team communication as “interactions between teammates that result in enhanced team attributes and/or functioning” (Sullivan & Gee, 2007). The communication process involves both sending and receiving information and it can do this in different ways. Verbal communication is what someone says to another person, while nonverbal communication includes actions, facial expressions, body position, and gestures. Communication can be done in a one-on-one or group setting. Communication is not only what the person says but also the way it's being said, its emotional impact, or the effect the message has on the person receiving it (Onağ & Tepeci, 2014). Research shows that the amount of communication in a group or team indicates the effectiveness of the group. Specifically, weaker performing teams show less regularity in communication sequences (Lausic et al., 2009). Moreover, intra-team communication is important as it allows disagreements about tasks or different views to be resolved in an open and constructive manner. Team trust plays an important role in this process, as it lessens the risk that teammates view task conflicts as personal attacks (Guenter et al., 2016).

How to measure intra-team communication?

Sullivan and Feltz created a sports-specific multidimensional measurement tool (i.e., Scale for Effective Communication in Team Sports [SECTS]) in order to understand communication within team sports. The SECTS is a four-factor tool of effective team communication. It consists of the exchanges of *acceptance*, *distinctiveness*, *positive conflict*, and *negative conflict* between teammates (Sullivan & Short, 2011). Acceptance is considered the communication of appreciation between teammates and acceptance of each other, measured through verbal communication. Secondly, distinctiveness is the communication of a shared but unique identity, and is considered both non-verbal and verbal communication. The third factor is positive conflict, which involves conflicts within the team that can be viewed as constructive. And lastly, the fourth factor is negative conflict. It is a conflict that is emotional, personal and confrontational of character (Onağ & Tepeci, 2014).

How to improve communication?

In order to improve team communication, a climate has to be developed in which teammates can socialise and where discussions are promoted, which in its turn enhances team cohesion (Lausic et al., 2009). There are multiple factors that influence the improvement of communication (Joubert, 2010).

- Share visions and goals as a team: Each team member needs to reduce his or her own cultural identity to that of the team identity by accepting higher goals that are based on common interest.
- Build trust: For a team to be successful teammates have to trust each other. When a team is in a trusting relationship, they value the ideas and input of other teammates.
- Respect: In interactions that are respectful, team members are sympathetic, tactful about the use of words or gestures and honest with one another. Differences in opinions are valued and members can change their own views in reaction to what they hear. When team members feel like they are not being treated with respect, they stop feeling like part of the group and will not try to do what's best for the team's interest.
- Effective communication: When there are a lot of diverse members in a team it is important that their views are communicated effectively and clearly, to avoid misunderstandings and miscommunication. Members of a team often assume that other teammates understand the message, even though it often happens that teammates do not understand the message, which then results in miscommunication.

2.1.2 Giving and receiving feedback

A tool in which all four aspects, that improve communication, are linked is feedback giving and receiving. Feedback is defined as a dynamic communication process occurring between two individuals that exchange information about the others' performance related to tasks, goals, or behaviour (Baker et al., 2013). Through feedback members of the team can gradually learn how to share visions and goals, build trust in doing so, learn to respect and appreciate each other's opinions, and get used to clearly communicating intentions and ideas. The quote used in chapter 1.2 'Problem definition' shows that the players don't have open discussions or effective communication and that they choose to ignore the problem or avoid it; *"Yeah everyone was fighting over everything all the time. But they were never talking about why they were fighting or what they were fighting about."* ~ Aqil (full interview transcript in Appendix D). To start the conversation and discussion the tool of feedback could help to guide players in the direction of communicating with each other.

Additionally, giving and receiving feedback not only stimulates communication but it also refines the knowledge of teammates about their tasks and each other. It's important to note that giving and receiving feedback is not a skill that all team members naturally have. Therefore, training feedback is necessary to improve the results of this process (Cannon-Bowers & Bowers, 2006). But in order to work on feedback, it's important to understand and develop a learning climate in which one can implement a feedback-friendly culture. By doing so, feedback will not only be perceived as supportive suggestions, it will also be delivered in a moment that the receiver is more likely to learn from it (Baker et al., 2013).

The learning climate

In order to implement feedback, there will first be a look at what a learning climate consists of and what different mindsets influence the way that team members view and experience feedback. In addition, the influence of the context on the implementation of these different theories will be described which could give a small indication of why players act and react the way they do.

Achievement goal theory

A learning climate can be promoted in different ways, one of which is the establishment of a motivational climate. The motivational climate is the social situation that is created by team members and coaches (e.g. the way trainers coach, what trainers and players say to each other, and what is seen as a good result). The social situation influences how team members view events and how they think about their own development. The motivational climate is grounded in the framework of the achievement goal theory, which explains the difference between ego-involved and task-involved orientations. An ego-involved orientation focuses on the competition between athletes, social comparison, and public evaluation. Whereas a task-involved orientation emphasises task mastery, learning, effort, and improvement of oneself. The motivational climate is assumed to promote the different occurrences of task or ego states within a person, related to his involvement in the activity (Reinboth & Duda, 2006). In short, a task-involved athlete tries to be better than his previous self.

Learning and improving are recognized as positive outcomes. In contrast to an ego-involved athlete where understanding and learning are viewed as a means to an end. Being better than others and comparing oneself with the result of others is viewed as a measurement of competence.

Growth and Fixed mindset

Carol Dweck (2009) researched these orientations further but gave a more comprehensible name to them (i.e. growth and fixed mindset). A fixed mindset is a belief that intelligence, talents, and abilities are fixed and cannot be changed. In this mindset, athletes can become more focused on looking talented and being better than someone else, which will prevent them from reaching their full potential (Dweck, 2009). However, with a growth mindset people believe that their talents and abilities can be developed and improved through effort, practice, and instruction. "In the growth mindset, talent is something you build and develop, not something you simply display to the world and try to coast to success on" (Dweck, 2009). It's not that an athlete can only have one certain mindset. It is always a combination of the two, depending on the situation and tasks. When someone has a more "fixed mindset" it is possible to increase and/or change this to a growth mindset (Dweck, 2016).

The execution of some skills and assignments is influenced by the mindset that a person or athlete can have, such as giving and receiving feedback. Noticeably, the players of TNGS don't appreciate it when they get feedback from each other. Especially when this feedback concerns tasks in the house, about their football performance, or feedback about behaviour. "Some players just think; who are you to tell me what I should do? If you would be so good, you wouldn't be here. But getting feedback on their football performance by trainers and coaches is (in most cases) appreciated and listened to carefully" (full interview transcript in Appendix D). This shows that the mindset and attitude can be different depending on the person or context.

Why do players react badly to feedback?

In order to understand why players react poorly to each other's feedback, it is necessary to take a look at the effect of the context. As mentioned, the climate in which a team functions influences the way they view results and events (Reinboth & Duda, 2006). In the case of TNGS, the players are selected based on how good they perform, they are only allowed to participate in the program as long as they pay a certain amount of money, and besides that, they are dependent on the opinion of trainers who will decide if the player can go to a better team or not (which is also based on results). All these factors stimulate an ego-orientation and create a climate in which players think it is more important to be (or look) better than others than to focus on how much they improve and how they can learn from one another. This results in an attitude between players where they don't appreciate 'help'. They don't see feedback as an opportunity to grow but rather as a personal attack that they are doing something wrong, which could indicate that the level of team trust is also seemingly low (Guenter et al., 2016).

Furthermore, as the team is a mix of different cultures, other factors could have a negative influence on communication and giving and receiving feedback. In general, multicultural teams/environments can have a negative effect on communication and team cohesion. For example, players speak in different languages, have different cultures, values, goals, and beliefs (Maderer et al., 2014). Trying to communicate in a language that is not one's native language can cause a high risk of misunderstandings because the message could be interpreted differently than intended. Therefore, when team members do give each other feedback a lack of understanding can cause even more tension between players.

2.2 Research question

As previously mentioned there are certain aspects that play an important role in developing intra-team communication, such as the amount of trust, their orientation on a task or skill, their mindset, and the influence of the context. As for this thesis and the practical implication of it the focus will be brought to two aspects of the theoretical framework. The research question will be focused on how players can learn to give and receive feedback better in order to improve communication in the team. The research question will be as follows;

“How can giving and receiving feedback improve intra-team communication in the team of The Next Generation Sports football academy?”

2.2.1 Sub-questions

The research question exists out of multiple layers that can be put in sub-questions. The results of the sub-question will help answer the research question;

1. What is the current degree to which players communicate and give feedback to each other?
2. What are important factors for communication?
3. What are success factors for developing and implementing workshops about feedback?
4. How are implemented workshops received by respondents and what can be improved?
5. Did the workshops contribute to better intra-team communication?

3. Methodology

After mapping out the problem and which literature can be used to give a possible solution to the research question, a methodology is chosen to structure the research and find an answer to the research question. In order to answer the question, more information is needed to design a professional product that can be implemented at TNGS.

3.1 Research design

The chosen method is based on the theory of applied research. Within this theory the researcher follows 4 different phases, these phases can be repeated endlessly throughout the designated period of the research (figure 3). Following the cycle in figure 3, a solution will be found based on literature, research, and best practices which will be applied in practice (Smit, 2018). For more information see the table below.

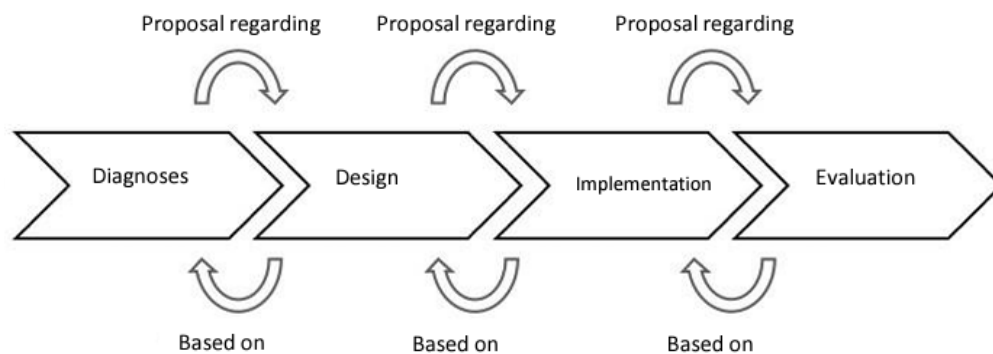


Figure 3. Four phases of applied research (Andriessen, 2010)

3.1.1 Data collection

To give insight into the success factors of implementing workshops about communication and feedback giving and receiving, multiple instruments were used to collect the data. In order to collect data from both stakeholders and the target group, desk research alone was not enough. Through these different instruments, an answer could be given to the sub-questions.

Respondents

The research will be focused on the team of TNGS. The respondents were all players of the current team of The Next Generation Sports from the season 2021-2022. The final sample consisted of 18 male football players with ages ranging from 15 to 19 years old. The average age was 16,9 years old. The nationality of the respondents was as follows: 5 African (27,8%), 1 Spanish (5,6%), 1 Egyptian (5,6%), 2 Saudi Arabian (11,1%), 1 Syrian (5,6%), 1 Libanese (5,6%), 1 Malaysian (5,6%), 2 Guatemalan (11,1%), 1 Montenegrin (5,6%), 2 Colombian (11,1%), and 1 Jamaican (5,6%). Names of players of the team and their nationality can be found in appendix B.

Research question	Method/technique	Participants	Outcomes
1. What is the current degree to which players communicate and give feedback to each other?	<ul style="list-style-type: none"> - <u>Questionnaire</u> (SECTS-2) - <u>Interviews</u> - <u>1:1 meetings</u> 	<p>TNGS team (N=18)</p> <p>TNGS Staff (N=3) TNGS players (N=2)</p> <p>TNGS team (N=18)</p>	<ul style="list-style-type: none"> - <u>Diagnose phase</u> Results of the questionnaire will indicate the degree of communication How staff members see the players, their behaviour, and their communication skills. Interviews with players will show how players view the communication between teammates. Getting to know the thinking process of players and what is going on between players.
2. What are important factors for communication?	<ul style="list-style-type: none"> - <u>Desk research</u> - <u>Focus groups</u> 	<p>None</p> <p>TNGS team (N=2x9)</p>	<ul style="list-style-type: none"> - <u>Design phase</u> Will give results for important factors from best practices. Will show what team members find important to have good communication and give feedback.
3. What are the success factors for developing and implementing workshops about feedback?	<ul style="list-style-type: none"> - <u>Desk research</u> - <u>Questionnaire</u> (SECTS-2) - <u>Observations</u> - <u>Focus groups</u> 	<p>None</p> <p>TNGS team (N=18)</p> <p>TNGS players and staff (N=25)</p> <p>TNGS team (N=2x9)</p>	<ul style="list-style-type: none"> - <u>Implementation phase</u> Knowing the different mindsets and how they can influence a task What the team wants to see in the workshops. How players behave towards each other, trainers and how they react to classes and dynamics. What to focus on in workshops and what is important for players.
4. How are the implemented workshops received by the respondents and what can be improved?	<ul style="list-style-type: none"> - <u>Questionnaire</u> (based on design principles) - <u>Interviews</u> 	<p>TNGS team (N= 18) Saudi team (N= 6-15)</p> <p>TNGS staff (N=3) Coaches Saudi-Arabia (N=2)</p>	<ul style="list-style-type: none"> - <u>Evaluation phase</u> How players view communication after the workshops and what worked for them and what didn't. How the staff and trainers from Saudi-Arabia view the workshops and what could be improved.
5. Did the workshops contribute to better intra-team communication?	<ul style="list-style-type: none"> - <u>Questionnaire</u> (SECTS-2) - <u>1:1 meetings</u> 	<p>TNGS team (N=18)</p> <p>TNGS team (N=18)</p>	<ul style="list-style-type: none"> - <u>Evaluation phase</u> If the results of the questionnaire changed after the workshops. Indication of players and their relationship with other players if it improved.

Choice of methods and techniques

Desk research was used to gather information about topics and methods. This research type works well to get an understanding of the theory and best practices around the problem of the research. But the knowledge and theories are very general. That's why field research was used to gather information specific to the context. Interviews give insight into the opinion and view of other people. There is a chance to ask follow up questions and get specific information about topics. On the contrary, it's time consuming and only covers the opinion of a few people. Focus groups were used to get more information from a certain group of people on a specific topic and discuss these topics. The downside is that there is a smaller chance of going in-depth per topic. The questionnaire gives a quick insight into the general view of a group and if their opinion on a topic matches. But this instrument depends on the honesty of participants to answer it truthfully, which is difficult to oversee. Then there are the 1:1 meetings with players. The psychologists at TNGS have weekly 1 to 1 meetings with players to talk about how they feel and what has happened that week. In these meetings a lot of in-depth information is gathered. But it doesn't cover a lot of information in regard to the time it takes. Observations show how players behave towards each other, what they say and how they react, and who they listen to. The downside is that these observations are very dependent on the interpretation of the observer.

3.1.2 Desk research

Procedure

During the desk research scientific articles were read about topics such as; intra-team communication, team cohesion, growth mindset, achievement goal theory, feedback culture, self-regulation, multiculturalism in sports teams, and team building in order to get a better understanding on how to implement workshops focused on communication and feedback (see chapter 2). This research also gave insights into success factors and ways of implementing topics like communication and feedback in a multicultural sports team.

Data-analysis

The data of the desk research was examined on the date of publication, the author, and where the article or research was published to ensure the credibility of the paper. Useful and interesting information was collected in a Word document, where the link to the article was placed under different themes. Later the most relevant articles were being selected from the Word document and made it into the thesis based on relevance.

3.1.3 Field research

Interviews and focus groups

Procedure

All interviews were semi-structured interviews. With a semi-structured interview, a lot of information could be gathered in one interview and depending on what the interviewee said, the interviewer could change the order of questions and can add questions if necessary. Every interview was recorded in a quiet room or outside in a somewhat informal manner. Afterward, the interviews were word for word written in a Word document. The recording was then deleted from all devices.

Both focus groups consisted of 6-8 people and had 30 minutes to talk about the topic of feedback and communication in the team. Answers were written down on the board together with the focus group.

Data-analysis

After the interviews were written down, they were coded on the different themes that occurred in an interview. Every interview of a player consisted of 4 themes; Intra-team communication, feedback, origins of the problem, and solution to the problem. These answers were used to support the findings in sub-questions. Insights and quotes from players helped to show what the problem was and where it was coming from. Answers from both the English and Spanish focus groups were analysed and summarised as one list of important qualities, skills, or requirements that are needed to have good communication and give and receive feedback.

Questionnaires, observations, and 1:1 meetings

Procedure

Every player was asked to fill in the SECTS-2 questionnaire. At first, the players received an explanation of the questionnaire. The questionnaire was being held online with Google Forms where the questions were both in English and Spanish. Besides that, every morning the training was observed on behaviour of players, what they did or did not say to each other, and the 'atmosphere' that was on the field (e.g. a lot of swearing, a lot of injuries caused by teammates, players not talking with each other because of a conflict, etc.). During these observations conversations with trainers and coaches were conducted about players, progress, conflicts, and about the TNGS company itself. This information was extremely useful for the research (appendix A). Besides that, every Wednesday and Friday Iñaki and Jelmer had 1:1 meetings with players. In these conversations, players could talk about whatever they wanted to share. All these conversations were written down in an application.

Data-analysis

The results gathered from the SECTS-2 questionnaire were used to support the results from the interviews and vice versa in chapter 4. The Google Forms shows all the answers in tables and graphics. This information helped to understand how the team as a whole saw the situation and if this was in line with the findings from the interviews. The results from the SECTS-2 were later compared with the average scores of 331 team athletes to analyse what the difference was between these scores. This helped to show a result based on numbers that there was indeed bad communication in the team. The questionnaire would later be used again to assess if there is a difference between the first and second time of conducting it. Furthermore, observations were used to get a better image of the context of the company, how to interact with players, which players to put together with group assignments and which ones not, and information about selection procedures. Also, the results from the 1:1 meetings were used to design individual and group dynamics for the players and to gather specific information of relations between players.

4. Diagnoses

This chapter will show if the problem described in chapter 1.2 can be demonstrated in actual numbers that could indicate that there is in fact a problem of intra-team communication.

4.1 What is the current degree in which players communicate and give feedback to each other?

Aforementioned in the theoretical framework, communication plays a significant role in team cohesion. To measure intra-team communication Sullivan and Feltz created a sports-specific multidimensional measurement tool (i.e., Scale for Effective Communication in Team Sports [SECTS]) in order to understand communication within team sports. The SECTS-2 is a four-factor tool of effective team communication. It consists of the exchanges of *acceptance*, *distinctiveness*, *positive conflict*, and *negative conflict* between teammates (Sullivan & Short, 2011). Acceptance is considered the communication of appreciation between teammates and acceptance of each other, measured through verbal communication. Secondly, distinctiveness is the communication of a shared but unique identity and is considered both non-verbal and verbal communication. The third factor is positive conflict, which involves conflicts within the team that can be viewed as constructive. And lastly, the fourth factor is negative conflict. It is a conflict that is emotional, personal, and confrontational of character (Onağ & Tepeci, 2014).

The SECTS-2 (appendix F) is a 15-item questionnaire developed to give an indication of the quantity of intra-team communication within a sports team. Acceptance was measured by four items that referred to statements about communication exchanges of support and consideration between teammates (e.g., “Trust each other and share thoughts with one another”). Distinctiveness was measured by three items that referred to a shared team identity (e.g., “use of nicknames”). The positive conflict was measured by four items with statements that referred to communication between teammates that are constructive and emotionally controlled (e.g., “Are willing to discuss our feelings”). Finally, negative conflict was measured by four items that include communication exchanges that are destructive, emotional, and person-centred (e.g., “Show that we lose our temper”) (Cunningham & Eys, 2007).

The SECTS-2 will be used to identify the current level of the perceived intra-team communication between the teammates of the TNGS team. Respondents can answer the questions by choosing a number between 1 (hardly ever) and 7 (almost always). The questionnaire, which was both translated in English and Spanish, was given to the players in a quiet classroom setting and during a period in which the team didn't have that many conflicts, which may influence the result of the questionnaire. They could individually answer the questions, without being disturbed. When the questionnaire was conducted there were three new players in the team to whom the questionnaire was not given, as they had only been with the team for one week or less.

Moreover, on the day of conducting the questionnaire there were 3 players that were sick or not in Valencia at the time. In the end, out of the 18 players only 12 respondents filled in the questionnaire. Even though $\frac{1}{3}$ of the team was not there, the research was continued because the team was only seldom fully together, as teammates had training sessions or games with other clubs or had to go back to their own country for a few weeks to see family. In the table below an overview can be seen of the average scores on the four different factors of 331 team athletes from high functioning teams. As mentioned before, each factor has three to four items (questions) attached to it. An average is taken from every item, together with the items they are grouped and another average is calculated. This number indicates how high the team scores on the four factors. High scores on acceptance, distinctiveness, and positive conflict are associated with higher perceived intra-team communication. Whereas negative conflict is negatively correlated to optimal team functioning (Sullivan & Short, 2011). The scores of the TNGS team and the average score of 331 team athletes are indicated below in the table.

Variable	Average score TNGS	Average score over 331 team athletes
<i>Acceptance</i> Item 4 Item 6 Item 11 Item 15	4.29	5.00
<i>Distinctiveness</i> Item 1 Item 7 Item 9	3.67	4.28
<i>Positive conflict</i> Item 3 Item 5 Item 13 Item 14	3.85	4.91
<i>Negative conflict</i> Item 2 Item 8 Item 10 Item 12	3.79	3.65

The results of the SECTS-2 show the score of the TNGS team and the average score of the same SECTS-2 questionnaire with 331 team athletes. The factor of acceptance scores relatively high with the TNGS team compared to the other factors.

Possibly, it could also be a sign of ignorance towards one another. In individual interviews and meetings, the respondents were asked how they view the level of communication in the team and where they think it originates from. Many of the answers were fairly the same; *"Most teammates don't even know what they are fighting about, but they also don't want to talk about it. Their ego is just too big"* ~ Saif (appendix C). Another player said the following about why most players don't communicate or try to understand each other; *"They are the ones that need to change first, when they show effort to change then I will too"* ~ Michaël (appendix C). This shows a lot of ignorance towards each other. Team members do want to change but only when someone else shows the first initiative. But there were also some exceptions; *"So for example in the house, we don't normally agree with each other, but we have to respect each other's opinions. And there is something to learn in that as well, to learn how to live with other people and accept different ways of thinking"* ~ Aqil Aziz, 2022 (full interview transcript in appendix D).

Moreover, the scores of distinctiveness and positive conflict are very low. This indicates that there is not much of a unique shared identity within the team. And that there are not a lot of conflicts that are constructive of nature. The score on negative conflict (N=3.79) doesn't differ that much from the average score (N=3.65) so this means there is not a more occurring negative conflict in this team compared to other teams but, as the score on positive conflict is also low, it seems that the team is not improving their communication. They are not discussing issues with teammates or listening to each other for there to be positive or negative conflict. The general scores on communication in the overall table show that there is a need for improvement of communication within the team. These results revolve back to the context and the situation of the players. Team members are eager to be better than their teammates and don't want each other's opinions, because at the end of the day only the opinion of the trainer matters to get to the next level.

In a meeting with the psychologist of TNGS, Iñaki, he talked about how players perceive situations and how they look back at conflicts or situations in which they communicated.

"Players sometimes don't even realise that what they said hurts or irritates someone else. Talking in a different language can be a big cause for this but in general, players don't show that much empathy or understanding towards each other either. They can be very EGO driven and these egos are fighting with one another" ~ Iñaki, psychologist TNGS (appendix C).

In summary, one could conclude that there is a problem with intra-team communication of the TNGS football team. Scores on the SECTS-2 indicate a lower than average score on the four factors of intra-team communication. Through interviews, observations, and conversations with team members and staff, the causes for the problem have been brought to light. The problem is caused by; the situation (where players are individually selected if they are the best), soft skills abilities (e.g. reflecting, giving and receiving feedback, empathising, active listening), language barriers, and ignorance towards one another.

5. Design

This chapter will discuss important factors for intra-team communication, both seen from the perspective of the players and the director of TNGS. Moreover, feedback will be collected from players, coaches and psychologists to redesign and improve the prototypes.

5.1 What are important factors for communication?

In chapter 2.1 some important factors for communication were already mentioned. In order to stimulate and develop communication, a team has to share goals and visions (to create a team identity), build trust, have respect for one another, and effective communication where team members communicate clearly to avoid misunderstanding (Joubert, 2010). These factors can be implemented in a guide for trainers and staff members in order to give workshops to stimulate intra-team communication.

To get an understanding of the view that team members have on the topic they were asked at the end of the SECTS-2 questionnaire what they thought to be most important in communication. Answers had some similarities to the factors mentioned above. Respect was mentioned the most (54,6%) by players, secondly being honest and sincere (27,3%), communicating clearly (18,2%), a safe environment (i.e. trust between players) (9,1%), and active listening and assertive speaking (9,1%) (appendix F). Furthermore, two focus groups were created within the team in order to discuss the importance of communication and feedback. One focus group was with English speakers and the other one was with players that spoke solely Spanish. The groups were divided by language to ensure a clear understanding of one another. Each focus group was asked what feedback and communication was and what is needed to give and receive feedback (appendix G). Summarised below are the results from the session of both groups;

Spanish group (9 members)	English group (6 members)
Being respectful towards each other	Having respect for each other
Being honest with your feelings and what you say	Knowledge about that what you want to say
Listen to one another	The way you say and bring feedback
Know to whom you're speaking, and adjust depending on that	Understanding the different personalities of the people that you want to give feedback to
The moment when you give feedback and the way in which you give feedback	When you give feedback, the timing (during or after the situation)
Sympathise and empathise with each other	Sympathise and empathise with each other
To have a clear idea of what it is you want to say	Being open-minded to receive feedback

In meetings with Ivan Salazar information was gathered about what TNGS finds important about intra-team communication. *"For us it is not just about football, you can see it as a tool that we use to educate players to become better people. We focus on education and teaching them soft skills such as; active listening, empathy, presenting oneself, leadership, communication, and emotional intelligence. Football is just something they get better at as they develop on all kinds of different levels"* ~ Ivan Salazar.

In other words, it's not just about communication. As mentioned in chapter 2, the definition of communication in this thesis is interpreted as *"a process which involves both sending and receiving information and it can do so in two ways. Verbal communication is what someone says to another person, while nonverbal communication includes actions, facial expressions, body position, and gestures."* So in order to develop better communication, players need to learn how to use and read these different aspects of communication (e.g. body language, choice of words, presentation, and reflecting on actions). Moreover, communication is not only what the person says but also the way it's being said, its emotional impact, or the effect the message has on the person receiving it (Onağ & Tepeci, 2014). This means it's also important that players learn to understand what effect their words can have on someone else and that they can influence the way that their message is received by their choice of words.

The results in the table above show that the team members of TNGS do know what is important to have good intra-team communication and why feedback is necessary. Important factors also include the knowledge and use of certain skills such as empathy, directness, being open-minded, knowing when to give feedback, and having respect for others' opinions. However, it is interesting to note that only a few players do in fact show these skills in practice, even though almost all of them mention them as being important attributes to communication. Iñaki mentioned in one of the meetings; *"The moment that something happens to them, they (the players) try to defend their ego by picking a fight or thinking that they know everything better"* ~ Iñaki, psychologist TNGS (appendix C). The factors from the research of Joubert (2010), results from the SECTS-2 questionnaire, and the answers of the focus groups should be taken into account when designing dynamics and workshops about feedback giving and receiving.

5.2 What are success factors for developing and implementing workshops about feedback?

In order to implement the workshops/dynamics, there are design requirements where the workshops are bound to. These requirements were discussed in meetings with Ivan and Carlos (appendix A). The workshops should be done on the campus of the university. This means that they should fit in the schedule of the classes with the exception that once in a while it is allowed to do dynamics in the house or on the weekends. *"The downside of doing dynamics in the house is that not every player is in the house because of matches or training that they have."* ~ Carlos Garcia Morcillo. This means that the most convenient time is during class hours because all the players are together in one place. The workshops can't take more than one hour, every player needs to contribute to the dynamic, and it has to be in English and Spanish.

Furthermore, from the previous desk- and field research some principles have come to light that could be implemented in the workshops to make sure that the workshops are well received and have the intended results. Based on the research found in chapter 2 there are some factors that stimulate communication. Some of these factors such as building trust, having respect for each other, and sharing visions and ideas can be reinforced in workshops to stimulate communication (Joubert, 2010). Moreover, having a growth or fixed mindset in certain situations can help or prevent the learning process. Implementing aspects of a growth mindset can help increase the feeling of success and confidence in doing assignments or tasks (Dweck, 2016). For example, focusing on the progress instead of the result, reinforcing the use of mistakes to learn, and using small step progress to let players experience a sense of success to gradually take on harder tasks.

Important information about the design principles of the workshops has also been collected from previously done dynamics and observations of the team. The first dynamic had shown that working in smaller groups was more effective because everyone could take their time to explain themselves better (appendix G). Also, workshops were more effective when they were done outside of the classroom where there were no computers or phones. *"Workshops or dynamics should be done outside of the classroom or in another classroom without computers and phones. In class they all sit behind a computer (sometimes with earphones in), this way they can easily be distracted from the task or what someone is saying".* ~ Magdalena (head of education TNGS). Moreover, assignments need to be very beginner level orientated (small steps), as sharing personal stories or information is difficult for some of the players (appendix G).

Furthermore, in the last questions of the questionnaire players were asked what is important when communicating and giving feedback. One of the respondents said that a safe environment is needed for players to open up. Making clear rules about how we want to interact with each other during these workshops could help to create a safe environment where players feel confident to share their thoughts.

Design requirements	Design principles	Increasing success factors
It can't cost any money and the most convenient place to do the dynamics is on the campus of the university.	Sharing visions and ideas	Work in smaller groups, so players can speak the same language or can take time to explain themselves better.
It can't take more than one hour	Stimulate respect and trust	The workshop should be simple enough to give a feeling of success.
Every player needs to participate	Focused on progress not results and implementing small step progress to experience success	Create a safe environment to give and receive feedback (appendix F).
It should fit in the schedule of the classes and needs to be given in English and Spanish	Using mistakes as opportunities to learn	For some of them sharing feelings and thoughts is not something they are used to, so working in small steps is important.

5.3 Prototype I

The workshops will be given weekly over a period of 6-8 weeks in between the lessons of English and Spanish (appendix E). Every prototype will consist of approximately three workshops/dynamics. After three workshops, feedback will be received from the players with a simple feedback sheet that they can fill in. Questions will be focused on the design principles to see if the workshops upheld these principles, what they liked and what they would like to see differently (in terms of subject, assignment and level of exercise). All complete workshops/dynamics are shown in appendix G - "Workshops and results Prototype I", only short explanations of the dynamics are given below;

Dynamic one: What is feedback and why is it important?

The first workshop will be given in two groups (one English and one Spanish) to ensure that there is easier communication between players. At the beginning of the workshop the question will be asked what feedback means and how players can use it. This will be important for the other workshops as it sets up the idea why we need feedback in the team to become better players. This workshop is an open discussion where both groups of 6 to 8 players are free to share their thoughts on the subject. Results and full dynamic is visible in appendix G - "Workshops and results prototype I".

Dynamic two: Learning to give (yourself) feedback

The second workshop will be focused on implementing feedback on yourself and using it to reflect on a situation. Through the method of STARR (Situation, Task, Action, Result, and Reflection) players can describe and reflect on a situation in the house, on the field, or in class. Every player can work individually on the assignment. In the reflection part of the assignment players have to give feedback on their own actions; what could I do differently next time, and why? What would I do the same? It is chosen to first focus on developing the skill to give feedback to oneself before trying to let players give feedback to each other, as they may not be ready for that. *"Yeah but not everyone appreciates getting feedback. Some of them think they are the best" ~ Aram (appendix D).*

Dynamic three: Giving feedback with your partner

The third workshop stimulates giving feedback to another football player. This player is not part of the team, but can be any random football player on the internet. The players are asked to choose a moment in a game of this player and analyse what the player did well, what he did wrong, and what he could do better next time. With this dynamic players learn to analyse a situation and call out a good aspect and a bad one.

5.3.1 Evaluation prototype I

The first three workshops have been evaluated by Ivan, Inaki, and 5 players. The players had received a sheet of paper with short questions based on the design principles. While the feedback from Ivan and Inaki was more based on the design requirements.

Received feedback on prototype I by trainers, psychologists and Ivan:

- A high engagement of players. They were contributing a lot to the workshops;
- The workshops were stimulating discussions between players to share ideas;
- Not every player was comfortable speaking about giving or receiving feedback;
- Some players had trouble understanding the assignment, especially when it was outside of the football context;
- You could ask more questions and also ask follow-up questions when they answer you. But I understand that this could be more difficult in Spanish;
- When giving a workshop with the whole team, there is always one half that is not listening, depending on what language you're explaining the workshop in first;
- Try to have a clear goal in mind when giving certain workshops, what do you want to achieve;
- Try to implement more fun games to stimulate their players mentality and to be less dependent on languages.

Received feedback on prototype I by players:

- It's easy to do, everyone can follow and answer some questions on the board;
- I think that everyone can share their ideas, but for some players it's more difficult;
- It was good that the explanation was both in English and Spanish, but it was sometimes hard to follow because the Spanish was not that good;
- These workshops I don't give that much priority, I rather work on my assignments or do something more fun;
- There was not always enough time to get the assignments done;
- I don't want to do boring assignments on paper. I want to be more active;
- I didn't always feel like I could share my thoughts with the group because I feel like they don't understand me.

5.3.2 Improvements for prototype II

The next bullet points and/or improvements have been implemented in the development of prototype II:

- The workshops should be more fun and playful to stimulate the players (smaller steps). Players like to compete against each other, so they could do that through team building and communication games;
- Use games and small moments (such as after a training session) to reflect and give feedback with each other instead of doing "special" exercises about feedback;
- More variety in difficulty between tasks, depending on the player;
- Take enough time for a workshop, at least one hour.

5.4 Prototype II

All complete workshops/dynamics are shown in appendix G - "Workshops and results Prototype II". Only short explanations of the dynamics are given below to give an indication of the workshops;

Dynamic one: developing mindsets

In this dynamic players have to try different skills. The dynamic is based on stimulating a growth mindset (Dweck, 2016). But it's focused on letting the players experience these different mindsets themselves. They have to try out certain skills, like juggling three balls to a few card tricks. In groups of two or three they have to figure out how to do it. During the workshop, questions are being asked to the players to assess with what kind of mindsets they are working on the different skills. After the workshop, players are asked what they thought of the dynamic and what helped them to learn the skill.

Dynamic two: the word game

In this dynamic players have to form words with their team. We make two teams of 6 to 8 players. Every player gets a letter on his shirt, the team has to communicate and put each other in the right order to spell the word. Starting with easy words and gradually building the difficulty. Also, teams can be changed to let other people work together or make it more difficult for some. Afterwards players are asked to reflect back on the game and share their thoughts and Ideas. What worked for your team? Who took charge? What didn't work, and why? What helped to function better?

Dynamic three: the 'yes' game

In this dynamic players have to stand in a circle. Depending on the size of the group, there can be two teams of 8 players. To start, the groups can be combined. This is recommended when starting with the assignment and explaining it. One of the players gets the turn and has to make eye contact with a teammate and ask 'yes?' to which the teammate responds, "yes." The teammates can now switch places. As the game goes on, players can start more chains so that more than one person moves or speaks at once. This will make the game more difficult and harder for the players to concentrate and respond (Leah, 2019). The game teaches players to multitask and remain focussed in a chaotic environment.

5.4.1 Evaluation prototype II

After each workshop players were approached to ask what they thought of the dynamics. Through simple questions about what they thought of the dynamic, if they felt respected, if they felt like they could share ideas, and if they felt successful in carrying out the tasks (to stimulate small step progression). Furthermore, in meetings with Ivan, Iñaki and trainers from Saudi-Arabia the workshops were discussed on effectiveness and results. They were asked questions about what they thought of the workshops, what was not so good about it, and how the workshops could be improved.

Received feedback on prototype II by trainers Saudi-Arabia, psychologists, and Ivan:

- Workshops vary a lot how they are received and given from person to person. I can give the exact same workshop as you but it could still be totally different, so make sure that you describe the prototype completely on paper;
- Maybe try to give more insight into the design principles and results of the workshops in the feedback that you receive. Make sure that every workshop has a goal and that the goal can be assessed through questions;

- “Controlling the difficulty” when it comes about teaching the players a new skill. Try to let every player have a feeling of success when performing tasks;
- I am impressed by the level of Spanish and how you are able to switch between both English and Spanish in your workshops;
- The players show more enthusiasm when participating in the workshops and they like that most activities are active and outside the class.

Feedback on prototype II by players:

- It was a lot of fun and I could share my learned skills with the other players;
- Little by little I was improving on the skills;
- I really like it, it's so good. I was working with different players from the team. I was trying to juggle balls with Somda and I think this is really good for our communication;
- I could help some of my teammates with the card tricks and I could share my own ideas with them, it was fun;
- I tried to learn different skills with team mates that I don't interact with that much;
- Everytime I made a mistake it helped me to do it better the next time;
- I understood the assignment easily;
- It was very funny to do, I liked that we started with easy words that we had to form and later tried harder ones;
- I was the leader during the exercise and I really liked that I was able to do that because I normally don't have that role in the group;

5.4.2 Improvements for prototype III

The next bullet points and/or improvements have been implemented in the development of prototype III:

- Make the results of workshops more visible, through a questionnaire that is based on the design principles;
- Implement more theoretical practice in the workshops as well, especially for groups that are a bit more advanced. The more advanced groups could have more complicated workshops as well, that are not only fun games.

5.5 Prototype III - testing on a different team (external stakeholders)

From the 21st to the 30th of March a team from Saudi-Arabia came to TNGS Valencia. This group was used to assess if the workshops would also work on different groups and ages. The group consisted of players aged between 12 till 16 years old. Over a period of 8 days the players would get workshops and dynamics for approximately two hours a day. One of the main differences between this team and the original team of TNGS was that these workshops could be given completely in English. Over a course of 8 days the players of Saudi-Arabia had received workshops about goal setting, retaining focus, coping with stress, Spanish for beginners, presenting in front of a group, and different mindsets. See appendix G - “Workshops and results Prototype III ” for the full workshops and received feedback.

5.5.1 Evaluation prototype III

The workshops/dynamics have been evaluated through the four design principles of stimulating communication and the principles of stimulating a growth mindset. After the workshops the players had received a feedback form to assess the stimulation of the design principles. Coaches and colleagues were asked shorter questions such as; what do you think was good about the workshops and why?, what would you like to see differently or added to the workshops?

Received feedback on prototype III by trainers Saudi-Arabia, psychologists, and Ivan:

- Maybe ask more questions to the players, let answers come from them;
- The workshop stimulates a climate in which players are motivated to learn;
- Everyday a workshop is covering one psychological topic, could that be too ambitious?;
- The interaction with the players was smooth, flexible, easy, and positive throughout the whole workshop;
- Implementing soft skills could also be more done in the training or on the field with simple questions at the end of a training. For example, what do you think was good about the training, trainer, or a player today?;
- The workshops could be more successful if they would be linked to specific players or to the needs of the players depending on how they feel that week;
- Workshops could be linked to the training as well. Maybe it's not necessary to make it a specific moment in the week to work on certain skills.

Feedback on prototype II by players:

- I felt respected during the workshops;
- I could express my thoughts and ideas with the group;
- I didn't like every assignment, such as the developing mindsets. I didn't feel comfortable doing the task and it was too difficult for me;
- I could learn from mistakes and improve skills through these mistakes;
- Thank you for the experience and teaching us. Your mental training has given me a better football mentally and which ended up helping me on the pitch. Also you taught me what kind of athlete I am and how to stay in the zone if I'm a certain type of athlete. I'm very grateful for this experience. I already had a lot of success, and I can see myself getting more confident. I would just like to appreciate you for helping me with the mental part of the game.

5.5.2 Improvements for the prototype

The following improvements have been implemented or need to be further developed for the optimization of the workshops;

- TNGS is using the 360Player system to monitor the physical development of players and if players are not overtrained (appendix D - Interview Oliver Salazar). Workshops could be linked to this system to combine the mental and physical monitoring;
- Implementing soft skills in day to day life instead of only in specific workshops.

6. Implementation and evaluation

In this chapter the results of the prototypes will be evaluated. This evaluation will result in suggestions for improving the workshops in the future. Furthermore, the results will be shown of the progress, if any, that the team has made on their intra-team communication.

6.1 How are implemented workshops received by respondents?

The first series of workshops didn't seem to be very effective. Players were not motivated to participate in the workshop and/or finish the tasks given to them. In hindsight, these workshops were too much focussed on giving feedback and working on communication as the main objective of the workshop. Words like feedback, communication, and reflection were literally used to explain assignments to the players. The second series of workshops were focused on interactive games that required less writing. Players were given assignments such as; learn how to do a card trick in your group of three players, or form a word with the letters that players have on their shirt. Through these tasks, players were automatically giving each other feedback, working on problem solving, taking leadership, or communicating to improve the skill or finish the task, which supported the pillars/goals described in appendix A; "teaching soft skills, languages, and educate players besides football is part of the TNGS program" (appendix A).

In the second and third series of the workshops training soft skills were the main objective. Especially, giving feedback, reflecting, and solving problems were mostly cultivated in these dynamics. Moreover, when players were interacting with each other to solve problems or give feedback this was done in different languages, which could have stimulated the goal "learning languages" as well. The latter has not been tested nor has it been specified in the goal of the dynamics. This could be done better in next workshops, by stimulating more word games or games where players have to use languages to describe something or act something out.

A third series of workshops was created to assess if the workshops could be equally implemented with other teams and become sustainable for the following year(s). This other team had been together for over a year and there was a good relationship between each of them. This gave the opportunity to not only test the already done workshops, but also give more advanced dynamics about goal setting, coping with stress, and performing under pressure. The level of trust within this group was seemingly high, as they easily opened up about their own experiences with stress, fear, loss of focus, etc, and what they learned from it. The upside of these workshops was that the group knew that they would receive daily workshops, which made them better prepared for the workshops and in a right mindset. On the contrary, the TNGS team only received workshops once a week for an hour or, if something like tactical analysis training came up, they wouldn't get the workshops. *"I think that we could've done more dynamics with the team and done all of these workshops together to improve more"* ~ Denilson (appendix F - second analysis). This unpredictability and inconsistency in workshops could've contributed to less motivation and focus in players (appendix G - feedback prototype I).

6.1.1 What could be improved?

Most noticeably, the workshops didn't have their own time slot. Players would be working on assignments or would have an appointment with the physiotherapist, and all of a sudden they would need to go out of the classroom to participate in a dynamic. Workshops could be given more properly if they would have their own time slots and be an official part of the program of TNGS. This would show players that the workshops are something to be taken seriously. For the implementation and the sustainability of the workshops, the dynamics could be linked to the current physical tracking system of TNGS. The system, called 360Player (360Player, 2022), monitors the physical health of players as mentioned in chapter 5.5.2 (evaluation prototype II). Until now, the system is solely being used to evaluate the intensity of the training and to monitor progress of players in the field. This is only done through an indication bar in the calendar, where players can put a dot to the far left (low intensity), the far right (high intensity) or anywhere in between (appendix D - interview Oliver Salazar). By integrating the workshops in the calendar they become an official part of TNGS' program to work on soft skills (pillar of TNGS). Players could become more aware about what workshops they will do and when (appendix H).

Moreover, in this same calendar the Profile of Mood States questionnaire (POMS) could be added as well, to give trainers, coaches, and staff a better indication of the state of players and if they are being overtrained (MacKinnon, 2000). The downside of the POMS questionnaire is that it has 65 questions and takes around 10 minutes to fill in, which makes it more suitable for players to do once a week or every two weeks (MacKinnon, 2000). In order to give TNGS a better indication about the state of players on a daily basis, the pragmatic mood state questionnaire could be used. This questionnaire has 6 questions about how the player feels, how he slept, and if he is ready to train, which simply indicate if a player should rest when he scores under 20 points. This method can be used to give a daily report on the state of players (Mood State, 2012). Players can put the number that they receive in their personal chat with their trainer and coach (appendix D - Oliver Salazar).

"I think that it could be really good (to implement workshops in 360Player). Actually, the platform is made to get feedback from players and know how they are doing, but that is not really happening that much now. So yeah I think it could be a good idea to implement workshops in there, together with the questionnaire. And I think it's pretty easy to implement from the start of every season because a new team is assembled every year, so we can reuse it" ~ Oliver Salazar (appendix D - Oliver Salazar). The impact on the organisation would be that by integrating the workshops and the pragmatic mood state questionnaire, TNGS is actively showing that they are teaching players more than just football, as they have concrete, fully described, and evidence based workshops that they can use to train 'soft skills', which can be of value in the long term for TNGS and their players.

6.2 Did the workshops contribute to better intra-team communication?

At the end of April the SECTS-2 questionnaire was conducted for a second time to assess if the players had made progress in their intra-team communication. This time out of 18 players there were 14 players that answered the questionnaire. Fortunately for the accuracy of this research, these 4 absent players had not conducted the first questionnaire either.

So it could be said that the results of the first and second questionnaire were still compatible with each other.

It appeared that the results of the second conducted SECTS-2 questionnaire were indicating a decrease in intra-team communication. Scores on the factors that, preferably, should be higher such as acceptance of one another, team distinctiveness (team identity), and positive conflict all scored lower than the first time the questionnaire was conducted. Whereas, the score on negative conflict increased ($N=3.79$ to $N=4.18$), which is a relatively high number compared to the average score of $N=3.65$. The results could indicate that there are more conflicts that are emotional, personal, and confrontational of character than before (Onağ & Tepeci, 2014). This could mean that conflicts are viewed as personal attacks instead of constructive feedback (Guenter et al., 2016).

There could be some reasons for the seemingly negative outcome of the results. For example, it's important to note that the team participated in their first tournament together, a week prior to answering the questionnaire. They finished fourth place in the lowest league, which made most of the players unhappy about the team's functioning (appendix A). This could have affected the way that the players answered the questions. However, the link between the results of the tournament and the results of the questionnaire are in line with the research of Lausic et al. (2009) as was mentioned in chapter 2; weaker performing teams show a lower degree of communication (Lausic et al., 2009). On the other hand, during the first conducted questionnaire it was argued that high scores on acceptance could partly be because of ignorance towards each other instead of acceptance (chapter 4.1). It was also mentioned that scores on positive and negative conflict were both low, possibly because there was almost no communication between players in order for positive or negative conflict to occur. So, it could be argued that the results only show a momentarily based answer, which depends on the honesty of players, how well they understand the questions and how they view their teammates at that moment.

Variable	Average score TNGS (OLD)	Average score TNGS (NEW)	Average score over 331 team athletes
<i>Acceptance</i> Items 4, 6, 11, and 15	4.29	3.95	5.00
<i>Distinctiveness</i> Items 1, 7, and 9	3.67	3.79	4.28
<i>Positive conflict</i> Items 3, 5, 13, and 14	3.85	3.84	4.91
<i>Negative conflict</i> Items 2, 8, 10, and 12	3.79	4.18	3.65

On the contrary, results of the workshops in one on one conversations or behaviour of the group do seem to have made a positive impact. During training sessions and in the class, different players and groups interacted with each other, and more communication took place between French, English, and Spanish speakers (visible in the feedback in appendix F - second analysis). *"I feel like the workshops were very useful and interesting. I believe it helped us bond as a team and interact with each other in a healthier manner"* ~ Saif.

“The thing that I liked is that when we are a family we have to have a shared bond and I think that we didn’t have that before, but now there is and that is very good” ~ Victor (appendix F - second analysis).

These individual opinions give a slight indication about the complexity of the context as they differ a lot from the results of the questionnaire. This shows that the answer to the research question can not simply be boiled down to one number to indicate if intra-team communication has improved, instead it should be analysed with different methods to give a better indication of the progress made. It should also be pointed out that over a duration of four months intra-team communication could improve, whether or not workshops worked, because players could get to know each other and their roles better by spending more time with each other (Cunningham & Eys, 2007).

All in all, could it be said that the workshops contributed to better intra-team communication? According to the current numbers it doesn’t seem to be the case, however looking at the reactions of players it could be said that the workshops did indeed contribute to better communication between individuals and groups. Also, it could be argued that if the questionnaire would be conducted on a different moment, results could give different indications. Therefore, monitoring the progress of the team over a longer period of time could give more accurate results.

7. Recommendations

This chapter will explain how the findings and results of the research could be further used in practice. In doing so, the relevance, feasibility, and usability of the workshops will be explained.

The recommendations will mainly be based on the sub-question two, three, and four; what are important factors for communication, what are success factors for developing and implementing workshops about feedback, and how are workshops received by respondents and what can be improved? The important factors for communication are needed for TNGS to know what they should focus on when designing more workshops or stimulating a certain climate. The success factors for developing and implementing them could be used for TNGS to give better quality workshops. And finally, the improvements for the workshops could help TNGS prevent certain mistakes and/or bring the workshops to the next level (i.e. becoming part of the TNGS program).

In the past year the first six steps of Kotter's eight step model for change (2008) have been run through. Where creating a climate for change, through conversations with staff, players, and directors about the importance of soft skills, was created and where engaging and enabling the organisation to change was stimulated through the creation of interactive workshops for players. In these workshops quick wins were realised as players were stimulated to use soft skills and interact more with other team members. The question remains: how can the workshops become more sustainable for the organisation?

Primarily, the workshops were stimulating intra-team communication most effectively when they were given in the form of fun activities where players automatically gave feedback to one another instead of listening to a theoretical presentation. Players of TNGS are willing to learn and become better and in most cases are stimulated to do so in a competitive environment (e.g. in competitions with other teams). Bringing out this competitiveness and willingness to learn to do better, makes for more effective workshops. The workshops have been mainly focused on this finding and, as TNGS may want to expand the amount of workshops in the future, it is highly recommendable that workshops are designed to resemble an active game for players.

Secondly, the role of the trainer in stimulating a climate in which players feel like they can communicate freely, could be more supported. As Omar and Naif mentioned in their interviews (appendix D- interview Omar and Naif) stimulating feedback giving and receiving (i.e. communication) can be easily done outside of workshops by asking players at the end of a training session what they thought about the training, themselves or other players. This could slowly create a climate in which players share their ideas, visions, build trust, and stimulate respect (chapter 5.1 - "*important factors for communication*"). And in which the new approach for teaching soft skills (i.e. workshops) is anchored in different areas of the company's culture (Kotter, 2008).

Lastly, putting the workshops in the same system as the training sessions (360Player) would make the workshops an official part of the TNGS program and possibly make it stick for in the future (Kotter, 2008). On writing this thesis, the platform only gives insight into the physical progress of players. But, by implementing the workshops in the system, mental and physical training would come together where trainers, players, and staff can oversee what is

expected of them. Moreover, the advantage of implementing the workshops in the 360Player app is that players are aware that it is an actual part of the program and not only something that randomly happens. 360Player could later be used to implement the pragmatic mood state questionnaire about how players feel on a day to day basis, as shown in chapter 6.1.1. Through the use of the questionnaire trainers could get important information about how individual players feel that day and take it into account when training the team. With this information workshops could be chosen to fit better with the needs of players.

Reviewing the finished research, it could be said that the use of different resources/ methodes was very positive and that it gave a broad insight into the complexity of the problem. Besides that, the research was mostly practice based and involved a lot of testing and evaluating within TNGS itself, which made the workshops well adjusted to the specific context. On the other hand, the research didn't go into that many best practices or information from other clubs that could've been useful in the process of carrying out the workshops. Only certain principles were used for the design of the workshops, but looking back, more best practices could've been analysed to (possibly) avoid issues that came up during the procedure and implementation of the (first) workshops. In general, the most challenging part of this research was to keep the scope small and avoid a too broad and complex thesis paper, but at the same time take in account the broad spectrum of things that could influence the behaviour of players.

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Appendix A - Logbook

Logbook observations and conversations with Ivan, colleagues, trainers, and players

Mélissa
Ivan
Carlos
Esmeralda
Jelmer

Three pillars where TNGS focuses on:

1. Educational program
2. Language learning
3. Soft skills

The football area is what connects these points and how we bring players together, but teaching them football is not the main goal of TNGS.

Ivan: We want players to solve their own problems. They have to be responsible and respect teachers and staff that are trying to help them. But they expect that everyone around them does everything for them. They can be self centered and that is an obstacle when we want to teach them soft skills like active listening, presenting in front of a group and leadership. Education is very important for us, so we have to reinforce that idea. And make sure that the players and parents also know that. Everyone needs to know that what we are doing is an educational project.

Meeting with Mr. Abdelrauf Hefny and Saif

Points:

- The food that the players get is not always good (not Arabic), teach Jessica (the cook) how to cook Arabic. And every player should get their own food from time to time because it is their culture.
- Saif feels like he is underestimated in the club he is in now. He could play higher in his opinion.
- The time that it takes to go to the football club takes a lot in which he cannot study and after he cannot focus anymore. (waiting before going, one hour to go there, waiting there for a long time, in that time he doesn't eat and lose weight or doesn't recover well. And he cannot work on university assignments.
- The trainer talked about religion in a disrespectful way to Saif, Aram, and Somda (Robben, **trainer of Alzira**).
- Training with others of TNGS at Alzira, so not the Spanish experience that was promised. (it's not the image he wants to experience, the trainer just sees them as another TNGS player)
- When is Saif going to a professional club? I have been paying a lot of money the past three years and I want to know if it is worth it, otherwise he will have to come back home or we will talk with other clubs. We already have contact with different ones.
- Wants to go play the third (C division) team to the second (B division) team

- Different contact with different clubs around the world (Egypt, England, Canada, USA, Madrid). If the problems here are getting bigger or not being solved, it opens other doors to a different contact.
- He wants to know what to expect for the next year (what do I need to do to get where i want to go, where can TNGS help me go? Saif wants and needs more feedback on what he can improve).

WEEK 37		
Date:	Observation:	Notes:
13/09/21	TNGS	
14/09/21	I began this morning with a conversation with Ivan Salazar, my supervisor in Valencia and one of the owners of The Next generation Sports. Ivan told me that educating the athletes is their main focus. The education of the athletes are focused on three different areas;	
15/09/21		
16/09/21	The Mindset	
17/09/21	Sport specific insights General norms and values	
INJURED:	The goal of the academy is to let all athletes finish highschool and university. The main goal of this is the focus on future possibilities in - and outside of sports.	

WEEK 39		
Date:	Observation:	Notes:
27/09/21	The team had a technical	Not everyone is on the same line. The different roles in the team have not been established yet. This creates some uncertainties in the team dynamic. In the house (and especially on the weekends) no one does
28/09/21	This morning I had a meeting with Ivan, Sergio and Magda about the culture and rules we have within TNGS. In the residence there is a conflict between players that do the work around the house and players that don't do there tasks. We are going to put captains in charge who have to make sure the jobs around the house are managed and done. How we are going to reward/punish them is not yet clear.	
29/09/21	I also talked one on one with Ivan about the construct of the academy. The players have to pay for the academy themselves (parents), and the costs are around €20.000,- to €25.000,- per player. For this amount they get trainings, food, physiotherapy, housing and transport to where they want to go for a year.	
30/09/21		
Thu 14/10/21	I talked with Ivan today about the whole situation of this week. We also called with the manager in Saudi-Arabia. Ivan is very defensive about the whole situation. He is very emotional and gets almost angry. That's why we have decided that I will answer to the parents and Saif.	
Fri 15/10/21		
Mon 18/10/21	The team is still very divided, during the weekend there are a lot of different groups doing their own thing. This in itself is not a bad thing, but some players would like to spend more time with other players as well. Denilson got injured by Michael today. Michael did apologise and also after the training went back to Denilson to see how he was doing. But there are still a lot of moments in the training that they injure their teammates. The players also bought food in the cafeteria, this sometimes happens. But today, 5 players did it. Maybe this is coherent with what happened last week when Saif's dad bought food for the players.	
Tue 19/10/21		

WEEK 43		
Date:	Observation:	Notes:
25/10/21	There are no new evolver Aqil is feeling better, he even says he is doing great. His behavior confirms this as well. I think he is able to distance himself a bit from it, or that he can cope with it very well. He does call with his family every day	
26/10/21	I met up with Jessica today Michael is very hard in his communication and is not able to get everyone to listen. Somda is too quiet to lead the group. In general, the leaders have to repeat everything way to many times. Which leads to more	
27/10/21	During the training some	Aram is injured with his ankle. He can't train this week and probably also not next week because he has to wait for his results of the scan. He said that he thinks he needs this rest, but he notices that he misses
28/10/21	I met up with Jessica again, but today my spanish was very bad. I couldn't find the words and could barely keep up the conversation. But Jessica told me that Saif and Aqil took a little fridge from downstairs and put it in their room. That is unacceptable and not the mindset we want to stimulate at the TNGS. Saif is a sweet talker and he is saying a lot of things, but not doing them. He wants everything his way, and expects to come away with it. There is still a lot of tension between	
29/10/21	Martin & Denilson, Michael & Anderson, Aram & Michael (sometimes), and probably more that we don't even know about. Also, I noticed that today a lot more "jokes" were being made when asked where someone was. When I asked Martin where Denilson and Patricio were, he answered with; "they went to their own country". Also, Kouma and Aram were talking and Aram made a comment that it was "a African thing". It was not much and Kouma only reacted strongly as part of the joke. But small moments like this can escalate when people don't appreciate it anymore.	
INJURED:		

Wed 04/11/21	there is a lot of tension on the field again. When players hit each other they don't apologise and other players don't correct them. Also, this morning in the residence there was a conflict between Martin and Denilson. Saif defended Martin, but Jessica put Saif back in his place by saying something about the fridge and guitar. I will talk with Saif later today. On the field Anderson was very aggressive and making the training unsafe for his teammates, Aram, and Denilson got hit very hard by Anderson. Saif hit Victor hard on his ankle. But in all cases no one apologised.	
Thu 05/11/21		
Mon 14/02/22	there are more tensions between the players on the field again. They walk up against each other, step on each others feet and don't apologize or even look at one another. Last week they had a session with Carlos about the communication and functioning of the team. No one was saying anything until he pointed out people to start talking. Michael said that they have to communicate more with each other but Denilson said that everyone should just figure it out for themselves and that he doesn't want to talk about anything.	
Tue 15/02/22		
Tue 23/11/21	At the training their was n	Alex stood in front of the class to talk about what happened today. He tells them that he doesn't like to send everyone away and that he is tired of all these things happening. He also says Denilson and Victor their behaviour is bad and that they have to think more about what they do and should react less on their emotions. We are not rivals, if someone in the team gets better you also get better. For Sunday we want to go to a restaurant but before that we want them to do a dynamic, so that they can earn their food as well. And that we have a bit of a activity.
Wed 24/11/21	It was raining today, a lot	

Date:	Observation:	Notes:
Mon 28/02/22	A lot of players say that they are tired. Most of the time on Monday they seem tired or are less focused in the field. Maybe because they don't get enough rest in the weekends. Also, many players are looking for a different club. Oliver told me this happens every year. So it's always a bit of a difficult situation where a lot of players switch clubs. Mostly because they feel like they don't play enough minutes at the club where they are now.	
Tue 01/03/22		
Wed 02/03/22	There are a lot of things happening. Michael is still fighting with other teams and people when he is training or having a match. Aram is not being happy for the past 6 days but he doesn't want to talk about it. Today I hope to talk about it v	
Tue 26/04/22	First day back after the h	Aqil and Saif are sick again, this has been the third time in two months. On Wednesday there will arrive 17 players from Saudi-Arabia again. I will give the workshops to them as well and I have to guide them from wednesday to wednesday. Most of the team was pretty upset today about their performance at the MIC tournament from last week. They finished fourth in the lowest league. I asked players what there thoughts were on the topic. Tai said: "It's okay, but we are just not playing as a team. It was difficult to play with a team that you have not done any competitions with and where you don't have all the positions on the field filled". Aram said: "I was super happy with how I played, I showed everyone I can handle the pressure and play well". Saleh said: "It was not so good, we were fighting with each other all the time and not focussing on the game." Michael just shrugged his shoulders when I asked him how it went and made a short laugh. He said: "how do you think it went?"
Wed 27/04/22	17 players from Saudi-Ar	
Thu 28/04/22	Today I worked with the n	
Fri 29/04/22		

Design requirements from Ivan and Carlos

Meeting with Ivan and Carlos

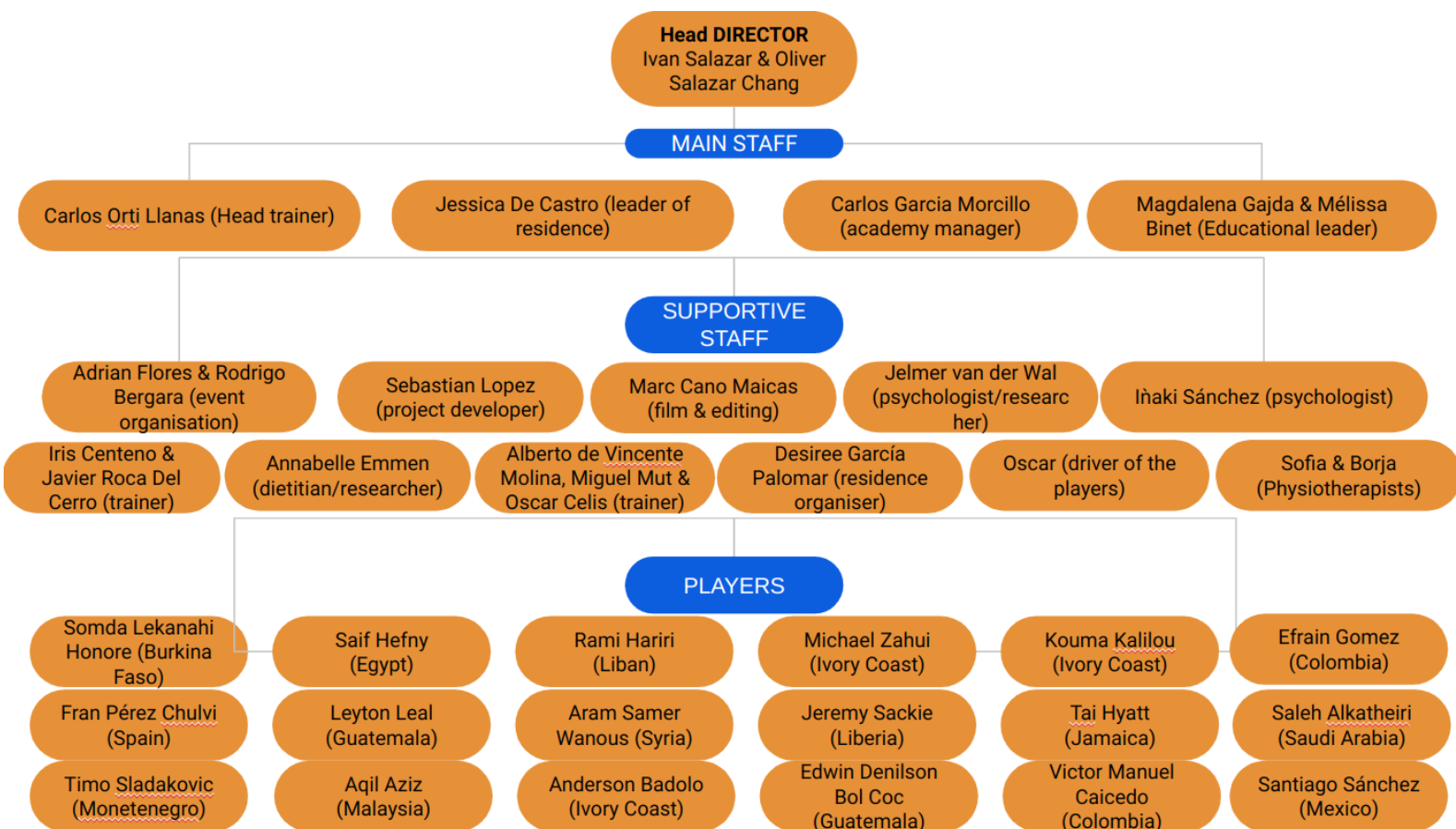
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Ivan: We would like to teach the players different soft skills. Here at TNGS we are not only focusing on football, but we think that the personal growth of a player is as important. In general we want players to learn how to lead, communicate, reflect, actively listen to each other, present in front of the group and be able to speak both English and Spanish. I can help you with some of these subjects. I have a team at Levante FC that I help as well. And I know very important people that have a lot of knowledge in this field.

Carlos: Normally we would teach players these different skills in class. This is the time that all of them are together and concentrated. In the house it's more difficult, because players have different schedules in the afternoon. Sometimes they have games or training. So the downside of doing dynamics in the house is that not every player is in the house because of matches or training that they may have." Doing the lessons at the University would be better. And we have a lot of resources there as well, if you want to go out of the city with them or to another place we have vans and buses but in general there is not a budget to do anything that costs money.

Appendix B - Organogram

Organogram: Staff and players



Appendix C - Weekly individual sessions

NG Player	Session	Bullet point to talk about	Summary of meeting	Positive psychology with Iñaki	Important aspects and observations
Michael	<u>Semana 2</u> Viernes 12:30	<ul style="list-style-type: none"> - Estado anímico, emocional y situacional - Relación y opinión de Staff y compañeros - Consenso sobre para qué se quiere utilizar las reuniones - Actividad Psicología Positiva 	No le gusta que en la casa haya grupos, le cuesta mucho de entender que no tiene por qué llevarse como amigos con todo el mundo y que pueden ser diferentes entre ellos, pero respetarse aún así. Tiene muy claras sus fortalezas y sus debilidades. Se le nota bastante frustrado con el tema del grupo y la percepción que tienen sus compañeros hacia él, hasta el punto de que ha desistido en cierta manera.	<p>1. Cuando las cosas NO le salen bien, es capaz de super ponerse y mejorar para que a la siguiente no le vuelva a ocurrir lo mismo.</p> <p>2. A pesar de que varias de las pruebas con algunos equipos salieron mal, siempre se ha sentido orgulloso y ha querido seguir trabajando.</p> <p>3. Su relación con compañeros y Staff ha mejorado mucho y eso le hace sentir mucho más cómodo (<i>Especialmente su relación con Jesi</i>).</p>	Michael necesita este espacio para poder desahogarse y expresar sus sentimientos y pensamientos, porque suele acumular todo lo malo (<i>aunque ahora ya bastante menos</i>) y las consecuencias son peores. Está muy molesto con algunos de sus compañeros por su actitud, pero él tampoco muestra ni un ápice de entenderles o empatizar con ellos, tan solo lo considera una opción en caso de ver primero un paso de la otra parte, y esto tiene que entender que es algo muy complicado; tiene que poner de su parte si realmente quiere solucionar el problema.
Denilson	<u>Semana 2</u> Viernes 14:30	<ul style="list-style-type: none"> - Estado anímico, emocional y situacional - Relación y opinión de Staff y compañeros - Consenso sobre para qué se quiere utilizar las reuniones - Actividad Psicología Positiva 	Se siente bastante mejor que hace un tiempo, nota que va mejorando poco a poco y esto le motiva a seguir trabajando. En su equipo cada vez está mejor tanto con sus compañeros como con su entrenador, cree que ahora existe más sentimiento de equipo y por ende más compromiso y dedicación. Le gustaría jugar un nivel más alto, pero el hecho de que no le den la oportunidad lo achaca a que no está trabajando lo suficiente, o que está haciendo algo mal. En cuanto a los conflictos de casa, menciona la relación tensa que tiene con Michael pero admite no buscar problemas, dice que cada vez que le sucede algo de este tipo, simplemente trata de no tener relación más allá de la forma con esa persona. De lo que mejor habla sin duda es del Staff, no tiene más que agradecimientos y palabras positivas en este aspecto.	<p>1. Ha mejorado mucho su nivel de inglés, y eso ha permitido que mejoren sus relaciones, por ejemplo con Aqil.</p> <p>2. Después de tener una charla con su entrenador, entendió la importancia de ciertas cosas y comportamientos, y eso ha echo que su situación respecto al club y al equipo haya mejorado sustancialmente.</p> <p>3. Agradece tener la posibilidad de crear vínculos de confianza con otra gente (<i>algunos de sus compañeros</i>) hasta el punto de poder discutir e incluso sacar cosas positivas de dichas discusiones.</p>	A pesar de sus diferencias con Michael, admite que es un jugador muy válido y empatiza con él y entiende que a veces se sienta atacado por todo el mundo, sin embargo no parece tener la intención de hablar con él ni de solucionar el posible problema. A nivel psicológico le veo mucho más focalizado y convencido con su objetivo, su actitud y su temple son inmejorables, o al menos eso es lo que muestra. Hay que trabajar el aspecto de la autocrítica ya que tiene que entender que hay cosas que se escapan de nuestra voluntad, y que si das el 100%, jamás podrás reprocharte nada a ti mismo, independientemente del resultado.

Saif	<p>Semana 3</p> <p>Miércoles 15:30</p>	<p>- Hacer un breve resumen de la sesión anterior y comentar aspectos relevantes - Tratar de tener una reunión fluida en español - Recibir un breve resumen de qué ha hecho estas dos semanas y las cosas que considera importantes</p>	<p>Empieza comentando que, quitando algún problemita sin importancia, en general se siente muy bien y todo sigue como en la primera sesión.</p> <p>Hemos dedicado casi toda la sesión a hablar del problema que acusa con Michael, lo tacha de "Irresoluble". Además, comenta que no solo es con él, sino con muchos de sus compañeros, y que es culpa de la actitud que mantiene y que no cambia. De hecho, Saif cree que este problema previo se ha agravado debido al sentimiento que tiene Michael hacia Esmeralda, que hace que cada vez que se acerca a alguien que no es él, reaccione de malas formas. Comenta que, tanto él como algunos otros, tratan de acercarse a él porque se compadecen de su situación, pero no se deja, y llega incluso a mentir al Staff en su contra. También le acusa de realizar entradas mal intencionadas durante los entrenamientos (<i>Me enseña un vídeo</i>) y de "Buscar problemas siempre".</p>	<p>Saif sigue disfrutando de las cosas buenas que comentó en la actividad de psicología positiva de la sesión anterior, y cometa que el tratar de buscarle la parte buena a las cosas le está ayudando a mejorar día a día.</p> <p>Es de vital importancia encontrar una forma de solucionar el problema que acusa con Michael, antes de que la situación se agrave.</p>
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Michael

Semana 3
Viernes 12:30

- Hablar de las relaciones actuales con sus compañeros (*decía que habían mejorado*).
- Comentar sus reacciones y diversos problemas que tiene a veces de esta índole.
- Empezar la reestructuración cognitiva respecto al pensamiento de sus compañeros hacia él, y para que entienda que, para cambiar una conducta o una situación, el primero que tiene que poner de su parte es él.

En cuanto al horario, comenta que algunos están bastante saturados y tienen complicado cumplirlos a raja tabla. Hemos dedicado la mayor parte de la sesión a comentar el tema de la relación con sus compañeros y sus problemas al respecto. Ha empezado diciendo que *"Son ellos los que tienen que cambiar primero"*, que él ya lo ha intentado, y que tiene una forma muy particular de decir las cosas que afecta a los demás, y ese no es su problema; sin embargo, durante el transcurso de la reunión ha ido entendiendo y modificando este pensamiento. Comenta también que cada vez que discute le afecta mucho, pero que siempre ha tenido el problema de actuar antes de pensar. Lo ha entendido todo y se le ve predispuesto a cambiar.

Michael está mucho más abierto, dispuesto al cambio, y esto nos va a permitir empezar a trabajar con él para mejorar sus relaciones y reacciones, a la par que mejoramos el pensamiento que tiene acerca de la percepción que tienen sus compañeros hacia él y moldeamos su sentimiento de grupo. Por otro lado, no comenta ni menciona nada sobre lo que Saif cometó en su reunión, ni siquiera acusa una mala relación con él después de insistirle bastante, aunque sí con Denilson y Víctor, con quienes defiende que imposible que la relación mejore, aunque parentemente los motivos por los que tienen dicha relación siguen estando todos relacionados con el **EGO** por ambas partes.

<p>Fran</p>	<p><u>Semana 3</u> Viernes 13:00</p>	<ul style="list-style-type: none"> - Comentar como va el tema de Toefl y todo lo que lo envuelve. - Hablar sobre la relación con los compañeros por si ha surgido algo o por si comenta algo de lo que dijo Michael. - Acordar la sesión siguiente (<i>la última antes del examen</i>). 	<p>Se siente muy estresado debido al examen, el hecho de tener que aprobarlo le produce ansiedad (<i>aunque tiene otra convocatoria</i>), a pesar de hacer técnicas de relajación y meditación por su cuenta.</p> <p>Respecto a su relación con los compañeros, dice que todo está bien, como siempre, así como su nivel técnico y físico, que también ha mejorado después de la leve lesión que tuvo.</p>	<p>Aparentemente Fran lleva una vida bastante convulsa y esto no le permite relacionarse con mucha gente en general, con e aliciente de que, al no vivir en la casa con los demás, no tiene esos momentos de confianza con ellos, por lo que en las sesiones lo que más necesita es simplemente contar sus cosas y que alguien le escuche. Por otro lado, hemos comentado que la mejor opción ara la siguiente sesión es preparar alguna especie de actividad orientada a prepararle a nivel psicológico para el examen que tendrá en escasos días.</p>
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Leyton

Semana 3
Viernes 16:30

- Comprobar si su estado anímico ha mejorado.
- Comentar como va la situación con su equipo y compañeros.
- Hablar de la importancia de seguir con la actitud psicológica que mostraba en la primera sesión.
- En caso de que haya, comentar aspectos relevantes o que le gustaría comentar.

Siente que está muy desconcentrado, y que esto tal vez es consecuencia de haberse acomodado a la situación. Sin embargo, cuando ve que no le salen las cosas, se enfada y se frustra. En cuanto a su equipo, comenta que la situación va mejorando, pero que a veces se frustra con su nivel y con el hecho de sentir que es incapaz de dar más.

En materia de estudios, sigue mejorando y siendo perseverante, pero acusa cierta fatiga ocular, de hecho incluso comenta el hecho de buscar gafas de protección de vista.

Una de las cosas que comenta también es que siente ansiedad cuando piensa o acerca un partido. Se le ve interesado en contactar o poder saber acerca de agencias deportivas y representaciones.

Con Leyton sería recomendable empezar a trabajar algún tipo de técnicas de estudio.

Además, también serviría de mucho el hecho de hacerle una pequeña charla de reflexión acerca de la oportunidad que tiene, analizando bien todos los factores de ventaja, para tratar así de darle una perspectiva más amplia y reencauzar sus pensamientos y actitudes hacia el proceso/proyecto.

Leyton comentó, a mi parecer, demasiadas veces sentimientos de frustración, incluso en ámbitos distintos, y sería de vital importancia empezar a tratar este tema antes de que sea una conducta dañina generalizada y recurrente.

<p>Kouma</p>	<p>Semana 4 Viernes 15:30</p>	<ul style="list-style-type: none"> - Comentar la situación actual con compañeros y Staff debido a diversas discusiones. - Hablar sobre sus reacciones. - Actualización sobre situación en su club y estancia en Almenara. - Observar cómo le sigue afectando el hecho de no estar al 100% físicamente. 	<p>En general, no le da importancia a las discusiones, comenta; dice no ser rencoroso y que cada vez que le pasa algo simplemente lo deja pasar, sin embargo aboga por utilizar la violencia en algunos casos porque considera <i>"Es necesaria para que aprendan"</i>, a pesa de autodefinirse como una persona tranquila y nada agresiva.</p> <p>Comenta que su objetivo es que todos estén bien, pero que lo más importante es el respeto, con todas las consecuencias.</p> <p>Está bien con su equipo, pero como la lesión que viene arrastrando le sigue impidiendo jugar, está empezando a NO querer ir a ver los partidos y entrenamientos para evitar que le pregunten asiduamente por su estado, pero está contento porque ya se ha hecho una resonancia y esto ayudará a poder seguir mejorando.</p>	<p>Normaliza bastante el uso de la violencia y le quita importancia a las reacciones agresivas, de hecho al contrario, en algunos casos, considera que es la mejor opción.</p> <p>Realiza una importante labor con Michael, ya que le ayuda día a día y le hace reflexionar sobre las cosas, le trata como a un hermano pequeño. Se refiere a los integrantes de la academia como <i>Familia</i>.</p> <p>El tema que más afecta a Kouma desde hace un tiempo sigue siendo la incertidumbre de su lesión, pero se mantiene positivo en como va evolucionando.</p>
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Anderson

Semana 4
Miércoles 17:30

- Comprobar el estado de su motivación académica.
- Situación actual desfavorable con el club.
- Hablar tema del exceso de comida y cambio de hábitos.
- Repetir actividad de psicología positiva.

A nivel académico, comenta que sigue motivado y que quiere seguir aprendiendo. Una vez más, comenta lo que le molesta que haya grupos tan marcados en la casa. El tema que más le preocupa sin duda es el de no poder jugar con su equipo. De hecho, estuvo comentando toda la sesión el problema que esto le supone, además del descontento con el rendimiento y la actitud de sus compañeros (*Cosa que también comentó Timo*).
Actividad psicología positiva (en tabla anterior)

Respecto al tema de la comida, se le notaba incómodo hablando de ello, pero admitió saber que no está haciéndolo la mejor posible. Anderson está realmente afectado a nivel motivacional con el tema de no poder jugar, se notaba incluso la impotencia en su mirada al hablar de ello, es un tema que incluso le enfada, intuyo que considera que no se está haciendo lo posible a nivel organizacional para solucionarlo, parece que le cuesta entender que es un requisito a nivel nacional. Acusa incluso que esto es algo que NO sabía antes de llegar aquí. Considera que tan solo puede mejorar si se juega, no le da mucha importancia a los entrenamientos, pero sin embargo sí acusa la falta de actitud y ganas de sus compañeros del Alzira, cosa que también le tiene bastante descontento. Sería adecuado tratar con él el tema motivacional y empezar a ayudarlo con la gestión de sentimientos y la inteligencia emocional.

<p>Timo</p>	<p><u>Semana 4</u> Miércoles 18:30</p>	<ul style="list-style-type: none"> - Repasar la sesión anterior. - Comprobar sus sensaciones actuales después de un tiempo en la academia. - Dar la oportunidad de comentar sensaciones y preocupaciones. <p>- Estado actual en su equipo.</p>	<p>Empieza admitiendo que la mayoría de cosas que comentamos en la sesión anterior siguen vigentes, tanto las buenas como las malas. Respecto a estas segundas, acusa de nuevo el descontento con su equipo (<i>de la misma forma y con los mismos motivos que Anderson</i>), pero sin embargo pretende seguir mejorando y no le asusta el hecho de tener que cambiar de club y de compañeros. De hecho, admite que una de las mejores cosas que esta viviendo es la independencia y todo lo que esto implica. En general se muestra muy positivo e implicado con todo lo que le atañe.</p>	<p>Timo muestra una actitud inmejorable en general; aunque se abre y nos cuenta y expresa todas aquellas cosas que le preocupan, siempre tiene muy claras las mejores líneas de actuación y afronta cada problema de la mejor forma posible. Por el momento con él poco más que dejarle expresarle, que se sienta escuchado y tener en cuenta todas aquellas cosas que vaya acusando, ya que si las comenta, es porque realmente son importantes. Aparte de todo esto, es un chico MUY trabajador y que aprovecha, en genera, todo el tiempo que puede para mejorar, sea en el ámbito que sea (<i>futbolístico, académico, psicológico...</i>).</p>
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Appendix D - Interviews

Open interview - the questions

Topic: Communication and feedback

Goal of interview: understanding problems of communication and giving and receiving feedback in a multicultural team

You are all playing in a diverse team. What have you experienced from this team? What are the disadvantages when playing in a diverse team?

Where does this come from, you think?

What are the upsides of playing in a diverse team?

Have you experienced these positive effects? And if so, when and what moments do they occur?

What is the importance of communication in a team?

What is needed in a team to communicate effectively with each other? What do you need from others around you to do so?

Do you give feedback to each other?

When do you do this, at what moment (when the situation is happening or after)?

Why do you think it's important or not important?

Is it easy to give feedback?

Why yes/not?

Do you receive feedback yourself?

How do you feel when someone gives you feedback?

Do you always appreciate feedback?

When do you and when don't appreciate it?

Interview 1 - Aram wanous

Topic: Communication and feedback

Goal of interview: understanding problems of communication and feedback giving in a multicultural team

Researcher: Jelmer van der Wal

Interviewee: Aram Samer Wanous, 18 years old, Serbia

Spoken languages: English, Spanish, and Arabic

Researcher: Hello Aram, thank you for helping with this interview. We will be talking a bit about communication in the team and how you experience this. So you're working in quite a diverse team with a lot of different people and backgrounds. What is your experience till now with working in such a team?

Aram: I think it's really hard. I personally think that everyone has their own traits and personalities. Each one of us comes from different beliefs, backgrounds and cultures. Everyone I see reacts differently to the different cultures and traits of their teammates. Some people ask questions about the different aspects, others back off, some people be like; this is new to me. For myself I like to learn, I ask questions but try not to ask too much or to bother them with questions. For example the guys from Africa. I interact a lot with them, since my roommate - Somda - is from Africa and I honestly think we have a lot in common. I practise my French with them and we try to learn from each other. And because Somda is in my room, also Kouma, Michaël, and Anderson come in my room. I pray with Kouma, because he is also Muslim. So I have a different connection with Kouma than with Somda.

Researcher: How does it feel for you that you can pray with someone on your team?

Aram: Yeah, yeah. Yeah it feels nice, because at the end of the day each one of us comes from a different background and a far place.

Researcher: Yeah right.

Aram: But then we have a connection, which feels very special to find it in a place like this. A connection that you might not have expected. I mean I am in Spain and I come from Serbia, and I meet someone from Ivory Coast with whom I can pray and share my religion.

Researcher: It sounds like something special.

Aram: Yeah it is. But It's also something weird, and nice. Because you wouldn't expect it. And with the other guys I improve my Spanish. I learn new expressions and phrases, also because they are from Latin-america. So it's a lot of things I don't know, because it's not used in the Spanish language. I learn from them how they think about football. I think it's helping me to become a better football player.

Researcher: uhm, and from all the things you just mentioned what are the disadvantages of such a diverse team?

Aram: Disadvantages... I think the main disadvantage of diversity in our team is to be one team in the first place and to understand each other because a lot of them don't know when to be serious, when not to joke, when it's time to talk, and when is the time to let others speak. Some other questions should sometimes not be asked. Sometimes they ask something not to learn, but just to prove a fact or something. And it happened to me that they would ask something that was not nice to ask or that I noticed it wasn't from a source of curiosity. That hurts you know.

Researcher: uhm, yeah.

Aram: You get me?

Researcher: Yes

Aram: This is the main disadvantage that we struggle to become united. Some players have something in their mindset, and when they have it, they don't want to change it. I have never been friends or have known someone from Africa or South America but that's why I came here. I expected it, so I had to change my mindset and how I think about things. I came here (Spain) and I had to speak Spanish and adapt, knowing that people around me are not going to be like me. So I had to cope with it. So yeah, apart from that they are my roommates and teammates. We need to have a good relationship to improve (our performance on the field).

Researcher: yeah, and how is the situation in the field?

Aram: In the field, it's very tense.

Researcher: Okay, and what do you do when it's very tense? How do you communicate with each other?

Aram: Uhhmm, mostly when they ask something that I don't like or someone does something that is not good they can read it from my expression that I don't want to answer or am not happy with what happend.

Researcher: And what happens when they don't read the expression on your face or body correctly or when they need more clarification?

Aram: Uhhmm, sometimes I struggle with the explanation. They don't understand where the explanation is coming from. They ask something and they expect an answer that was already in their mind.

Researcher: So they are more looking to have confirmation that what they think is correct?

Aram: Yeah, exactly. So when I give another answer, they are like; what? How is that even possible? It's hard to explain everything to them, but I try to make it as clear as possible for them.

Researcher: Ah okay, right. And what are the advantages of such a team? Also living together, playing together and seeing each other everyday of the week. What does it mean to you?

Aram: Ummm, you adapt so much to difficult and different situations, away from your comfort zone. Because I think that each one of us is outside of their comfort zone.

Researcher: Ummm

Aram: And act and work outside of our comfort zone. Uhm... Defines us as who we are as people. It helps us to improve and reach (higher level). Each one of us has the goal to make it professional and I don't think staying in our comfort zone would be easy for us. But stepping out of it is even harder. So once we're out of it we need to expect the disadvantages and work with the advantages. I think a diverse team is good for us to learn new cultures, new traits, new personalities, and new beliefs. Because each one of them is different and each one of them is special in the field. Everyone has their own way of playing and their own skills. So I think that could make us a strong team with what we do best, which is football.

Researcher: What do you think is the importance of communication in a team for you?

Aram: I think honestly communication is the most important part of the team and for us. As I said everyone has their own way of doing something. So something could bother someone else, and someone could not appreciate it that much that someone is bothering them. This happens as well when someone is talking or joking in a different way and for others it's disrespectful the way that they interact or joke. So I think communication is very important. We live together and it's important to joke around, get mad at each other because that's part of being a team and growing together. It's a part of it. But communicating about it is important to understand each other.

Researcher: Okay, and what do you think is needed to have good communication with people in the team? When do you feel like you can express your feelings with others?

Aram: Honestly I think that I can communicate with everyone. I think the problem when I can't communicate with someone is not coming from me. Because I don't think I am rude or speak in a way that makes people feel uncomfortable. I have a different relationship with everyone on the team. I speak differently to other people, because I know what is needed not to offend them or say the wrong things. But not everyone on the team can do this. They are very focused on being right, and they just say what they think and not listen to others.

That's a big problem in our team, when people don't look at themselves but only at other people and their mistakes.

Researcher: And when do problems occur?

Aram: I think problems happen when they bring problems from the field outside of the field or from inside the house onto the field. I think what happens in the field stays in the field and what happens in the house should stay in the house. You can't have a problem in the house and take it to the field and vice versa.

Researcher: And sometimes when you want to communicate something, for example in the house or field. Is there a certain atmosphere needed in which you can communicate or is there always room to communicate.

Aram: No there is an atmosphere actually. For example when someone is mad and I understand that he is mad. I know that if I say this to him now, it might make him worse. Feel worse or be worse to others. So I rather wait for him to cool down before I start to talk. Because when he is angry I can't express what I want and can't explain myself well. They won't even listen, they will think about their reply because they want to be right.

Researcher: Ah okay, and do you think that more players on the team do this?

Aram: No, I think very few do it. Because I think that everyone wants to show their personality, but they don't think about the consequences that this has for the people around them. It's like in a game, when everyone wants to be the one that scores. It's not working and they don't think about the circumstances. When I am a centre back and I want to score, I can't just go, who will take over my spot. So I have to think about my position and place. And if everyone would do that more we would understand each other's roles and importance more. But also outside of the field, each one has their own chores and problems in the house and we should see the importance of everyone's roles.

Researcher: Are there moments that you give each other feedback or receive feedback about these roles and positions?

Aram: Yeah but not everyone appreciates that. Some of them think they are the best. It's not wrong, I don't think they are wrong. As a football player you should think that you are the best there is. But sometimes you also need to accept the feedback. Because there are things that you don't see or feel. And that we do see or notice. For example, Iris (trainer) was happy with what I was doing and Carlos (trainer) too. But they were still giving feedback about what I could do better. And I thought that that was very helpful, even when I think I am doing really good there is something that I could improve. But some players do not accept feedback because mentally they might not take it as feedback. They might think, you just don't like what I am doing, period.

Researcher: Is there a difference from whom they accept it and from whom they don't accept it? For example when it is from Carlos or from a teammate?

Aram: Yeah they might accept it more when it's from a trainer but also not really well. When it's from a player they feel like it's always a bad one (negative feedback) and they get very defensive very fast, not all of them, I am not generalising. But some of them are like; you're a player like me, what are you talking about? They don't get that we want to help each other. The thing is, none of us here is an average player. I think we are all good players and good athletes. But the thing is if I give you feedback or a comment it's not that I think you're bad but I want to help and make you better. Because sometimes I see things that they don't see and the other way around as well. You get me? But when it comes from the trainers they take it more seriously. But some of them still don't like it.

Researcher: And why do you think that there is such a big difference when a player gives another player feedback or when it's a trainer?

Aram: Because they don't feel like they should take it. They are like; what is your position here, who do you think you are to tell me what to do? And I think it should be the opposite. I think we should listen to the players more. Because we see each other everyday, every training and every moment of the day. And I think that when a player talks he could understand more than the coach. Remember, the coach needs to focus on each one of us in a moment in the morning. And even when he gives you feedback, the feedback could be about the team process and what happens in the field. But when a player gives it is most of the time very personalised.

Researcher: Yeah, uhm.

Aram: I really appreciate it when someone gives me feedback.

Researcher: Uhu, and what do you think, this is the last question btw, what is needed for players to accept more feedback from each other?

Aram: I think they should be more open to receive and give it. We are all here to learn, not to compete against each other. It's the opposite, we are here to make each other better. We are with 15 players and train everyday with each other. Spain is a very good place to become better in football and everyone that is here has earned their place. So when feedback comes from a trainer or a player in Spanish football. So if they see something they see something. So everyone should understand that and accept that. Also when it's positive, some people just like the positive feedback but hate the negative one. Even Messi gets negative feedback, so should we.

Researcher: Do you think it's something to do with trust and respect as well?

Aram: I think it is more about how they think about it. They are more like; if you're so good and you know it better, what are you doing here then? Why are you not in Barcelona? You

get me? You know destiny brought it all together. So either we take the advantage of it and work on it to make it better or we just keep distrusting each other, making disrespectful comments and going hard on each other. Sometimes some players get really mad when they go hard on the training and that's not right. Football is about training hard and going hard and sometimes being aggressive in your play. But it's also about being careful with each other and respectful and that is sometimes missing. But some of them are like; he hit me, so I will hit him back. But that's not right. So when someone for example hits me in the training I just ignore it and go on with the training.

Researcher: It sounds pretty dangerous to me.

Aram: Yeah sometimes it is, but it's also part of football. Without all these emotions we would be robots. I feel like we have to fight to grow. And be mad when you do something wrong, but sometimes this anger is focused on teammates and not very much not on themselves. I think they need to learn to control their emotions more and reflect on their own behaviour. Because I think each one of them has an amazing chance here to be with TNGS and do something that they want. But this is not a chance that they will get again. So they should try and get the best out of it.

Researcher: Thank you for your time Aram. And for sharing your ideas and views.

Aram: Of course, anytime.

Interview 2 - Aqil Aziz

Topic: Communication and feedback

Goal of interview: understanding problems of communication and giving and receiving feedback in a multicultural team

Researcher: Jelmer van der Wal

Interviewee: Aqil Aziz, 17 years old, Malaysia

Languages: Malay and English

Date and location: 19 of January, University of Valencia

Researcher: Hey Aqil, how are you? Are you fully recovered from the two weeks that you were sick?

Aqil: I am good, can't complain. I am back on the field again, so that is good. And I have a lot more energy again. So I am happy about that.

Researcher: Good to hear Aqil! So today I want to ask you a bit more about the communication within the team. We talked a little bit about it already and you also did the questionnaire that you received last week. Would it be okay for you that I record the interview? I will not use it for other things than my thesis and after I have written it out, I will delete it.

Aqil: Yeah that is fine, of course.

Researcher: Okay, so the first question. You are all playing in a very diverse team. What have you experienced from this team? What are the advantages when playing in a diverse team?

Aqil: I think when you play in a diverse team you can learn how other people from other countries play and how they are. So not only on the pitch but also everything around that. For example, I am a Malaysian, so when I play in France I learn how they play or when I play in England I learn their way. So for example in the house we don't normally agree with each other, but we have to respect each other's opinions. And there is something to learn in that as well, to learn how to live with other people and accept different ways of thinking.

Researcher: Okay, and what do you think or feel like are the disadvantages of a diverse team?

Aqil: The disadvantages? Yeah, people disagree with each other. I mean it's tough, some people don't like it when someone does something.

Researcher: And does that happen a lot? That you don't agree with each other?

Aqil: haha, yeah we fight all the time. But at the same time we're a family you know? So we learn and grow together as well.

Researcher: hmm, okay. And do you feel like these fights are necessary to have?

Aqil: No never. But it's something that just happens. Also, it's not really fighting. More like disagreeing with each other.

Researcher: Ah okay, so it does not affect us that much. And what do you think is the importance of communication in a team?

Aqil: Well, the importance is, if you don't communicate you don't understand people. It's like, for example. You have a problem with someone, then you have to talk about it to resolve it. Otherwise it's going to be there forever and you just stay mad at someone.

Researcher: Uhm, and do you feel like that is something that is happening in the team?

Aqil: Sometimes, but at the moment everything is good.

Researcher: Ah okay, so now it is better? Because in the beginning of the year there was a lot of tension right?

Aqil: Yeah everyone was fighting over everything all the time. But they were never talking about why they were fighting or what they were fighting about. But now that is over.

Everyone is alright. Personally, I also bother less about things in the residence. At first I was complaining about everything, that people didn't flush the toilet or that something was not clean. But now I learned to be a bit more chill with it. I just live with it.

Researcher: Yeah, but you are quite an organised person right? You are very tidy and neat no? So how is it to live with that many teenage people?

Aqil: That's true, I am very organised. But I just have to live with it. I tried to tell them in the beginning, that they should be more clean or flush the toilet.

Researcher: And when you give feedback like this or communicate like this, do people listen to you?

Aqil: It depends on the person (Saif, haha), but normally yes, they listen to me. The time that I tell them, they listen and they do it. But after a while they just forget or something. And then I don't always bother to say it to them. But Saif is never wrong, he is never wrong, and so he never listens.

Researcher: Ah okay, but I thought that was also a bit of your relationship with him right? Always a bit fighting with each other?

Aqil: Yeah, I think it's just part of the teenage life you know. This is just something that teenagers do.

Researcher: Uhm, and on the topic of feedback. Do you also give feedback in the field or in class feedback to each other?

Aqil: Yeah, some people don't like feedback on the field. Some people don't mind. But yeah, if someone thinks that this guy did something wrong, then you should tell him that you can do this or this to improve it the next time. But I think football is a bit of a hard topic to talk about. Some people think they are doing it the right way and others think that they are doing it the right way. So that doesn't really work. But yeah, in general I think that we communicate with each other on the field.

Researcher: Okay, and well, you already mentioned it before. But it depends on the person if they appreciate the feedback. Do you feel like there is the space or environment to give and receive feedback?

Aqil: Uhm yeah, I guess. For me, when someone tells me I am doing something wrong, at that moment I don't want to listen to it. But after that I will think about it and decide if it is helpful for me or not.

Researcher: When is the best time for you to receive feedback?

Aqil: After the training or situation, but not during or in it. Because then I am just too occupied with what is happening and then I can't think of anything else. There is so much heat and annoyance. But it also depends on how the guy gives you the feedback and in what manner, if that makes sense?

Researcher: Yeah, I understand. And what does that look like to you?

Aqil: Well some people are just like, ahh the fuck you shouldn't do this like this, and some people are like; I don't think you should do this or in this way. So there is just a big difference between people, you know? They have their own ways.

Researcher: Yeah sure, so it's also important the way they bring their feedback?

Aqil: Yeah definitely, that is the case for sure.

Researcher: Is there a difference when you receive feedback from the trainer or from a player?

Aqil: Ai, well yeah. The thing is if the coach tells you something, you have to listen to it. Because he is the coach. You know they are right. But when a player or teammate says something it's different. You have the right to decide if you want to listen, so it's different.

Researcher: Yeah okay, and do you think people in the team can receive feedback well?

Aqil: so so, in the middle. Yeah because I have seen, not going to say any names, but I have seen people that when they get criticised on something they get really really pissed.

Researcher: What do you think could help to prevent people from getting really pissed when you try to help them?

Aqil: Well, I think the only thing we can control when giving feedback is the way that you tell them. We are family you know, we have been living so long with each other. So you have to understand how people think. At some point you know that this guy thinks like this and the other like this. And then you also know what you can say to the person at which moment.

Researcher: Okay, well thank you Aqil for your time and answering these few questions.

Coded Interviews

Topic:	Most important answers
<i>Intra-team communicatie</i>	<ul style="list-style-type: none"> • Disadvantages... I think the main disadvantage of diversity in our team is to be one team in the first place and to understand each other because a lot of them don't know when to be serious, when not to joke, when it's time to talk, and when is the time to let others speak. • I speak differently to other people, because I know what is needed not to offend them or say the wrong things. But not everyone on the team can do this. They are very focused on being right, and they just say what they think and not listen to others. That's a big problem in our team, when people don't look at themselves but only at other people and their mistakes. • Everyone was fighting over everything all the time. Yeah everyone was fighting over everything all the time. But they were never talking about why they were fighting or what they were fighting about. • But yeah, if someone thinks that this guy did something wrong, then you should tell him that you can do this or this to improve it the next time. But I think football is a bit of a hard topic to talk about. Some people think they are doing it the right way and others think that they are doing it the right way. So that doesn't really work. • Well, the importance is, if you don't communicate you don't understand people. It's like, for example. You have a problem with someone, then you have to talk about it to resolve it. Otherwise it's going to be there forever and you just stay mad at someone.
<i>Feedback</i>	<p>(Question) Are there moments that you give each other feedback or receive feedback about these roles and positions?</p> <ul style="list-style-type: none"> • Yeah but not everyone appreciates that. Some of them think they are the best. It's not wrong, I don't think they are wrong. As a football player you should think that you are the best there is. But sometimes you also need to accept the feedback. Because there are things that you don't see or feel. • Yeah they might accept it (feedback) more when it's from a trainer but also not really well. When it's from a player they feel like it's always a bad one (negative feedback) and they get very defensive very fast, not all of them, I am not generalising. But some of them are like; you're a player like me, what are you talking about? They don't get that we want to help each other. • (When to get feedback?) After the training or situation, but not during or in it. Because then I am just too occupied with what is happening and then I can't think

	<p>of anything else. There is so much heat and annoyance. But it also depends on how the guy gives you the feedback and in what manner, if that makes sense?</p>
<i>Origins of the problem</i>	<ul style="list-style-type: none"> ● I think it is more about how they think about it. They are more like; if you're so good and you know it better, what are you doing here then? ● Yeah everyone was fighting over everything all the time. But they were never talking about why they were fighting or what they were fighting about.
<i>Solution</i>	<ul style="list-style-type: none"> ● Well, I think the only thing we can control when giving feedback is the way that you tell them. We are family you know, we have been living so long with each other. So you have to understand how people think. At some point you know that this guy thinks like this and the other like this. And then you also know what you can say to the person at which moment. ● I think they should be more open to receiving and giving it (feedback). We are all here to learn, not to compete against each other. It's the opposite, we are here to make each other better. We are with 15 players and train everyday with each other.

Interview with head coach TNGS Valencia - Oliver

360Player system

Goal: to get a clear image of how the system works and how it can be used to implement workshops and mental health aspects of sports

Interviewee: Oliver Salazar (head coach and main user of the system)

Interviewer: Jelmer van der Wal

Interview Oliver about the 360Player application

- What is the app used for?
- How are players grading their feelings about overtraining?
- could it be used to assess the mental side of players?
- Is it possible to create an own grading system and link that to training/sleep/rest and mental health?

During the interview Oliver had shared his screen with me, in order for me to see where in the system everything is and how TNGS uses it.

Researcher: Thank you for meeting with me Oliver. We already talked a little bit about 360 Player. But what I would like to know is for what kind of things does TNGS use the system?

Oliver: Okay, so in the left upper corner we have different groups for academy, training, and the players. We have different groups for every player. So If you click on one of the names of the players you can see that in that group is the head trainer, the player, and me. Here we can chat with each other and give assignments specific to the player. But inside the platform of the academy we have different topics such as training, coaching, and development of players. Every topic has its own wall on which coaches and trainers can post information, videos, and comments for the players.

Also, we have the calendar. Here we put all the training moments and other general shared activities that every player has the same. In the calendar we put video moments from games or training moments that the players have to analyse or that they can learn from. Also in this calendar there is an evaluation of the training that every player has to fill in. This way we can see if the training was difficult enough or too hard. Besides that we have the possibility to give every player an evaluation on his performance or progress. Here they can also write their goals, so we can see if they are working on their goals with every training session. The trainer can set goals for the players as well and there is a possibility for the player to directly chat with the trainer about these goals.

Researcher: Ah okay, and can you also see if players work on these goals in their training?

Oliver: Yeah, after every training the trainer is supposed to update the profiles of the players. And the trainer can select who was at the training and how their performance was per training.

Researcher: Is there also a baseline where the performance is based on?

Oliver: Yes, the system has a baseline per position on the field. The system has made profiles per position based on the performance of players at Valencia FC, Real Madrid, and Barcelona FC. Based on these profiles the system automatically has certain criteria about what a player in a certain position should be able to do.

Researcher: And at the moment, players can only give an indication in the system how intense the training was? Or are there more things they can fill in?

Oliver: No, after every training the player can say how the intensity was from low to very high. And after they have filled it in, it will appear on an overview for the trainer. But this also appears in a place where the player and trainer can comment on each other, and give feedback.

Researcher: Does that happen? Is there a high interaction on the platform between trainer and player?

Oliver: Maybe not as much as we would like to. Not everything is fully updated and the trainer or players don't start conversations often.

Researcher: Ah okay, what I was wondering. Because I do see that every player does fill in the evaluation of the intensity of the training, but it's only focused on the physical side of the training or day. Is there also a possibility to focus more on mental health and implement the workshops in there, so TNGS can use and access it easier?

Oliver: Yeah, I think it would be possible. I think that it could be really good. Actually, the platform is made to get feedback from players and know how they are doing, but that is not really happening that much now. So yeah I think it could be a good idea to implement workshops in there, together with the questionnaire. And I think it's pretty easy to implement from the start of every season because a new team is assembled every year, so we can reuse it

Researcher: Ah okay, mmm. And where do you think some questions, such as how are you feeling, how did you sleep, are you well rested, etc. Could it be best placed in the system in order for players to fill them in? And is it possible to add something similar to the intensity bar of the physical part? Is it something we (as TNGS) can do ourselves or do we need something or someone for that?

Oliver: You need the application to change this. But for me, what I think is that it should come in the calendar, in the event of the daily training. Because you can add some pictures, links, or files and it will appear directly on the wall.

Researcher: Yeah right, okay. And for example the bar that is used to assess the intensity or the training, we cannot add more of those right?

Oliver: No no, that is something that is in the system itself. But we can actually talk with the people of the system and ask if they can add this. We know the people that created this and we have a good relationship with them, so maybe we can ask them.

Researcher: Okay, that would be a good idea I think. So what I am looking for or what I want to propose is that I have several workshops and I think that it could be a good idea to implement these workshops in the system as well. That way the mental and physical evaluation is put together and from here, trainers, coaches, and staff can choose what workshops they could give depending on the week or the mood of the team.

Oliver: Yeah, that sounds really good, we could use that. We should do that. I think it could be really good to get a better insight into the players.

Researcher: Exactly, so I could put a link to a questionnaire in the calendar which the players could do on a daily basis. The only downside is then that the answers will go to a different location/platform for now. But maybe that could be implemented later.

Oliver: Yeah that would be a good option I think, that we first try to do it like this. And we can talk later with the organisation of the 360Player application. If you have a good idea, we can see if we can ask the application to do it.

Researcher: Okay, thank you Oliver. I think that I have enough information for now to write something about it and to see how we can use it in the future.

Oliver: Perfect, perfect. Alright Jelmer, thank you!

Researcher: Hey thank you, have a good day Oliver! Bye bye.

Interview with coaches of Saudi Arabia

Goal: How do other academies deal with diversity, age differences and conflicts?

Date: 30th of March

Interviewee: Omar

Interviewer: Jelmer van der Wal

Selection procedure:

- ❖ What does the academy look like in Saudi-Arabia?
 - What kind of possibilities are there? (training, education, competitions)
- ❖ How are kids selected to participate in the academy?
 - Is there a lot of diversity in the backgrounds of kids? (cultural/economical)
 - How is dealt with language differences?

Conflicts and communication:

- ❖ Are there sometimes conflicts between players?
- ❖ What causes these conflicts?
 - How are these conflicts managed?
- ❖ What are solutions to prevent these conflicts or to manage these conflicts better?

Developing soft skills:

- ❖ Is there a focus on soft skills, such as active listening, presenting, communication, leadership, etc?
- ❖ What does this look like in practice? How do you implement it?
- ❖ What are the upsides and downsides of this?

Interview - Head Coach TNGS Saudi-Arabia

Interview coaches of Saudi-Arabia

Goal: How do other academies deal with diversity, age differences and conflicts?

Interviewee: Omar

Interviewer: Jelmer van der Wal

Researcher: Thank you for taking the time to sit with me Omar. Is it okay if I record the interview? I will just use it for my research and after that I will delete it immediately.

Omar: Yeah of course, no problem.

Researcher: So to begin with, can you tell me a bit about what the academy in Saudi Arabia looks like? What kind of facilities, training, equipment, how does it work?

Omar: Okay, so how it works back in Saudi, we unfortunately don't have the same facilities as here. We don't have our own place where we train. We rent a facility where we train and where we offer two programs. Which include two days of gym, kind of crossfit style, and we have four days of training in the week. Then there is another program of three days. So that is more just related to the football part. But our methodology we always involve in the training in and outside of the field. That is the psychological part and the social part. For example, after or for the training we always push the players to share something positive with the group. The players can talk about the training, players, trainers or anything else in a positive way. This is to stimulate skills such as leadership and communication. Sometimes when you tell something in the field it's not enough. That's why it helps to discuss it outside of the field as well so they can experience it in a different way.

Researcher: So it's just training right? It's not like here that everyone is always together and has training and education.

Omar: Yeah that's right. In Saudi it's more focused on only the training part and then that's it. After the training we don't have other things or meetings. But we have whatsapp groups to exchange some ideas or something, but it's all online. We only meet each other on the field.

Researcher: Ah okay, and are there also competitions with the team of TNGS and other clubs there?

Omar: Yes actually, we managed to compete with the top clubs in our area and we won some of them. But we actually lose some of them as well, you know?

Researcher: Ah yeah, but that is normal of course.

Omar: And that's the good thing as well. We learn from it and get our level to the best.

Researcher: Yes, that is true. And how do players get selected or how do they get to Saudi Arabia TNGS academy?

Omar: Well, it's like any other football academy. That a player can apply for or subscribe to. And then you can join the training.

Researcher: Okay, and how much do players have to pay for it? If you don't want to say that's also fine.

Omar: I am not really sure how much the amount is. Because we have two programs. But one program is around 350 euros per month. And the other program is maybe something like 100 or 200 euros per month.

Researcher: And how long are players normally at the TNGS Saudi?

Omar: Well, that's one of the biggest issues we face there actually, unlike here. Players there are coming in and out. Sometimes for days or weeks. And that makes it difficult to assess the level and work consistent with players. You have the same in a classroom for example. If a student doesn't show up for some lessons it's difficult to constantly try to bring this student up to speed. It's hard to link the ideas and to link everything we do with the training. So we are facing these problems there. Sometimes we start the season with 30 players and then throughout the season it's 15 or 20 players with ups and downs. Unlike here where players are very committed to it.

Researcher: yeah that's true, but here they also cannot go home that easily and they pay a bigger amount of money.

Omar: Yeah of course, so that's one of the biggest reasons for the difference.

Researcher: And I actually thought that all the players from the academy of Saudi would be from the same area. But that is not the case in the end right? Because everyone is from different places, like Syria, Egypt, USA, Saudi Arabia. And do you ever notice problems with the difference in language or communication? Or cultural differences that are the cause of problems?

Omar: Uhm, no I don't think so. Because most of the players are from a background with western parents. So most of them talk in English. Even the players whose nationalities are Arabs, they talk in English. So there is no big issue when it comes to communication and understanding each other.

Researcher: And do you think there is something that helps to build that connection as well? You told me that for example after the training you have the positive points that you discuss. Do you think this affects the team in a way?

Omar: Yeah I think it does. So for example, we had some players who are more quiet and shy. And I believe that is normal but that is the place where the trainer and coach can really show his skills. Because sometimes a player is more isolated and doesn't like to talk or involve himself in the group but in the end this is a team sport. You have to involve them but in a positive way, don't push them or keep telling them what they should do. Try to involve them in a way that they don't feel like they are out of this group. We manage to involve a lot of players by forcing them, in an indirect way, to feel free whenever you want to do something. We all make mistakes but we have to reinforce the things that they do well. Even when they do something simple we coach them with enthusiasm and say to them: "Wow you did that really good!"

Researcher: And do you think that in Saudi Arabia you also work a lot on soft skills? You mentioned things about leadership and communication. Do you also work on different things?

Omar: Yes we do it, but we like to do it in an indirect way. We don't do it in an academic way. No, it's just part of the game. And we like to implement it in the training. It works better for us and it comes directly to play in practice. So as an example, when a player really knows how to play or do something. We ask him to try and be a leader in the group. And what we do, we give him certain words and tips that he can do. But he has to find the solution and the ways to do it. We let them know that if they don't know what to do or can't seem to figure it out. Don't come back to us, come back to the team. Talk to the team, because when they talk more to each other the team is going to solve it themselves. What has to do with the mindset that we want to stimulate as well. A lot of coaches unfortunately and a lot of academies they like to involve more in a group. But they should step back. I remember one session, it was a bit loud and everyone kind of lost it. And I just sat back and let them solve it themselves. There were parents outside who said to me: "Coach, what are you doing? You should do your job". "This is doing my job", I answered. Exactly what I am doing. I am watching them and waiting for it to happen. In the beginning the players are talking to each other and sometimes shouting to each other. But they solve it at the end. But once you get in and you shut everyone up and you talk and talk. They keep something inside and don't feel heard. We like to make sure that all these feelings go out and that it doesn't happen on the field.

Researcher: Does it sometimes happen that conflicts don't get resolved? And that there are still conflicts after for example all the talking?

Omar: No, because if you give them enough freedom of expressing and talking. We believe that, well with limits, no one should start using their fists for example, there are some lines to it. But I believe if you give them enough space, they can solve it in a very positive way themselves. So yeah, that's what I believe.

Researcher: Ah okay. So I am also wandering, for example here at the TNGS there is a lot of conflict. Maybe you even saw it yourself at the field this morning. Also due to the communication problems that people speak different languages. So we try to stimulate

players to be open towards each other. But what do you think helps the best? What do you think could help the TNGS here in Valencia?

Omar: Yeah, so I realised something that if we invest a lot in it changes a lot in the mentality of the players and that is spending more time with each other at home. So when we are going to the bus, have lunch, go to a training, or eat together the phones are off and talk about anything. It doesn't have to be about football and share topics and ideas with each other. Unfortunately, what I didn't realise was that here everyone here in the break or lunch break is on their phone. And that affects how you work together on the field as well. If you don't know the other person very well or you don't know what is going on with that person today. You can't help each other or take things into account. For example when someone is having a bad day, and then in the training you go a bit less hard on this person. And these kinds of things, you can't have if you don't communicate with each other outside of the field.

Researcher: Okay, so what we struggle with here is that it's difficult to say that they can't be on their phones because we are not their parents. So how do you deal with that?

Omar: So that is what I tell you. This age of players they don't like to be told what to do. And in general just as a person they don't like to be told what to do. So, how can you solve that? Let them come up with the ideas. So for example, I tell a player that I want to reduce my screen time. I asked him what I could do to reduce my screen time because I think it's important that I spend more time with other people around me. So by saying this to him, you let him think about it as well. And maybe plant the idea that it could be good to not be on your phone so much. So to give them more space, freedom, and value within certain borders. I don't like it when people say that this generation is too bad. No, I don't think that. It's just a normal way of life and of evolution. Things change. It's more a matter of developing with it and learning how to interact and cope with it.

Researcher: Yeah exactly. And all these tools did you learn as a trainer? Or was this something you had learned before that?

Omar: For me, I only worked as a coach with TNGS. But I am a guy who likes to learn a lot, read a lot, watch a lot, and listen a lot. And that has helped me. For example, I saw a lot of top coaches around the world that listen and if you listen you are trying to understand. You start to find ways of dealing with certain situations and stimulating players properly. So, we had new players in the academy and on their first days they were very shy and they wanted to go away again. And I dealt with that in a way that was very effective for me. I told them with every ball they played, pass they did, or touch they had; "wow perfect, nice, well done!, you're doing well, I can see you're doing your best!" Those kinds of things, just motivating them, Jelmer I wished you could see them. They started like shy and poor players and now they can compete. And it means a lot to see that the players grow so much and that players come to you and say: "Coach, thank you. Without you I don't know how I could've played so well." But then you return to them and this is not trying to be nice, this is real. You tell them: "It's because of you, not because of me. You are the one that thought about these things and

did it, yes I helped you, but you believed in yourself.” So I tell them that they are the ones that help themselves to become better.

Researcher: Thank you so much for your insight and your story Omar, I really appreciate it. And it's super interesting to hear about how you work with these players. Thank you!

Omar: It is my pleasure Jelmer, thank you for this.

Interview - Jeddah Pro Football Academy Saudi-Arabia

Interview coaches Saudi-Arabia

Goal: how do other academies diversity, age differences, and conflicts?

Date: 14th of April

Interviewee: Naif

Interviewer: Jelmer van der Wal

Researcher: Hey Naif, thank you for sitting with me. I'll jump right in, as I know that you don't have that much time today. I was wondering if you could tell me a bit more about your academy and what it looks like?

Naif: When we first started, we opened the doors for everyone. We didn't have any criteria. All we had was our reputation, which was really good. Luckily for us, the players that joined had a very high level. But over time we started to decline in performance because we didn't have that criteria. Lately we have announced that we are no longer going to open the doors for everyone, but that we want elite players. So how do we identify an elite player? First we had to select the players that we already had. So we did physical tests with them to see if they had the potential for a professional player. We evaluated the performance and would let the player know if they were in or out. So now every time a new player wanted to get in he had to go through these tests and we wrote down the basics. We call it the four "R's": running, releasing, receiving, and retaining. We just evaluate the player on these basics. And then we let the player know if he is accepted or not and why. That way we control the quality of players that are trying to get into the academy. Eventually as we work more with elite players, we hope that more will join and our reputation will grow.

Researcher: Ah okay, and what kind of academy is it? Do you for example have your own field, or residence or anything?

Naif: We use the field of someone else, just like TNGS. But we also have our own equipment and when we rent the field we also have an office there. And because it's a local academy we don't have a residence. The players come by themselves and we train them three times a week.

Researcher: Okay mm, and does the academy have a competition as well?

Naif: No, the competition is very weak in Saudi-Arabia, that's why we like to come here in Spain. Because here they play a match every weekend. In Saudi they don't play a match and if you would ask another team to do a match, there is always cheating. Players from higher teams or older teams always play as well. Because winning would be good for the reputation. So that kind of ruined the experience of football, and all the equipment and facilities are really bad or far away. So we have to make sure that we find something that is close to our clients. That is pretty difficult sometimes.

Researcher: Ah okay, yeah. But what I noticed is that most of the players have different nationalities right? Some are from the US, others from France, Australia, Serbia, and more. Do you sometimes have conflicts within the team, because of language barriers, culture differences, etc?

Naif: Okay, the good thing about our culture and religion (Muslim) is that it has a lot of morals and rules when we grow up. It is prohibited to speak in a language in the presence of others that do not speak the same language. So we try to include everyone.

Researcher: So everyone on the team speaks English with each other?

Naif: We have to speak in a common language. So in our training sessions we all speak in English. And for players that do not speak Arabic, they have to keep up. Or I talk extra English and Arabic with them. Sometimes it happens that I need to talk Arabic with someone, to explain something a bit better or to ask for a translation in English, so that is common. But it's so easy to identify these small gossips where other players are talking in a different language with each other. So we address it immediately, and that definitely helps having a friendly environment. And number two is that we need to respect other cultures and be open to understand. For example I respect that other players are not Muslims and are not going to pray. So what I do is, I say to players that we have a water and prayer break of six minutes, pray quickly and go back to training. So whoever wants to go they can go, but that is between them and their gods. And this is just small situations in which the inclusion of everyone comes into play.

The other thing is emotional and social intelligence, because no one knows about it. So we have to talk about how someone needs to behave, how to understand other people, feelings, and behaviour. For example, I had this women's team who had so many problems. There were a lot of different small groups in the team. Always these three girls, these four girls, and so on. They were always together and that was not healthy for the environment of the team. So I had to always talk about social and emotional intelligence all the time and every training. You see when the coach gathers the players around before a training session and talks about how their day was and everything? We don't do that. We use that time to talk about topics. So today I talked about understanding other people and behaviour.

Researcher: Okay, and how do you do that? So before a training you have a topic in mind. And then, what do you do?

Naif: Honestly, the best thing I can say about me as a coach is that I am not just technical and technical, but I also influence the players. And I do it naturally. Honestly, without me trying to prepare or write out the idea. I am thinking of an issue I saw in the training, and the words just come up. I gather the players and I just give them a 5 or 6 minute speech, and I ask them a lot of questions. How would this make you feel? What would happen if this happened? I give them a story they can relate to and I also have to share with them my own experiences and why I have gone through. I have to make myself vulnerable in order for them to do the same. I didn't study this or anything. But it started to happen and it created a very strong link between me and the players. That helped them work with each other very well. Over time we went out on activities with them and they started talking with each other and becoming friends. Because most of the issues are simply because of communication, or the lack of it. Once we help them communicate better, most of these issues won't even arise.

Researcher: Yeah right, and what do you think is the role of the trainer in this? Or can this be someone else's task as well?

Naif: For us, we don't have the budget to hire a psychologist. What we do in our field is not just a job. There is truly let's say 70% passion. We truly want to help these players reach their goals. But for example, in the National team of Saudi they had this psychologist and these things to do with the team. But do they do it to help the team, or is it a job routine? Do you understand me? It's a huge difference between both.

Researcher: And also the effect that it has of course.

Naif: Yes, exactly. So with us, our players feel that we truly want the best for them and they know that. And so they share their ideas and feelings. Sometimes the conversations go really deep and that really helps players perform.

Researcher: Do you think that the role of the trainer in example in improving communication in the team is an important one?

Naif: Yes yes, because if the trainer doesn't rise up. Who will? Players can be egocentric and they want to show that they are the best. Today in the car, a player was talking with another player and saying that someone hit someone in the back and then later the other player did the same to get back to the person. And I was like, why is no one fixing this? Because these are kids and they don't know how to solve these issues. They don't know how to talk about it or address it. So what they are going to do is make it worse and worse and worse, until one day it's going to be a big problem, that unfortunately you need to kick someone off the academy. But if we teach them how to act and behave, these issues will be solved by themselves before they come to us. So it's very important for the coach to be aware of what is happening.

Researcher: We almost have to go back to the class now. But I wanted to ask you one more question. Are you also working on other soft skills, such as leadership, active listening, presenting, and talking in public?

Naif: Honestly, no. The only thing that we focus on is how to get players to come out of their shell and how to make them speak up, to talk about their feelings and everything. For some players it's very difficult to speak up and open themselves. They only speak up when they are at the point of exploding anger or anything like that. So they keep on compressing all their feelings, until some point they explode and you hear stuff that you never heard before. And sometimes I can have an intimidating appearance on the field and then they are afraid to talk to me.

Researcher: And how do you deal with that? How do you make sure that players talk to you?

Naif: At the end of every training session I stay in the office for half an hour. And I tell the players that they can always walk in. But there are always players that are scared to do it. So I also use the team captain to talk with these players. The captain is someone who is open with everyone and can function as some kind of middle man. If he talks to a player who has a problem he can say like; "hey you should talk to the coach." And if this player is still not comfortable with that the captain can go with this player. So sometimes the captain comes into the office with the other player and helps the player address the issue. You have to put these kinds of figures in the group, so they can help the team grow.

Researcher: Yeah exactly, you need to use these kinds of assets to the team. They have powerful positions in the team. Thank you for the interview, Naif. It was very helpful.

Naif: Thank you!

Coded interviews trainers Saudi Arabia

Topic	Most important answer
Selection procedure and facilities	<p><u>Omar:</u></p> <ul style="list-style-type: none"> • It's like any other football academy. A player can apply for or subscribe to. And then you can join the training. The first program of 3 days with just football training is 100 to 200 euros. The other program is around 350 euros a month. • We don't have our own place where we train. We rent a facility where we train and where we offer two programs. Which include two days of gym, kind of crossfit style, and we have four days of training in the week. Then there is another program of three days. So that is more just related to the football part. <p><u>Naif:</u></p> <ul style="list-style-type: none"> • We use the field of someone else, just like TNGS. But we also have our own equipment and when we rent the field we also have an office there. And because it's a local academy we don't have a residence. The players come by themselves and we train them three times a week. • At first, everyone was welcome. But at some point the level dropped a lot, so we decided to only open the doors for elite players. Every player has to do some physical tests. Based on the results of these tests, players are accepted or not.
Conflicts and communication	<p><u>Omar:</u></p> <ul style="list-style-type: none"> • There are not really conflicts or problems with communication because most of the players are from a background with western parents. So most of them talk in English. Even the players whose nationalities are Arabs, they talk in English. So there is no big issue when it comes to communication and understanding each other. • Players are stimulated to talk with each other when they are waiting for the bus or having lunch together and not be on their phones. Unfortunately, what I didn't realise was that here everyone here in the break or lunch break is on their phone. And that affects how you work together on the field as well. If you don't know the other person very well or you don't know what is going on with that person today. You can't help each other or take things into account. • This age of players they don't like to be told what to do. And in general just as a person they don't like to be told what to do. So, how can you solve that? Let them come up with the ideas. So for example, I tell a player that I want to reduce my screen time. I asked him what I could do to reduce my screen time because I think it's important that I spend more time with other people around me. So by saying this to him, you let him think about it as well.

	<p><u>Naif:</u></p> <ul style="list-style-type: none"> • We have the rule that it's prohibited to talk in a language that someone else doesn't understand. So we all talk English with each other. • But it's so easy to identify small gossips where other players are talking in a different language with each other. So we address it immediately, and that definitely helps having a friendly environment. • So I had to always talk about social and emotional intelligence all the time and every training. You see when the coach gathers the players around before a training session and talks about how their day was and everything? We don't do that. We use that time to talk about topics. So today I talked about understanding other people and behaviour. • I gather the players and I just give them a 5 or 6 minute speech, and I ask them a lot of questions. How would this make you feel? What would happen if this happened? I give them a story they can relate to.
Developing soft skills	<p><u>Omar:</u></p> <ul style="list-style-type: none"> • We always involve our methodology in the training in and outside of the field. That is the psychological part and the social part. Because we think it works better when it's given on the field. • We work on soft skills in an indirect way. We don't do it in an academic way. No, it's just part of the game. And we like to implement it in the training. It works better for us and it comes directly to play in practice. • We try to involve them in a way that they don't feel like they are out of this group. We manage to involve a lot of players by forcing them, in an indirect way, to feel free whenever you want to do something. We all make mistakes but we have to reinforce the things that they do well. Even when they do something simple we coach them with enthusiasm and say to them: "Wow you did that really good!" • When a player really knows how to play or do something. We ask him to try and be a leader in the group. And what we do, we give him certain words and tips that he can do. But he has to find the solution and the ways to do it. We let them know that if they don't know what to do or can't seem to figure it out. Don't come back to us, come back to the team. Talk to the team, because when they talk more to each other the team is going to solve it themselves. <p><u>Naif:</u></p> <ul style="list-style-type: none"> • We don't really focus on soft skills. The only thing that we focus on is how to get players to come out of their shell and how to make them speak up, to talk about their feelings and everything. • In order to make players open up, I use the team captain to talk with them. The captain is someone who is open with everyone and can function as a middle man. If he talks to a player who has a problem he can say like; "hey you should talk to the coach." And if this player is still not comfortable with that the captain can go with this player.

Appendix E - Schedule workshops

Workshops	
English classes	
Spanish classes	

February

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1 English level A1-B2	2	3	4 Spanish level A1-B2	5	6
7	8 English level A1-B2	9	10	11 Spanish level A1-B2	12	13
14	15 English level A1-B2	16 <i>Prototype I - Workshop 1</i>	17	18 Spanish level A1-B2	19	20
21	22 English level A1-B2	23 <i>Prototype I - Workshop 2</i>	24	25 Spanish level A1-B2	26	27
28						

March

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1 English level A1-B2	2 <i>Prototype I - Workshop 3</i>	3	4 Spanish level A1-B2	5	6
7	8 English level A1-B2	9 <i>Prototype II - Workshop 1</i>	10	11 Spanish level A1-B2	12	13
14	15 English level A1-B2	16 <i>Prototype II - Workshop 2</i>	17	18 Spanish level A1-B2	19	20
21 <i>Prototype III - Saudi-Arabia team</i>	22 <i>Prototype III - Saudi-Arabia team</i> English level A1-B2	23 <i>Prototype III - Saudi-Arabia team</i>	24 <i>Prototype III - Saudi-Arabia team</i>	25 <i>Prototype III - Saudi-Arabia team</i> Spanish level A1-B2	26 <i>Prototype III - Saudi-Arabia team</i>	27 <i>Prototype III - Saudi-Arabia team</i>
28 <i>Prototype III - Saudi-Arabia team</i>	29 <i>Prototype III - Saudi-Arabia team</i> English level A1-B2	30 <i>Prototype III - Saudi-Arabia team</i>	31			

April

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1 English level A1-B2	2 <i>Prototype II - Workshop 3</i>	3	4 Spanish level A1-B2	5	6

Appendix F - SECTS-2

First analysis and answers

Revised Scale for Effective Communication in Sports Teams (SECTS-2)

The following items are concerned with how players on your team (and only the players) usually communicate with each other. They refer to any situation in which the team interacts, not just games or practises. Please consider the team as a whole when answering these questions. Read each question and answer honestly. Thank you.

Answer using this scale:

Hardly ever

Almost always

1

2

3

4

5

6

7

When our team communicates, we...

- 1 use nicknames.
- 2 shout when upset.
- 3 get all problems out in the open.
- 4 Trust each other.
- 5 When disagreements arise, we try to communicate directly with those [with whom] we have a problem.
- 6 Communicate our feelings honestly.
- 7 Use slang that only team members would understand.
- 8 Get in "each other's faces" when we disagree.
- 9 Use gestures that only team members would understand.
- 10 Communicate anger through body language.
- 11 Share thoughts with one another.
- 12 Show that we lose our temper.
- 13 Are willing to discuss our feelings.
- 14 Try to make sure all players are included.
- 15 Compromise with each other when we disagree.

Note.

Factors are scored as averages.

Acceptance = Items 4, 6, 11, 14;

Distinctiveness = Items 1, 7, 9;

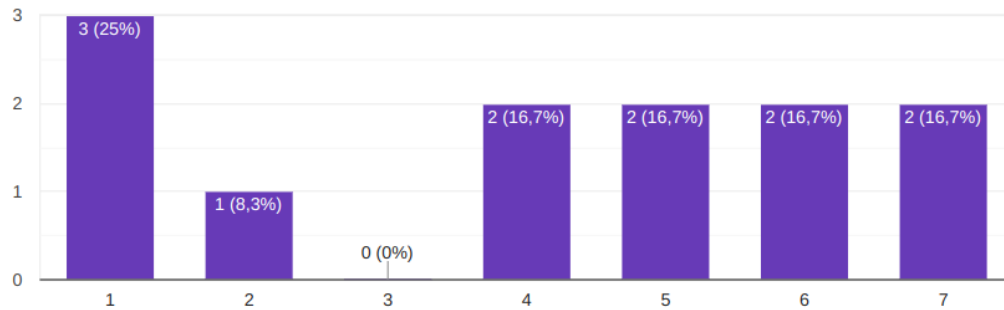
Positive Conflict = Items 3, 5, 13, 15;

Negative Conflict = Items 2, 8, 10, 12.

1. When our team communicates, we use nicknames - cuando nuestro equipo comunica utilizamos apodos (surnoms)

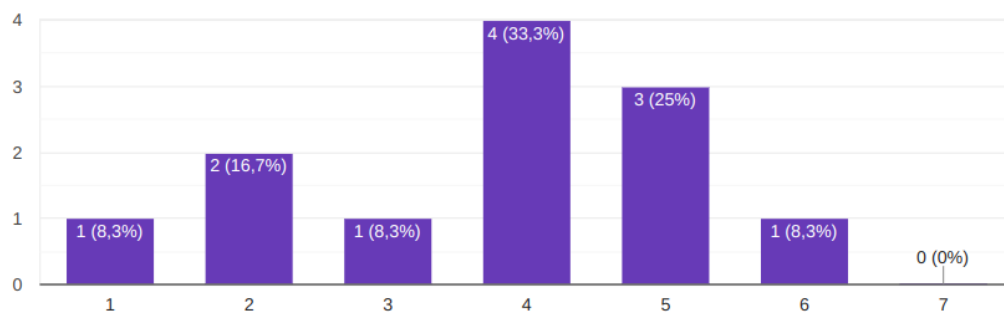


12 antwoorden



2. When our team communicates, we shout when upset - cuando nuestro equipo comunica gritamos cuando nos enfadamos

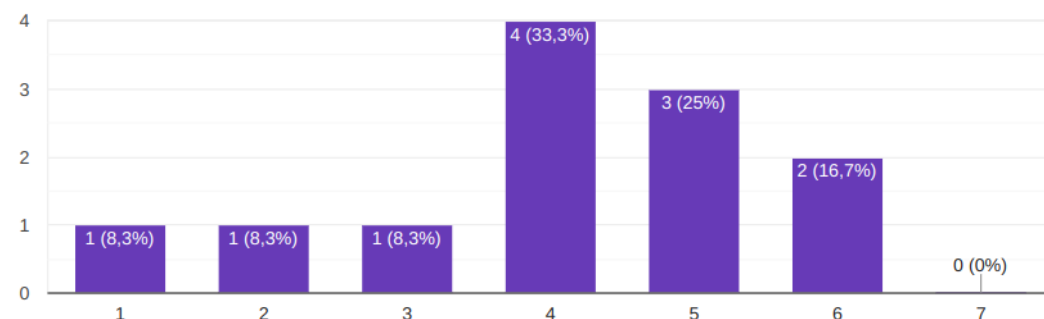
12 antwoorden



3. When our team communicates, we get all problems out in the open - cuando nuestro equipo comunica salen todos los problemas a la luz

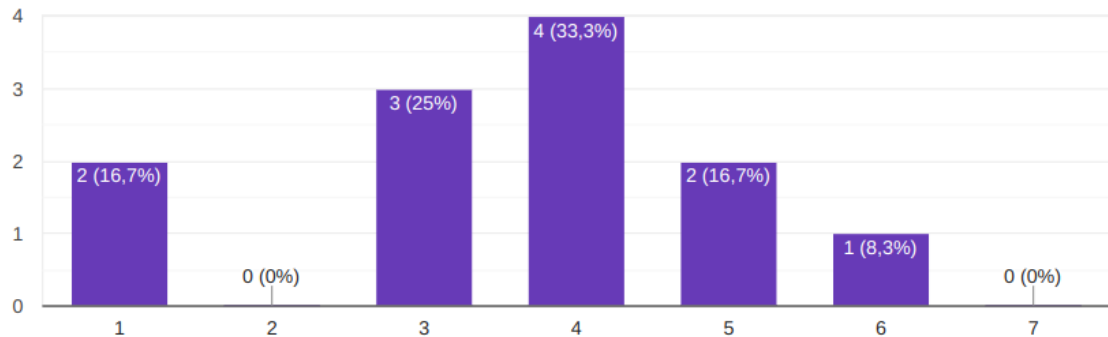


12 antwoorden



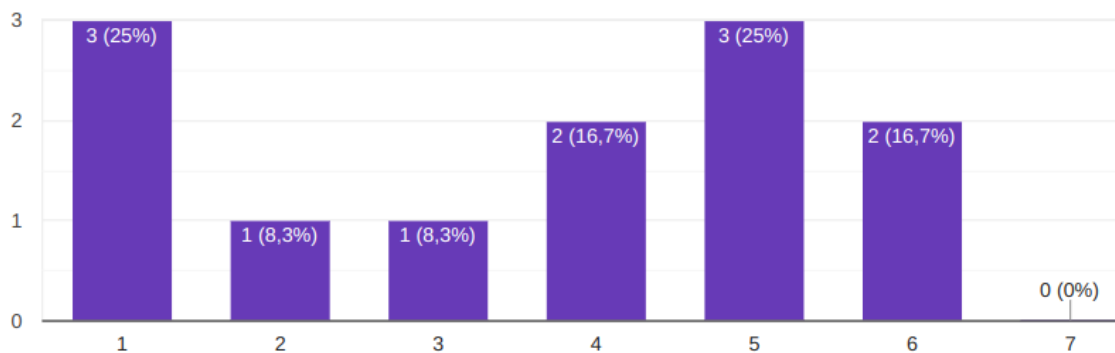
4. When our team communicates, we trust each other- cuando nuestro equipo comunica, hay una confianza mutua

12 antwoorden



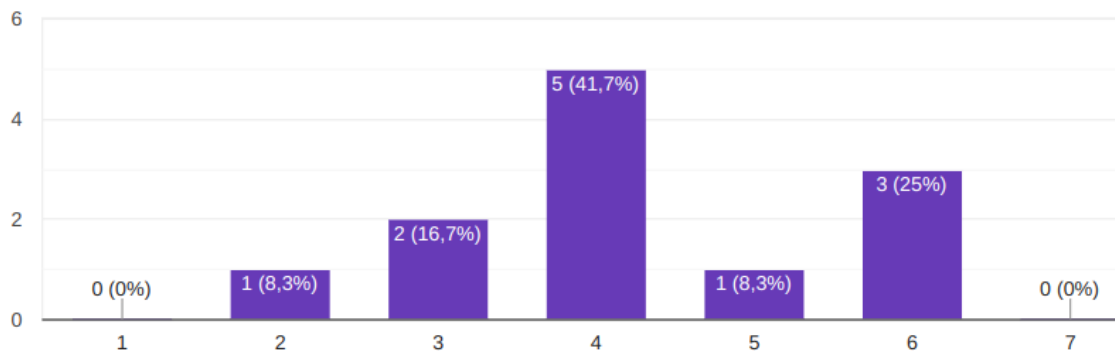
5. When disagreements arise, we try to communicate directly with those [with whom] we have a problem- Cuando surgen desacuerdos, intentamos comunicar directamente con los con que tenemos un problema

12 antwoorden



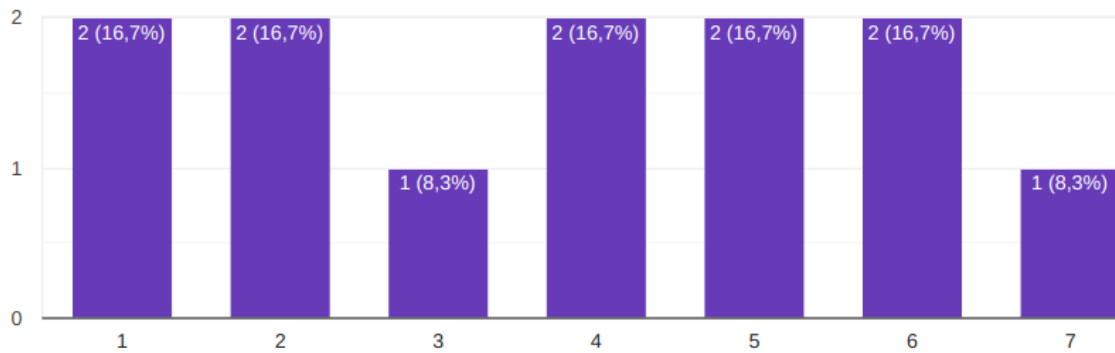
6. When our team communicates, we communicate our feelings honestly- cuando nuestro equipo comunica expresamos nuestros sentimientos con sinceridad

12 antwoorden



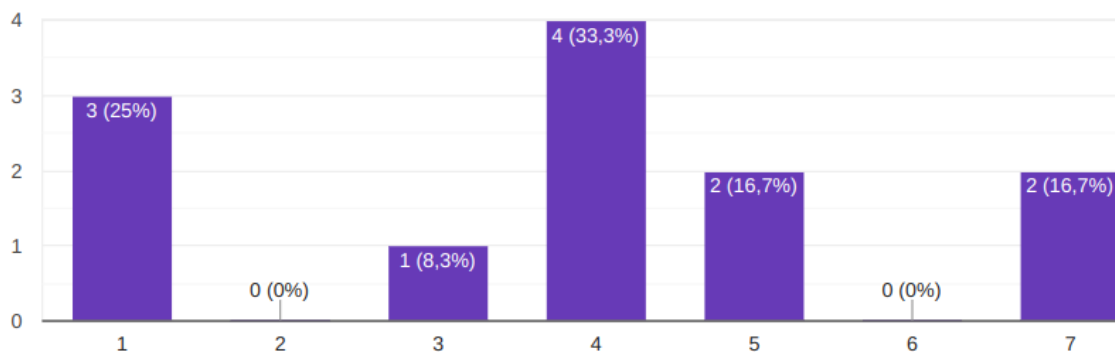
7. When our team communicates, we use slang that only team members would understand- cuando nuestro equipo comunica utilizar una jerga (argot) que sólo entiendan los miembros del equipo

12 antwoorden



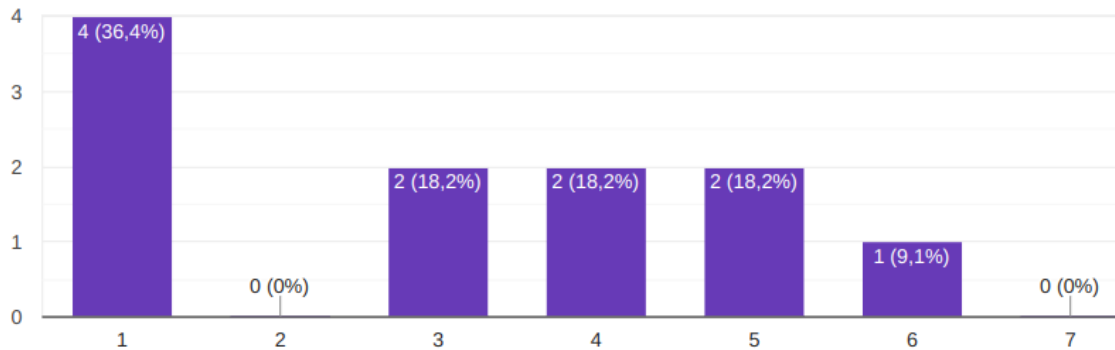
8. When our team communicates, we get in “each other's faces” when we disagree- cuando nuestro equipo comunica nos enfrentamos cuando no estamos de acuerdo

12 antwoorden



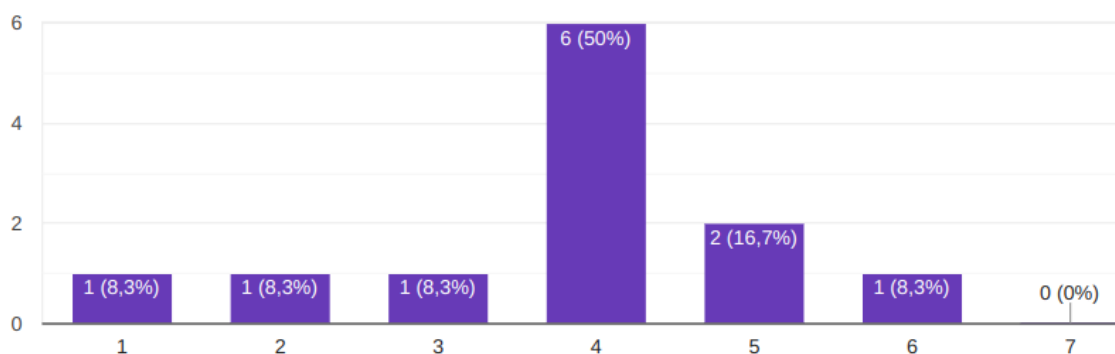
9. When our team communicates, we use gestures that only team members would understand- cuando nuestro equipo comunica utilizamos gestos que sólo entiendan los miembros del equipo

11 antwoorden



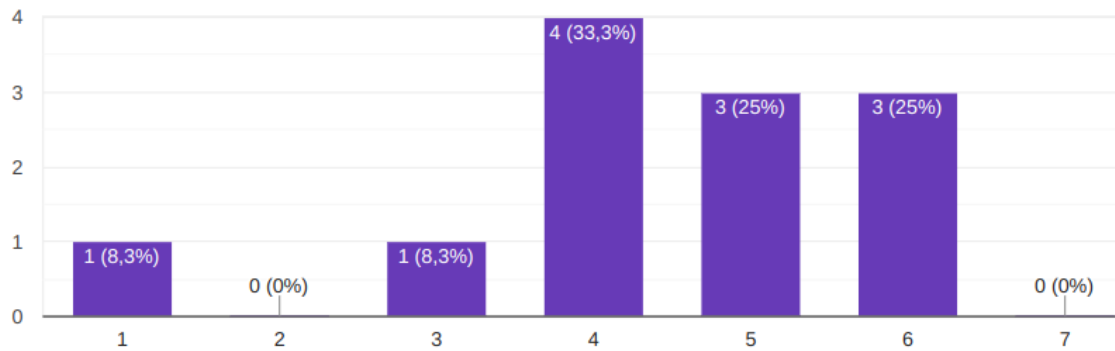
10. When our team communicates, we communicate anger through body language - cuando nuestro equipo comunica, lo hacemos a través del lenguaje corporal

12 antwoorden



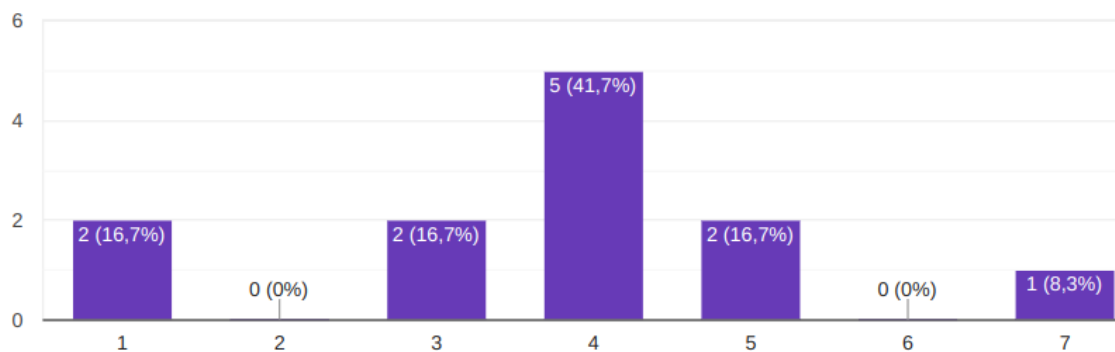
11. When our team communicates, we share thoughts with one another - cuando nuestro equipo comunica compartimos nuestros pensamientos.

12 antwoorden



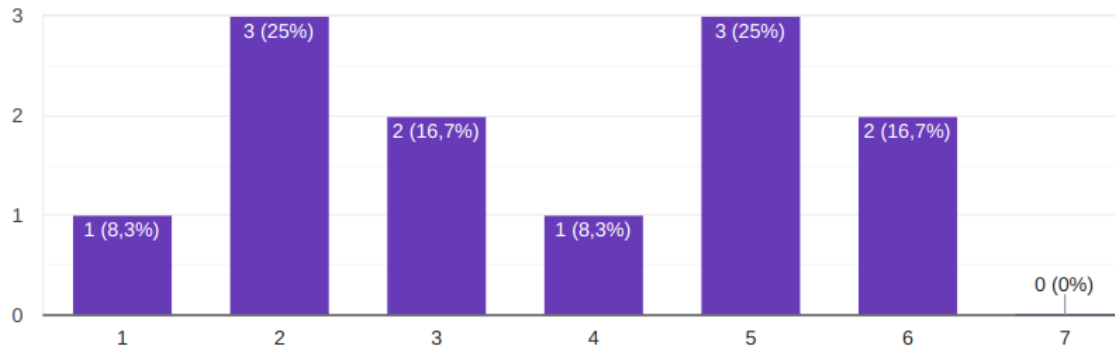
12. When our team communicates, we show that we lose our temper- cuando nuestro equipo comunica se nota que perdemos los nervios

12 antwoorden



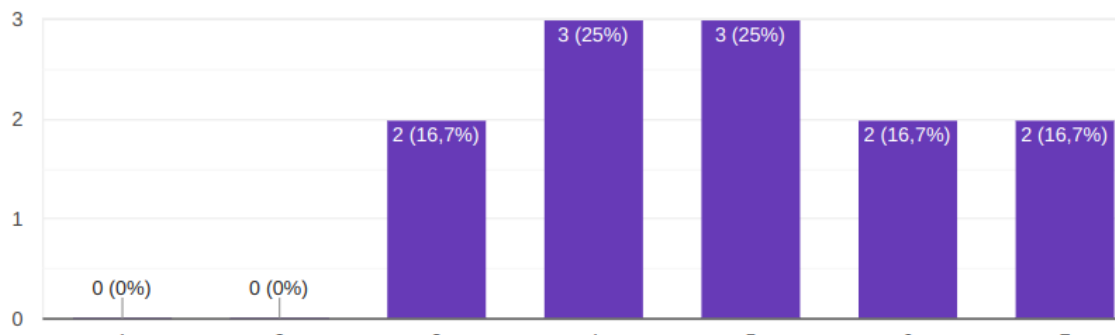
13. When our team communicates, we are willing to discuss our feelings - cuando nuestro equipo comunica estamos dispuestos a hablar de nuestros sentimientos

12 antwoorden



14. When our team communicates, we try to make sure all players are included - cuando nuestro equipo comunica nos aseguramos de que todos los jugadores esten incluidos

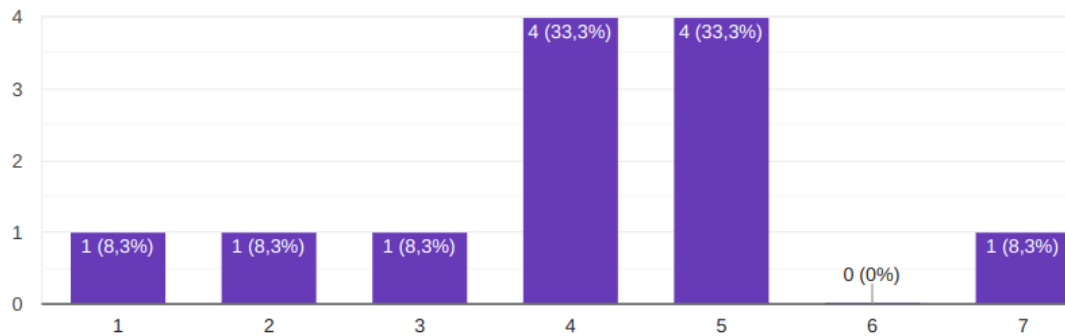
12 antwoorden



15. When our team communicates, we compromise with each other when we disagree-
 cuando nuestro equipo comunica buscamos un compromiso cuando no estamos de
 acuerdo.



12 antwoorden



What is important for you in communication? - En comunicacion entre ellos, qué es importante
 para ti? Por ejemplo, honesto, seguridad, respeto, etc.

11 antwoorden

Respect 🍌

Ser honesto y hablar con sinceridad.

Communicating so everyone knows what they are supposed to be doing/everyone understands the task

Respecto nadie respecta a l'otro

Ser honesto y hablar con sinceridad.

Communicating so everyone knows what they are supposed to be doing/everyone understands the task

Respecto nadie respecta a l'otro

Active listening and assertive speaking.

Communication with honest, respect, no fear, love and aiming to make the relationship between my
 teammates and I better.

The honestly and respect. I think that at least we must to have this two values.

La seguridad es fundamental !

effectively

Second analysis and answers

Revised Scale for Effective Communication in Sports Teams (SECTS-2)

The following items are concerned with how players on your team (and only the players) usually communicate with each other. They refer to any situation in which the team interacts, not just games or practises. Please consider the team as a whole when answering these questions. Read each question and answer honestly. Thank you.

Answer using this scale:

<i>Hardly ever</i>							<i>Almost always</i>
1		2	3	4	5	6	7

When our team communicates, we...

- 1 use nicknames.
- 2 shout when upset.
- 3 get all problems out in the open.
- 4 Trust each other.
- 5 When disagreements arise, we try to communicate directly with those [with whom] we have a problem.
- 6 Communicate our feelings honestly.
- 7 Use slang that only team members would understand.
- 8 Get in "each other's faces" when we disagree.
- 9 Use gestures that only team members would understand.
- 10 Communicate anger through body language.
- 11 Share thoughts with one another.
- 12 Show that we lose our temper.
- 13 Are willing to discuss our feelings.
- 14 Try to make sure all players are included.
- 15 Compromise with each other when we disagree.

Note.

Factors are scored as averages.

Acceptance = Items 4, 6, 11, 14;

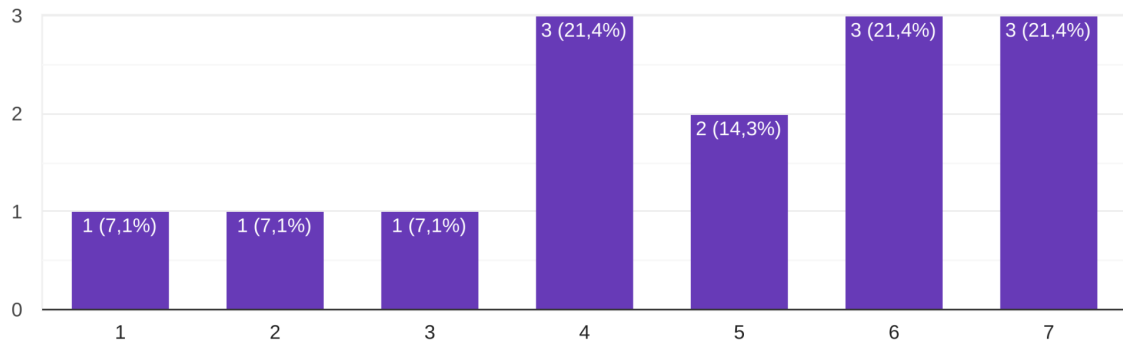
Distinctiveness = Items 1, 7, 9;

Positive Conflict = Items 3, 5, 13, 15;

Negative Conflict = Items 2, 8, 10, 12.

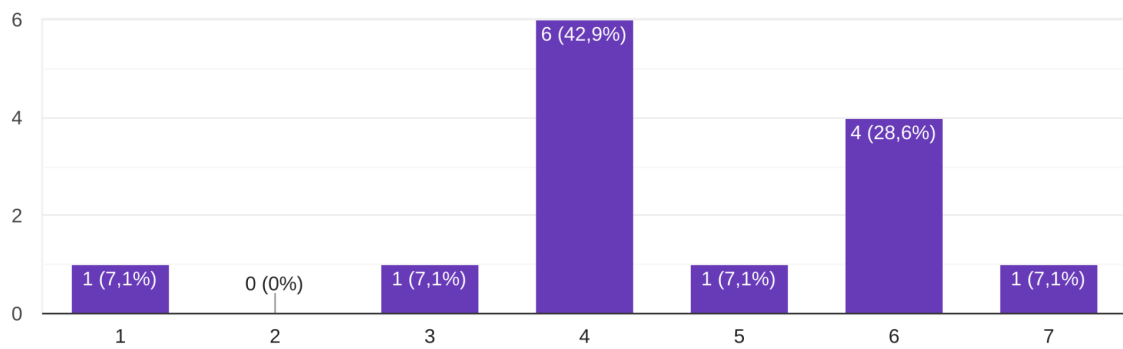
1. When our team communicates, we use nicknames - cuando nuestro equipo comunica utilizamos apodos (surnoms)

14 antwoorden



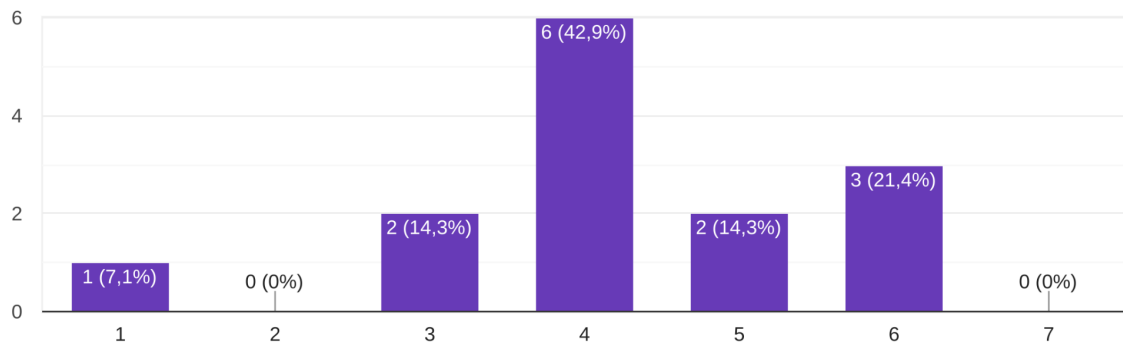
2. When our team communicates, we shout when upset - cuando nuestro equipo comunica gritamos cuando nos enfadamos

14 antwoorden



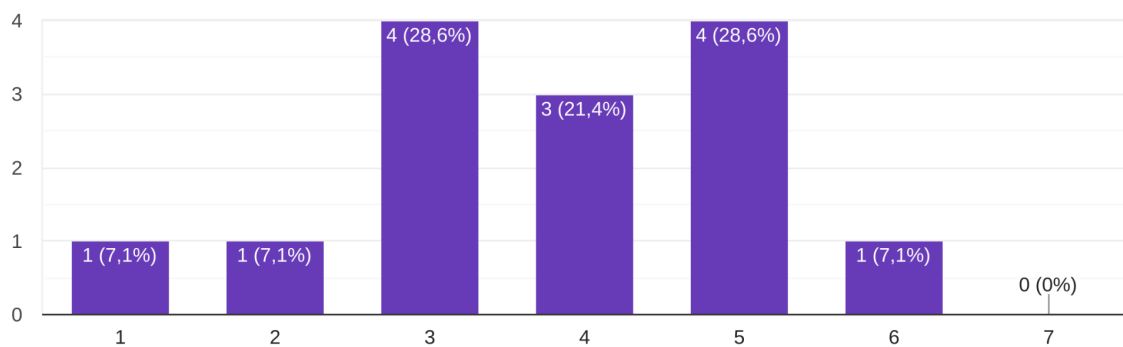
3. When our team communicates, we get all problems out in the open - cuando nuestro equipo comunica salen todos los problemas a la luz

14 antwoorden



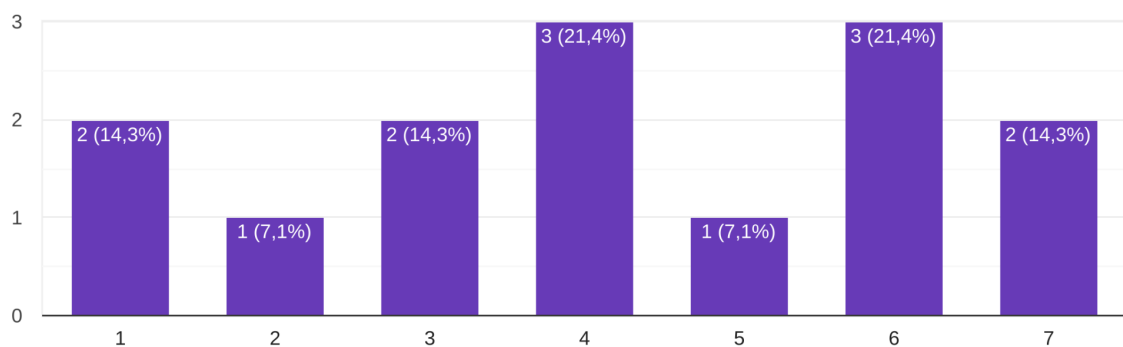
4. When our team communicates, we trust each other- cuando nuestro equipo comunica, hay una confianza mutua

14 antwoorden



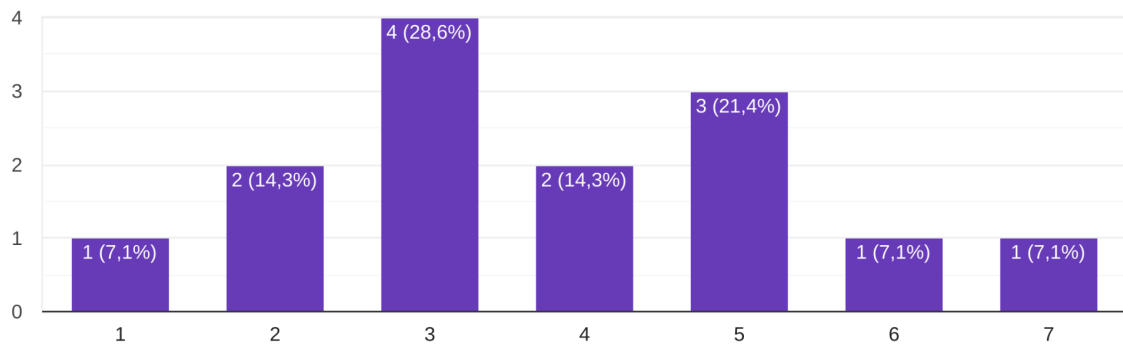
5. When disagreements arise, we try to communicate directly with those [with whom] we have a problem- Cuando surgen desacuerdos, intentamo...ectamente con los con que tenemos un problema

14 antwoorden



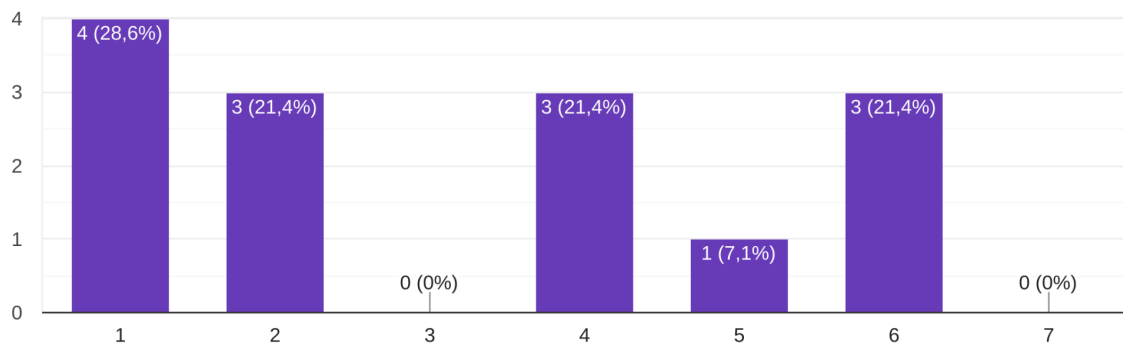
6. When our team communicates, we communicate our feelings honestly- cuando nuestro equipo comunica expresamos nuestros sentimientos con sinceridad

14 antwoorden



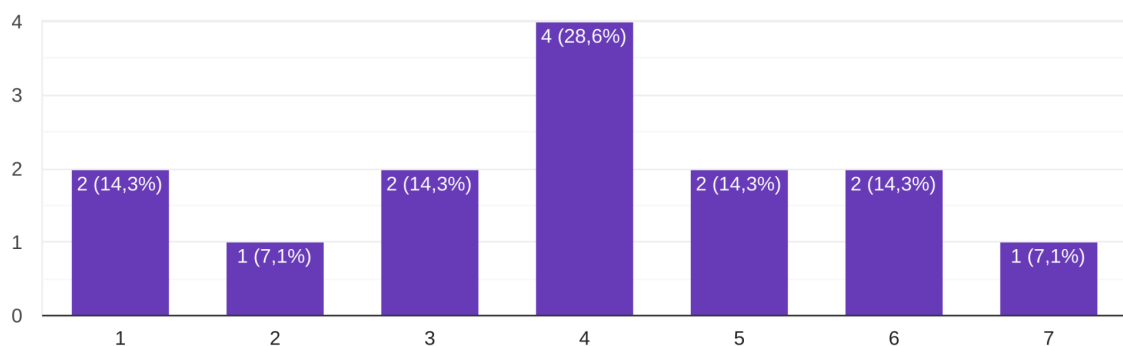
7. When our team communicates, we use slang that only team members would understand- cuando nuestro equipo comunica utilizar una jerga...rgot) que sólo entiendan los miembros del equipo

14 antwoorden

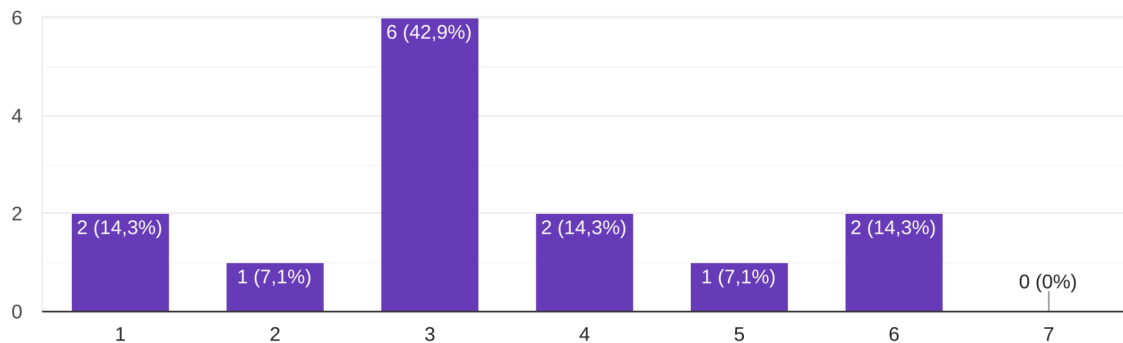


8. When our team communicates, we get in “each other's faces” when we disagree- cuando nuestro equipo comunica nos enfrentamos cuando no estamos de acuerdo

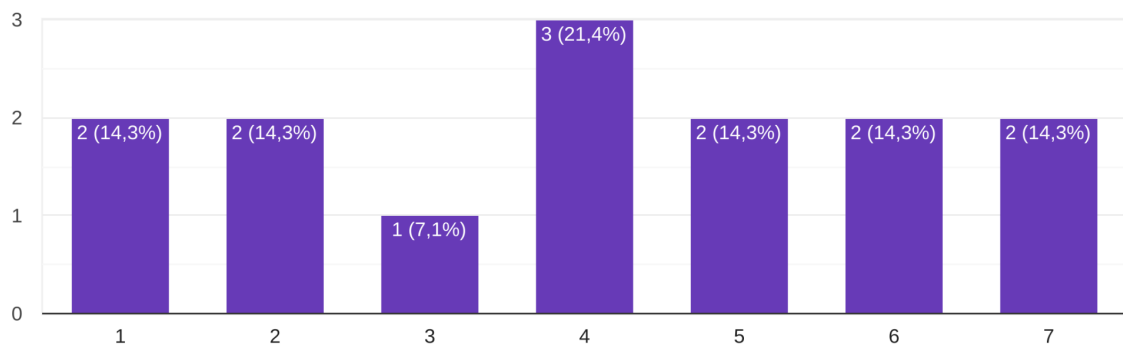
14 antwoorden



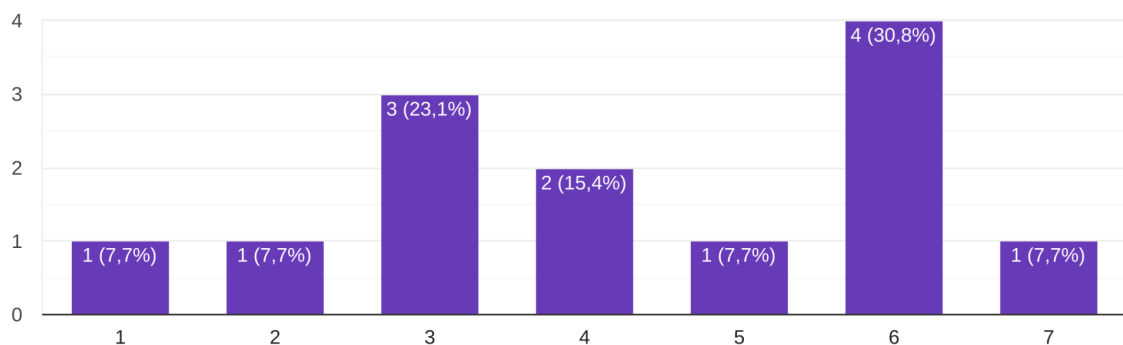
9. When our team communicates, we use gestures that only team members would understand - cuando nuestro equipo comunica utilizamos gestos que sólo entiendan los miembros del equipo
 14 antwoorden



10. When our team communicates, we communicate anger through body language - cuando nuestro equipo comunica, lo hacemos a través del lenguaje corporal
 14 antwoorden

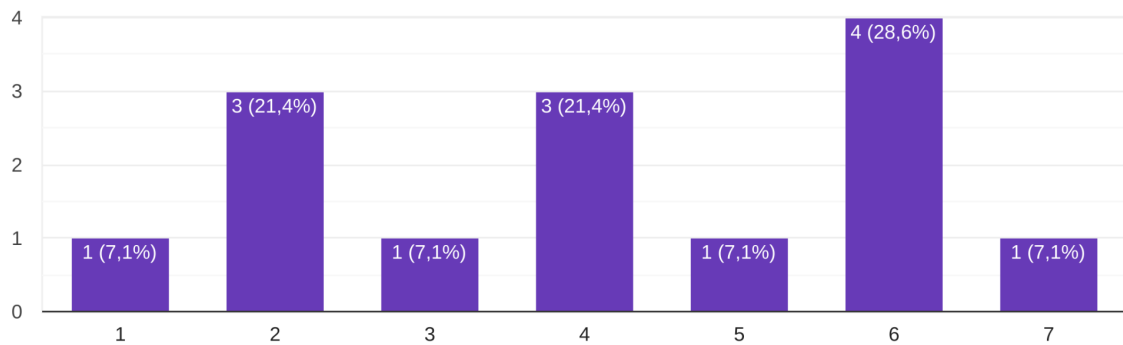


11. When our team communicates, we share thoughts with one another - cuando nuestro equipo comunica compartimos nuestros pensamientos.
 13 antwoorden



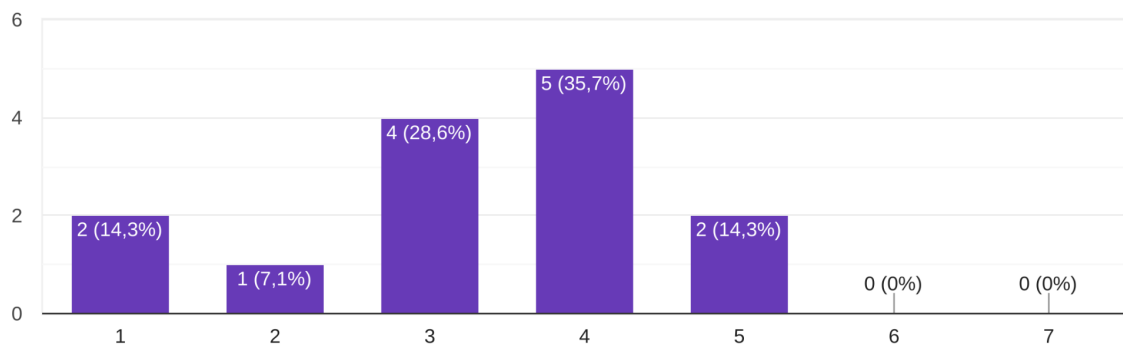
12. When our team communicates, we show that we lose our temper- cuando nuestro equipo comunica se nota que perdemos los nervios

14 antwoorden



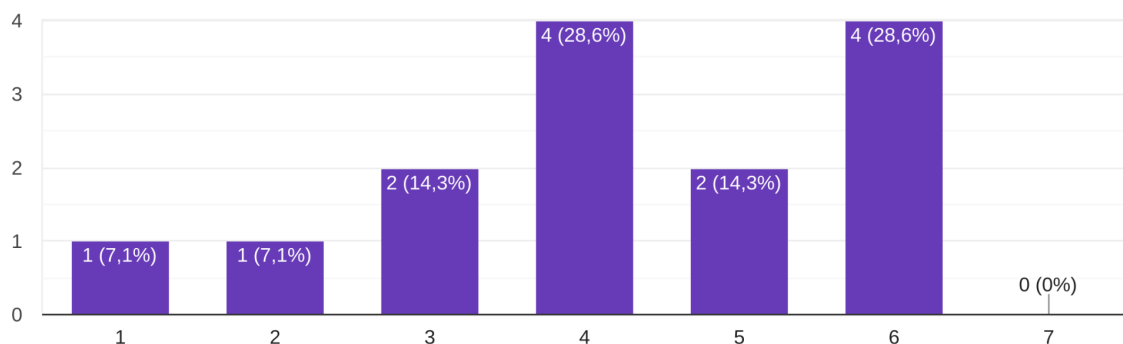
13. When our team communicates, we are willing to discuss our feelings - cuando nuestro equipo comunica estamos dispuestos a hablar de nuestros sentimientos

14 antwoorden



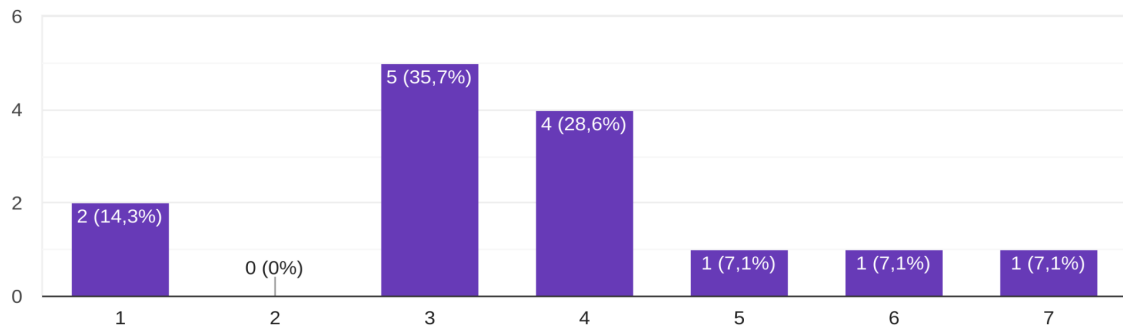
14. When our team communicates, we try to make sure all players are included - cuando nuestro equipo comunica nos aseguramos de que todos los jugadores esten incluidos

14 antwoorden



15. When our team communicates, we compromise with each other when we disagree- cuando nuestro equipo comunica buscamos un compromiso cuando no estamos de acuerdo.

14 antwoorden



What did you think of the workshops that we have done? With the different skills, such as card tricks and juggling balls. Did you interact more with other members of the team? What did you like about the workshops? - Qué piensas sobre las dinámicas que hemos hecho? Por ejemplo con las diferentes habilidades como trucos de cartas y bolas de malabares. Estabas comunicando o hablando más con otras personas del equipo? Qué te has gustado de las dinámicas?

9 antwoorden

I think that the workshops that we did helped a lot, because we could develop a good cohesion with our teammates.

yeah its fun and different. nice thing to do and learn every now and then.

Helpful

I understand little because some was in Spanish not bad

Creo que se podrían hacer mas dinámicas con el equipo y que se haga todos juntos

I understand little because the bottom of the questions are in Spanish

Yes

Yes they were fun and engaging

Lo que gusté es que cuando somos una familia tenemos que tener un vínculo de sangre y aquí pienso que no había antes pero, ahora hay, eso es una buena noticia.

I feel like the workshops were very useful and interesting. I believe it helped us bond as a team more and interact with each other in a healthier manner.

Appendix G

Observations first test dynamics

First dynamic: how to work together?

Dynamic: Forming a team (norms and values)

Tools: white board or post its

Group (8-12 people)

Introduction 5 min

In English

I am going to do the introduction today in Spanish, but I will switch to English with the exercise itself. Magda will help me to translate the spanish to english and the english to spanish for you. Today we are going to do a team exercise. We are going to find out what is important for us as a team and what drives us further. I will ask different questions to all of you, and I expect everyone to work on this, together.

In Spanish:

Voy a hacer la introducción en español, pero voy a cambiar al inglés, durante el ejercicio. Magda me ayudará a traducir el inglés al español. Hoy vamos a hacer un ejercicio del equipo. La meta del ejercicio es encontrar lo que es más importante para nosotros en el equipo y cómo podemos trabajar mejor juntos. Ahora, voy a hablar en inglés. So the idea of the exercise is to find out what is most important for us as a team. We want to know what makes a good team and what is needed in a good team. Let 's start/empecemos. What does a professional football team look like to you? What do they have that makes them a good team? How do they work together? What qualities do they need?

Questions to ask the team;

- Identify the professional team (what does it look like) and which qualities are needed in this ideal team?
- From 1 to 10 how does this ideal team score on the different qualities?
- How do we as a team score on these qualities?
- What is the difference and where do we need to work on?

5 min

- Work in different groups and establish what good qualities and values are for a team.

Groups;

Team A: Rami, Somda and Michaël

Team B: Kouma, Patricio, Saif

Team C: Martin, Emmanuel, Aram

Team D: Fran, Aqil, Anderson

Team E: Denilson, Kafui, Victor

15 min

- Let them discuss the first two questions

20 min

- Throw a ball to the person you want to speak first.
- Let the person with the ball through the ball back to you (workshop giver)
- And so you can have control over who talks and who doesn't.
- Write down the different qualities on the board, with grades 1 to 10 behind it.

15 min

- As a group, let them discuss what they think the ideal team scores on the different qualities.

20 min

- Now let them discuss what they as a team score on the different qualities and discuss the actions that they can take.
- Make an action plan with the team where they can work on
- Every week ask in the group about one of the action points and if someone has worked on them or has seen them this week (this week I asked questions to get a clear idea, instead of jumping to conclusions)

Evaluation Dynamic 1:

What to look for before, during and after the workshop;

Before:

- are the athletes excited to do something different or are they showing divergent behaviour?

- ❖ The athletes were happy to do something different, once outside they were singing and clapping together.

During:

- Who's taking charge? Who is being proactive in the workshop and who is/are more held back in cooperating?
- Is the behaviour that we see during the workshop coherent with the behaviour we see on the football field?

- ❖ Especially Michaël, Aram and Saif were talking, but also Somda was able to talk in front of the group and share his ideas.

After:

- In what groups do they communicate with each other after the workshop, do they go back to their 'normal' groups, or do they stick together with the group from the workshop.

- ❖ A lot of people went back to their own groups again, but it seems like there is more conversation between different groups and people.

Extra observations:

Working in groups of 2-4 people was very good. This way they talked way more and also every person in the group could speak his mind. When we brought the groups together only 2 or 3 people were talking in front of the group. A lot of the players don't like to talk in front of a group. Besides that, working outside helped to keep them focused and pay attention. The questions were fairly easy; what are important qualities in a team? Why are these qualities important? But even with these questions it was needed to explain it a lot of times. It is necessary to use very easy exercises as it is something that most players have never done before.

Second dynamic: Reflecting

Dynamic: Where do we stand now?

- After 6-8 weeks reflect on the first dynamic
- Put the action points and qualities on the board with the same numbers 1 to 10
- Circle the number that the team scored themselves on in the first dynamic
- Now discuss with the group what number they would give themselves
- Let the group discuss and make sure that everyone says that piece why they think the group has shown progress or why it did a step back.
- After this assignment;
 - give the players the task to write down what they want to learn, improve or become better at in this next month, period or year.
 - how are they going to do that
 - what do they need from us (the staff or team) to help them with this
- They have time to prepare the task for next week's dynamic, here players will have to present their personal goals.

Evaluation Dynamic 2:

In this dynamic we reflected back on the scores that we gave our norms and values in the first dynamic. Everyone had the chance to share their thoughts on the different topics that we had listed in the previous dynamic. After they had shared their thoughts they were given a marker to mark on a scale from 1 to 10 what they as a team thought the score would be now. The players could then visually see how they improved or in some cases how they had a fall-back in a score. We then gave the assignment to think of something you would like to improve or learn this next month, year or period. They had to share what they wanted to improve, how they were going to do that, and what they needed from us in front of the class.

Observations:

Noticeably, there were some cases where players didn't want to share their personal goals. Even if they were goals like; I want to improve my language skills. When asked why, the three players that had this issue just answered that they didn't see the point of sharing personal things with other teammates.

Workshops and results prototype I

Players and trainers were asked simple questions after the three dynamics to assess if the workshops had been successful. Questions such as what did you think of the workshops, did they teach you something new, did you feel respected, was everyone included in the workshop. Other questions were; what went well in the dynamic, what could be improved?

Dynamic one: What is feedback and why is it important?

Goal = understanding why we want to learn how to give and receive feedback

- Discuss what feedback to make sure everyone understands it
- Ask the players why they think it is important to give or receive feedback
- Discuss with the group the words that are written down on the board
- Set up ground rules with each other
- *Explain that we will be doing exercises for the next period of weeks. And what the goal is of these workshops.*

In Spanish:

Quiero hablar sobre comunicación y feedback en el equipo. ¿Quién sabe qué es feedback? Es como cuando le dices a alguien lo que podría hacer mejor. Pero también cuando alguien te dice lo que podrías hacer mejor. Porque estamos aquí para mejorar y aprender unos de otros. ¿Estáis de acuerdo? Bueno, cuales son características y habilidades que se necesita en un ambiente de feedback y comunicación? ¿Qué debe hacer la gente cuando quiere dar feedback o su opinión a otras personas?

What do we expect from each other and what is necessary to give and receive feedback;

Results first dynamic English group

- Respect
- knowledge about that what you want to say
- The way you say and bring it
- Understanding the different personalities of the people that you want to give feedback to
- When you give feedback, the timing (during or after the action)
- Sympathise with each other
- being open minded to receive feedback

Results first dynamic Spanish group

What is important when giving or receiving feedback;

- Respect
- honesty
- to listen to one another
- know to whom you're speaking, and adjust depending on that
- The moment when you give feedback
- The way in which you give feedback
- to empathise with each other
- to have a clear idea of what it is you want to say

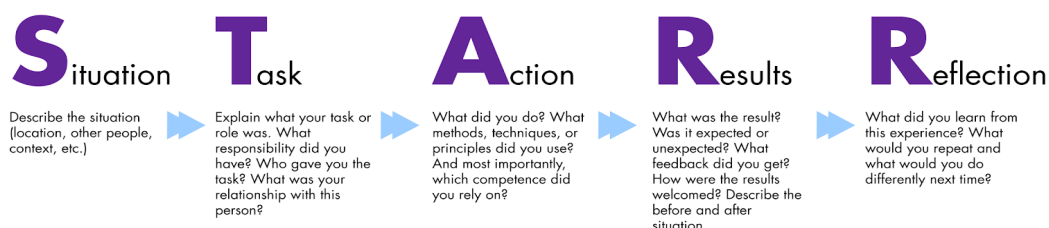
Summarised:

- Having respect for each other
- Being honest with one another
- Having knowledge about that what you want to say
- The moment when you give feedback
- The way in which you give feedback
- Know to whom you're speaking, and adjust depending on that
- Sympathise with each other
- being open minded to receive feedback

Dynamic two: Learning to give (yourself) feedback

Goal = Learn to reflect and give feedback to yourself through the use of a reflection method.

- Explain assignment + goal of the assignment
 - Choose a situation in the house, on the field or in class
 - Use the STARR method to explain the situation
 - Check the players and their progress on the assignment, if necessary ask more questions about the situation to let go deeper into the core of the problem.



In Spanish

- Explicar el ejercicio y el objetivo -> entender lo que se puede hacer mejor.
 - Elegir una situación en la clase, en la casa o en el campo
 - Usar el método de STARR para explicar la situación.

Situación	describir la situación (lugar, otras personas, contexto)
Tarea	explicar cuál era tu función o tarea. ¿Qué responsabilidad tenías? ¿Por qué tenías que hacerlo?
Acción	Qué hiciste?
Resultados	¿Cuál fue el resultado? ¿Fue lo que esperaba? ¿Qué respuesta recibiste?
Reflexión	¿Qué aprendiste? ¿Qué repetirías, qué harías diferente la próxima vez?

Dynamic three: Giving feedback with your partner

Goal: Learn to analyse a situation and see it from different sides

- Choose a video moment or game in football where the person failed to do his task.
- Analyse it with your partner. What did this person do good, what did he do wrong and what could he do better for next time?
- Extra questions: How did the fault or mistake happen in the first place? What do you think this person learned from it?
- Talk with your partner about the situation, do you both see it exactly the same way?
- Do you understand why your partner sees it this way? If not, ask questions so he can explain his view.

In Spanish

Dinámica tres -> Dar feedback con tu compañero

Objetivo: *aprender a analizar una situación y verla desde dos lados o dos puntos de vista*

- Elegir un momento en un juego de un futbolista en youtube donde la persona se equivoca en su tarea en el campo
- Analizar con tu compañero; qué hizo esta persona bien, qué hizo mal o que falta y qué podría hacer diferente la próxima vez?
- Escribir en un papel tus respuestas y hablar con tu compañero sobre la situación. Tenéis ambos el mismo punto de vista?
- Entendéis por qué tu compañero lo ve diferente?

Received feedback on prototype I by trainers, psychologists and Ivan:

- A high engagement of players. They were contributing a lot to the workshops;
- The workshops were stimulating discussions between players to share ideas;
- Not every player was comfortable speaking about giving or receiving feedback;
- Some players had trouble understanding the assignment, especially when it was outside of the football context;
- When giving a workshop with the whole team, there is always one half that is not listening, depending on what language you're explaining the workshop in first;
- Try to have a clear goal in mind when giving certain workshops, what do you want to achieve;
- Try to implement more fun games to stimulate their players mentality and to be less dependent on languages and ask feedback after every dynamic.

Received feedback on prototype I by players:

- It's easy to do, everyone can follow and answer some questions on the board;
- I think that everyone can share their ideas, but for some players it's more difficult;
- It was good that the explanation was both in English and Spanish;
- These workshops I don't give that much priority, I rather work on my assignments or do something more fun;
- Sometimes the workshops feel like something that comes in between the classes and isn't per se that important;
- There was not always enough time to get the assignments done;
- I don't want to do boring assignments on paper. I want to be more active;
- I didn't always feel like I could share my thoughts with the group because I feel like they don't understand me.

Workshops and results prototype II

After every workshop players were asked questions that support the design principles, such as; did you feel respected, could you share your ideas, were you able to do the tasks even when they got more difficult?

Dynamic one: developing mindsets

Intro: (5')

- ❖ Talk about different mindsets (Growth and fixed mindset)
- ❖ Ask how players experience the different mindsets
- ❖ Set up different tasks and assignments in the classroom (or outside if the weather is good)
 - Juggling with tennis balls (or other objects)
 - Trying to do a card trick
- ❖ Show the players the different skills and put them in groups of 3-4 together.

The game: (30')

- ❖ The players get 15 minutes to try one skill. They can use youtube or help each other. After 10 minutes you can give them tips, such as 'have you searched for a tutorial?' or give them tips like; 'if it is difficult with three balls, what could you do to make it easier?'
- ❖ Ask questions while the players are doing these exercises
 - Do you feel like you can learn this or become better at it?
 - Why do you think you can learn this?
 - What do you need to learn a new skill?
- ❖ Listen carefully what the players say when they are starting with these tasks;
 - Growth mindset -> I can do this, I am improving, I can learn this, how can I start with this? What steps can I do to make it easier?
 - Fixed mindset -> This is impossible, I can't do this, my hands are too small, this is too difficult, etc.
- ❖ They should try every skill for 10 minutes at least

Outro: (5')

- ❖ After they are done, ask the group what they noticed when seeing the skill, trying it for the first time and how they were doing it in the end.
 - What helped and worked for you?
 - What did you notice, were you confident that you could do it or not?

Dynamic two: the word game

In this dynamic players have to form words with their team. We make two teams of 6 to 8 players. Every player gets a letter on his shirt, the team has to communicate and put each other in the right order to spell the word. Starting with easy words and gradually building the difficulty. Also, teams can be changed to let other people work together or make it more difficult for some. Afterwards players are asked to reflect back on the game and share their thoughts and Ideas. What worked for your team? Who took charge? What didn't work, and why? What helped to function better?

Intro: (5')

- ❖ Two teams of 6 to 8 players have to compete against each other. Every player has a letter on his shirt. As a team they have to form a word that is given to them.
- ❖ Both teams receive the same word at the same time. Then the teams have to try and put themselves in the right order as fast as possible to spell the word.

What to look during the game:

- How are players interacting with each other during the exercise?
- Are they having difficulty communicating or understanding each other?
- Are they continuing to form the word or do they want to stop immediately?
- When is a team showing progress, and why?

Assignment (30')

- ❖ The game can start with relatively easy words (shorter or more known) in English or in Spanish.
- ❖ Depending on how fast the teams learn, the words can get more difficult (longer and less known).
- ❖ Or teams can be switched to make other players work together.

Outro: (10')

- ❖ Ask the players what worked for them, who took charge in the group, and the difference between working together on the first word and working together on the last one, and why?

Dynamic three: the 'yes' game

Intro: (10')

- ❖ Explain the purpose of the game and what the goal is;
 - Communicating with body language and minimum words
 - Staying focussed with a lot of distractions

This dynamic is a high-energy communication game. In this game players have to stand in a circle. The person whose turn it is has to make eye contact with a teammate across the circle and ask, "yes?" the teammate has to respond with yes and they have to switch places. Players have to stay focussed while more and more distractions make it difficult to perform the game.

The game: (30')

Players have to stand in a circle. Depending on the size of the group, there can be two teams of 8 players. To start, the groups can be combined. This is recommended when starting with the assignment and explaining it. One of the players gets the turn and has to make eye contact with a teammate and ask 'yes?' to which the teammate responds, "yes." The teammates can now switch places. As the game goes on, players can start more chains so that more than one person moves or speaks at once. This will make the game more difficult and harder for the players to concentrate and respond. The game teaches players to multitask and remain focussed in a chaotic environment.

Outro: (10')

Ask players what they thought of the game. How did it go? What was easy? What was difficult, and why? Try to let different players speak and respond to each other when possible.

Received feedback on prototype II by trainers Saudi-Arabia, psychologists, and Ivan:

- Workshops vary a lot how they are received and given from person to person. I can give the exact same workshop as you but it could still be totally different, so make sure that you describe the prototype completely on paper;
- Maybe try to give more insight into the design principles and results of the workshops in the feedback that you receive. Make sure that every workshop has a goal and that the goal can be assessed through questions;
- "Controlling the difficulty" when it comes about teaching the players a new skill. Try to let every player have a feeling of success when performing tasks;
- I am impressed by the level of Spanish and how you are able to switch between both English and Spanish in your workshops;
- The players show more enthusiasm when participating in the workshops and they like that most activities are active and outside the class.

Feedback on prototype II by players:

- It was a lot of fun and I could share my learned skills with the other players;
- Little by little I was improving on the skills;
- I really like it, it's so good. I was working with different players from the team. I was trying to juggle balls with Somda and I think this is really good for our communication;
- I could help some of my teammates with the card tricks and I could share my own ideas with them, it was fun;
- I tried to learn different skills with team mates that I don't interact with that much;
- Everytime I made a mistake it helped me to do it better the next time;
- I understood the assignment easily;
- It was very funny to do, I liked that we started with easy words that we had to form and later tried harder ones;
- I was the leader during the exercise and I really liked that I was able to do that because I normally don't have that role in the group;

Workshops and results prototype III

DAY 1 - THE WARMING-UP

Monday 21-03-2022:

The warming-up

- ❖ Getting to know each other (15')
 - Where you are from, how old are you, what do you do, etc.
- ❖ Three wishes: If you had three wishes, what would you wish for? (10')
- ❖ Discuss the wishes with the group and ask why players chose for these wishes (15')
- ❖ Formulate at least two out of three wishes into SMART goals -> how are you going to work towards your goals? (15')
 - Specific: Well defined, clear, and unambiguous
 - Measurable: With specific criteria that measure your progress toward the accomplishment of the goal
 - Achievable : Attainable and not impossible to achieve
 - Realistic: Within reach, realistic, and relevant to your life
 - Timely: With a clear timeline, including a starting date and a target date

Questions could be:

1. Who is involved in this goal?
 2. What do I want to accomplish?
 3. Where is this goal to be achieved?
 4. When do I want to achieve this goal?
 5. Why do I want to achieve this goal?
- ❖ Discuss the SMART formulated goals and asses if these goals are ego oriented or goal oriented (20')

DAY 2 - HOW TO PREPARE FOR THE GAME AND STAY IN "THE ZONE"

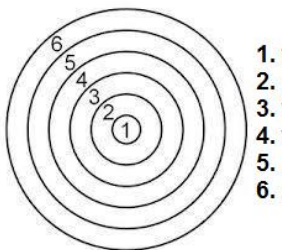
Tuesday 22-03-2022: *The first half*

Topic:

- Focus in sports -> Attention circles
- ❖ Question at the beginning of the workshop: What is a strong mental player -> A player who is the fastest and best in refocusing. (5')
- ❖ When are you focussed and what does it mean?

The circles of attention (10')

The main goal is to be in circle 1 with your attention/focus.



1. **Task** -> (observing, *deciding*, *performing*)
2. **Direct distraction** -> (out of your task, weather, materials, referee)
3. **Comparing the situation with what you would like to see** -> (Last time it went way better, why is it not going like this now, thoughts about how it should be in your eyes)
4. **Winning/Losing** -> Being occupied with the result of the game, but not with the execution of it.
5. **Consequences of winning and losing** -> Thinking about the consequences of winning and losing
6. **What am I doing here?** (totally distracted, feeling that you shouldn't be here)

Awareness of your attention -> in what circle are you?

- When do you enter circle 2, 3, 4, 5, 6. In what situation does that happen for you?
- How can you get yourself in circle 1?
- Getting insight into your own distractions

What circle are you in? (20')

- ❖ Work in pairs and discuss what circle you enter and when this happens (10')
- ❖ Discuss with the whole group what examples players thought of (5')
- ❖ Ask what they use to get back into their "zone" or to circle number 1. (5')
 - Self talk
 - visualisation
 - relaxation
 - what if scenarios
 - Keywords & routines
- ❖ Add other tools if not everything has been mentioned

Routines and keywords (20')

Explain the following: (5')

To get back into your task you could do a couple of things;

- Routine -> doing the same thing again and again, to give calmness and confidence to your situation.
- Keyword -> short word to get your attention back to circle one (a 1 written on your hand, a elastic band around your wrist, or a word
 - motivational -> power, energy, come on, focus!
 - instructional -> relax your arm, bend through your knees, put tension on the core

What if-scenarios;

- If I don't play well. Plan:
- If the referee doesn't whistle, good. Plan:
- If my opponent is playing unfairly. Plan:
 - Think about what could go wrong
 - Think about how you can prevent this
 - Think about what you could do to recover if this scenario happens.
 - In the repair phase the player could use;
 - Breathing exercises
 - keywords

What if ... ?

- Define -

1.
2.
3.
4.
5.
6.
7.
8.

- Prevent -

1.
2.
3.
4.
5.
6.
7.
8.

- Repair -

1.
2.
3.
4.
5.
6.
7.
8.

- ❖ Work in the same pairs again and discuss how you could use these tools to maintain your focus. (10')
- ❖ Discuss with the group what solutions/tools players used to get back to circle 1 (5')

Day 3 - How to relax

Wednesday 23-03-2022

Mindfulness

Topic:

- relaxation
- visualisation
- stress control (how to deal with a stressful situation)

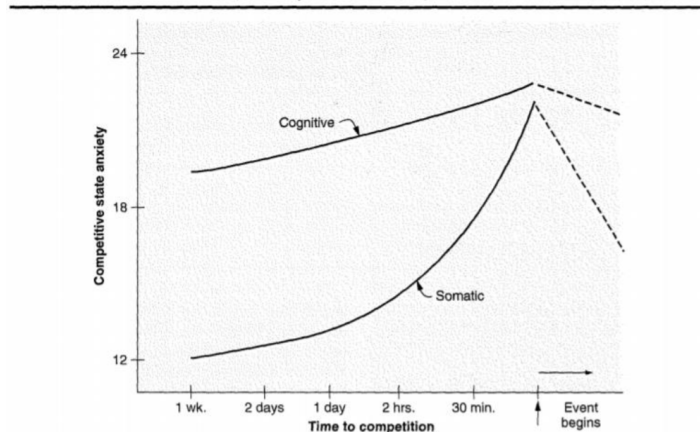
Intro (5')

- ❖ Question at the beginning of the workshop: What is stress? Why do we have it? Is it good, bad or both?

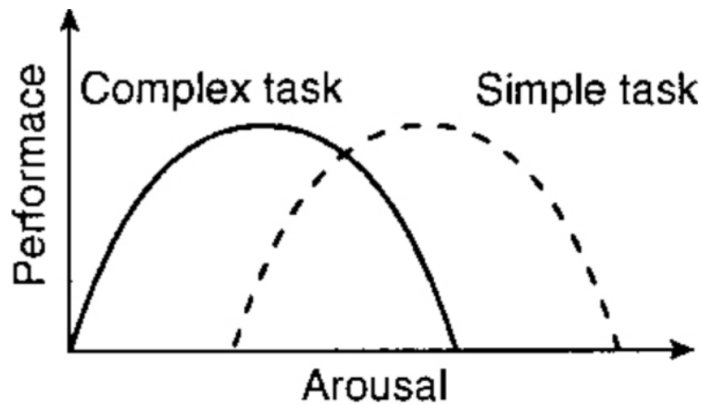
Explanation of how stress works (10')

- Stress in the body (somatic stress)
- Stress in the mind (cognitive stress)
 - The downside of this type of stress is that it can take a long time before going down again. Most of the time the stress is for something in the future or is about something we have done but are not happy about.

FIGURE 7.3 | Changes in competitive state anxiety prior to competition (decline in cognitive anxiety fluctuates with probability of success/failure).

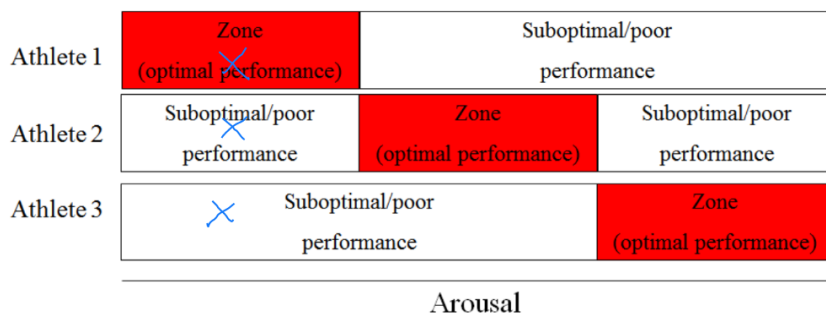


Jones et al. 1990



❖ How to release stress?

- Every person has their own level of arousal/stress with which they perform well.



Exercise (15')

- ❖ In pairs: work in groups of two and interview each other. Ask questions to the other person how he copes with pressure in different situations. Try to figure out when he is performing the best. Without directly asking them this question. Every person gets 7' minutes to talk about it and ask questions.
 - When do you feel pressure?
 - Where does it come from?
 - How do you deal/cope with it?
 - What helps you to cope with it?
 - Do you need anything from someone around you?
 - Do you perform better when there is a lot of pressure on you? Or do you perform better when there is no pressure?

Sharing (15')

- ❖ Discuss with the group and let the other person tell something about the person that he interviewed. When does this person perform well? Make sure that everyone is okay with sharing this. And ask after the given explanation if this is correct in the eyes of the actual person

After the break

So what can we do about Stress? (10')

- ❖ Mindfulness -> what is it? (being mindful about your thinking process and what is happening around you)
- ❖ Techniques that can help;
 - Visualisation
 - Self talk
 - Meditation
 - Breathing techniques

Activity (20')

- ❖ Let the players choose one of the options above. They have to find out why this specific tool works the best for them. (10')
 - How does this technique work?
 - What can you do with it?
 - When can you use it?
- ❖ Let every group present in front of the class their chosen tool. Why is yours the best for you? Why is it effective and what can you learn from it?
 - Option to film the presentations as well.
 - These can be used for next week to let the players reflect on their presentation and improve how

Outro (5')

- ❖ **Homework for today:** Try to do some meditation today. It doesn't matter how, you can listen to a meditation playlist on Spotify, do a guided meditation, or just try and sit still for a few minutes. Write down what you feel before, during, and after.

Day 4 - Spanish introduction

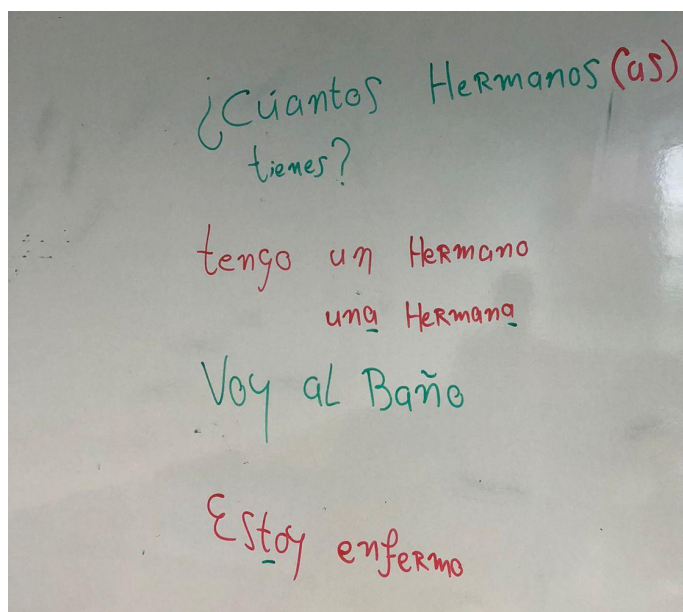
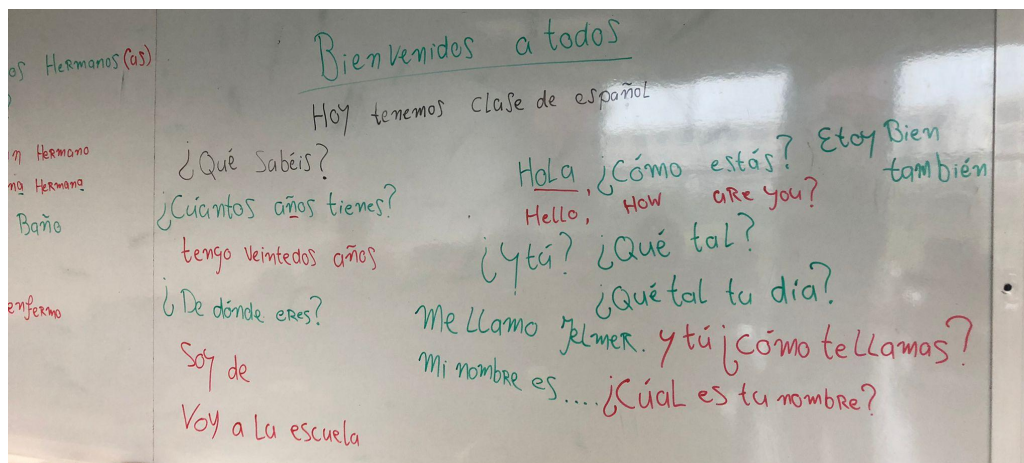
Thursday 24-03-2022

Intro (5')

- ❖ Ask the question: what did we talk about yesterday?
- ❖ Recap of the exercises of the past days

Spanish (120')

- ❖ Start with Spanish
 - ¿Cómo estás? *Bien, ¿Y tú?*
 - ¿Cómo te llamas? ¿Cuál es tu nombre? *Me llamo Jelmer*
 - ¿De dónde eres? *Soy de Holanda*
 - ¿Cuántos hermanos o hermanas tienes? *Tengo tres hermanos mayores*
 - ¿Cuántos años tienes? *Tengo veintidós años*



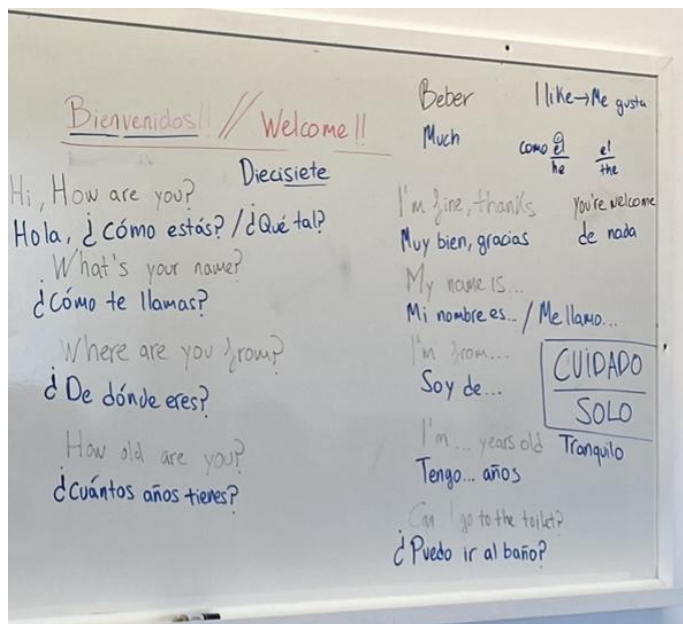
Day 5 - Applied Spanish

Friday, 25-03-2022

Spanish (120')

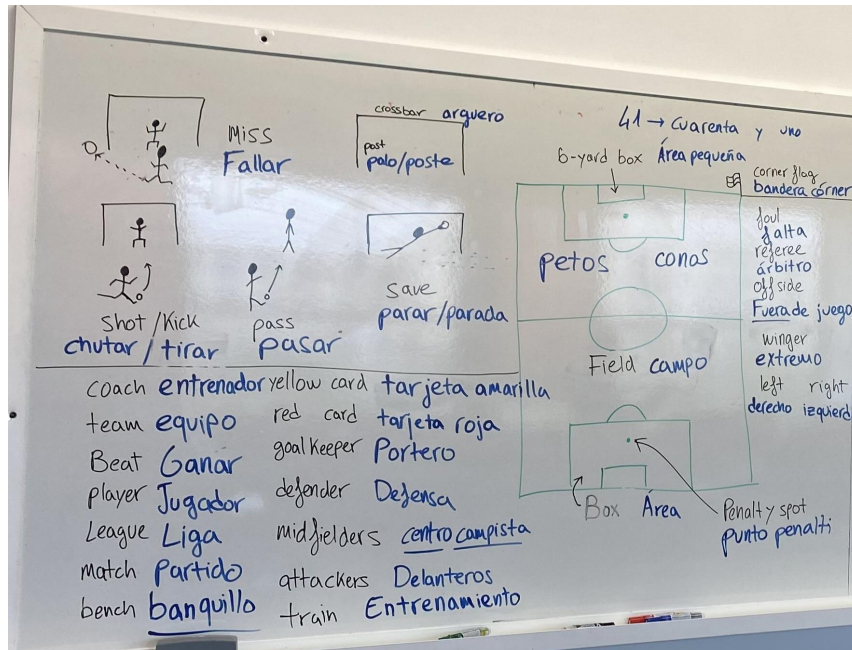
❖ Spanish revision

We'll do a revision of what they've learnt on Thursday and we'll try to make it into a presentation.



❖ Spanish applied to football

I'm going to show them the translation of the most important vocabulary in football. Then they will do a little description of themselves related to that vocabulary.



❖ Spanish presentation

We will try to mix both activities in order to make a presentation and record it.

Day 6 - Applied Spanish and presentation

Monday, 28-03-2022

Intro (5')

- ❖ How was the weekend? What have you seen and done?
 - ¿Cómo fue el fin de semana? ¿Qué hicisteis?

Start (30')

- ❖ Recap of last week's exercises (attention circles, stress control, and coping mechanism)
 - What did we learn?
- ❖ Spanish recap; what do we remember from last week?
 - Un hermano y una hermana
 - La mesa y el ordenador
- ❖ Presenting yourself in Spanish.
 - Cómo te llamas?
 - De dónde eres?
 - ¿Cuántos años tienes?
 - Qué te gusta?

Learning to present in front of a group (15')

- ❖ How to present, how to use your hands, and make eye contact?
- ❖ How to present correctly about a difficult topic?
 - Do you think it's fair that women get paid less than men?

Presenting about difficult topics (10')

- ❖ Presenting opinions and trying to present while engaging with the group.
 - Discuss with the group the good things about a presentation and what the person could do differently
 - Ask the group what they thought was the most appealing to them and what helped to engage them more in the presentation.

Ending activity (20')

- ❖ write about your perfect week at TNGS what it looks like, what should it contain?
 - How to integrate Spanish classes in the week?
 - When do you have free time/days?
 - How do you want to integrate workshops about mentality in your week?
 - When do you want to train, eat, sleep, and go to the other club?



Monday

- morning training
- mental class (after training)
- Lunch
- Club training
- Dinner
- Sleep time

Tuesday

- morning training
- Spanish class
- Lunch
- Gym training
- Physio therapy
- Dinner
- Sleepy time

Wednesday

- morning training
- mental class
- Lunch
- club training
- Dinner
- Sleepy time

Thursday

- morning training
- Spanish class
- Lunch
- Gym training
- Physio therapy
- Dinner
- Sleepy time

Friday

- morning training
- Spanish class
- Lunch
- club training
- Dinner
- Sleepy time

mental class:

- Game mentality
 - Developing your mindset
 - Emotional control
- Task focus

Drive and confidence
Positive communication

Ta-ye and Yusef

Day 7 - Developing mindsets & Spanish

Tuesday, 29-03-2022

Intro (5')

- ❖ Recap of Spanish
 - Qué tal?
 - Cómo te llamas?
 - ¿Cuántos años tienes?
 - De dónde eres?

Start (30')

- ❖ What is a growth mindset? What is a fixed mindset? How do you recognise it? Do you have one or the other or a combination of both?
- ❖ Set up different tasks and assignments in the classroom (or outside if the weather is good)
 - Juggling with tennis balls (or other objects)
 - Trying to do a card trick
 - Do a kong (jump) over something (only to do outside)
- ❖ Show the players the different skills and tell them that they get 10 min per skill to learn it. The first 5 min they can't ask questions to the teacher. They just have to try. They can ask questions to each other. After the 5 min you can give them tips, such as 'have you searched for a tutorial?' or give them tips like; 'if it is difficult with three balls, what could you do to make it easier?'
- ❖ Ask questions while the players are doing these exercises
 - Do you feel like you can learn this or become better at it?
 - Why do you think you can learn this?
 - What do you need to learn a new skill?
- ❖ Listen carefully what the players say when they are starting with these tasks;
 - Growth mindset -> I can do this, I am improving, I can learn this, how can I start with this? What steps can I do to make it easier?
 - Fixed mindset -> This is impossible, I can't do this, my hands are too small, this is too difficult, etc.
- ❖ They should try every skill for 10 min at least
- ❖ After they are done, ask the group what they noticed when seeing the skill, trying it for the first time and how they were doing it in the end.
 - What helped and worked for you?
 - What did you notice, were you confident that you could do it or not?

Day 8 - Looking back

Wednesday, 30-03-2022

Intro: (5')

- ❖ Today we are going to make a presentation about what you have learned. You don't have to put everything in it that we have done. But you can talk about what was most interesting for you and how you are going to use it in the future.
- ❖ You have to introduce yourself in Spanish;
 - Cómo te llamas?
 - ¿Cuántos años tienes?
 - De dónde eres?
 - ¿Cuántos hermanos/as tienes?

Assignment: (25')

- ❖ Work individually on the presentation
 - Ask questions if needed

Presentations: (30')

- ❖ Every player can present for about 5 to 7 minutes.
- ❖ Additional questions can be asked such as;
 - What did you like the most?
 - Was there something extra interesting for you?
 - How did you feel about your ability to learn... (Spanish, juggling, parkour, presenting, coping with stress, etc.)

After the break

Presentation TPT APEX: (30')

- ❖ Maria talks about TPT apex and explains the ins and outs.
- ❖ Jelmer presents the platform and talks about what it looks like and how to use it

Question time: (30')

- ❖ Players have the chance to ask questions about the platform to other players of TNGS that have already finished it or used it to go into college.

Results from feedback questionnaire

Questions for the players after the workshops

With Google Forms a questionnaire had been made in English and Spanish so the same questionnaire could be used for the original players of TNGS as well. The players can answer the questions on a scale from one to five, with one being "I totally disagree" and five being "I totally agree". These questions are based on the design principles and give an indication to what degree the principles were implemented and received by the players;

- ❖ I felt respected during the workshops (stimulate respect and trust)
- ❖ I could express my ideas and thoughts with the group (share ideas and visions-principle)
- ❖ I could carry out all the assignments (working in small steps)
- ❖ I could learn from mistakes to improve myself or a skill (Using mistakes as opportunities to learn/focused on progress not result - stimulating growth mindset)
- ❖ I felt successful while doing tasks and assignments in the workshops (stimulating growth mindset)
- ❖ The workshops were too difficult (stimulating growth mindset)
- ❖ I want to say or share something else (optional)

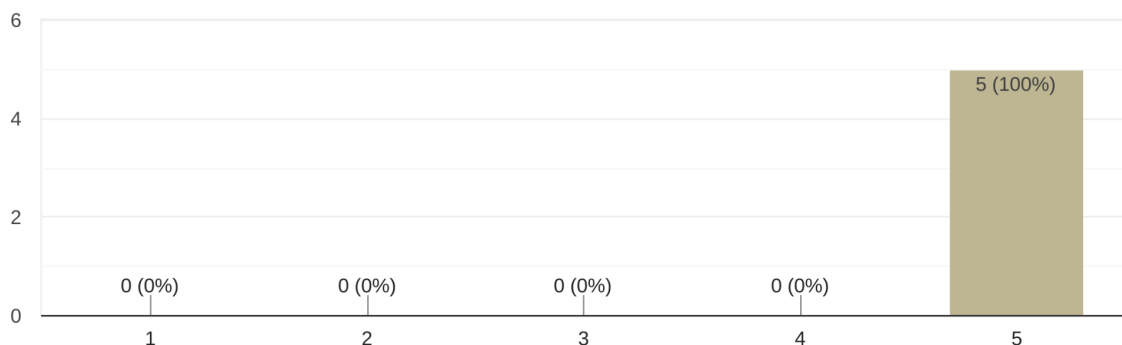
I felt respected during the workshops *



1= I totally disagree, 5= I totally agree

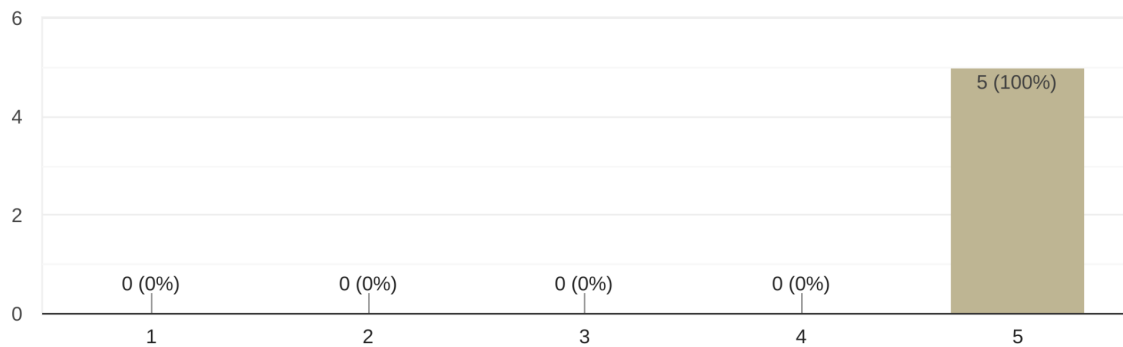
I felt respected during the workshops

5 antwoorden



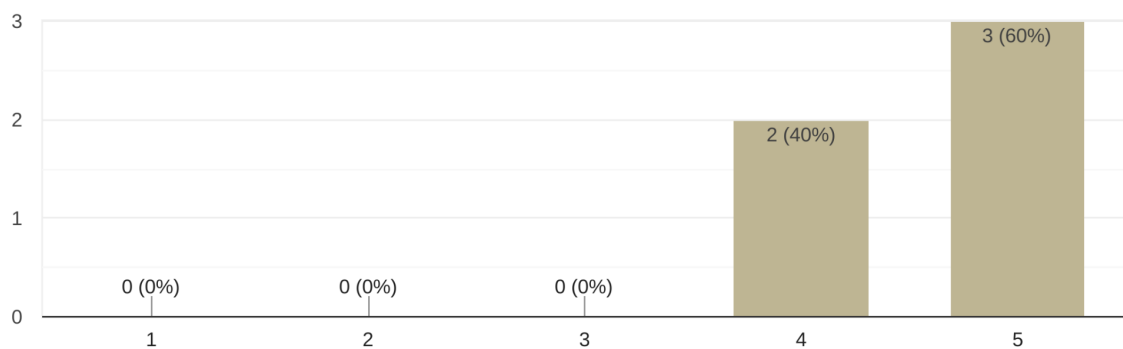
I could express my ideas and thoughts with the group

5 antwoorden



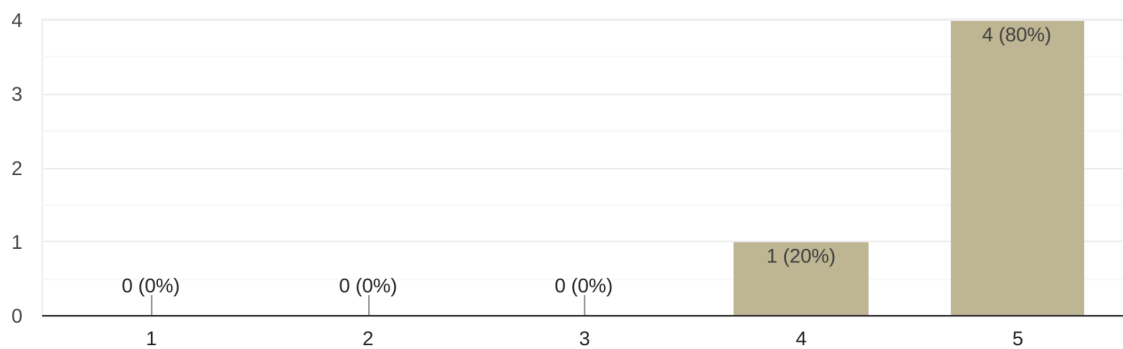
I could carry out all the assignments

5 antwoorden



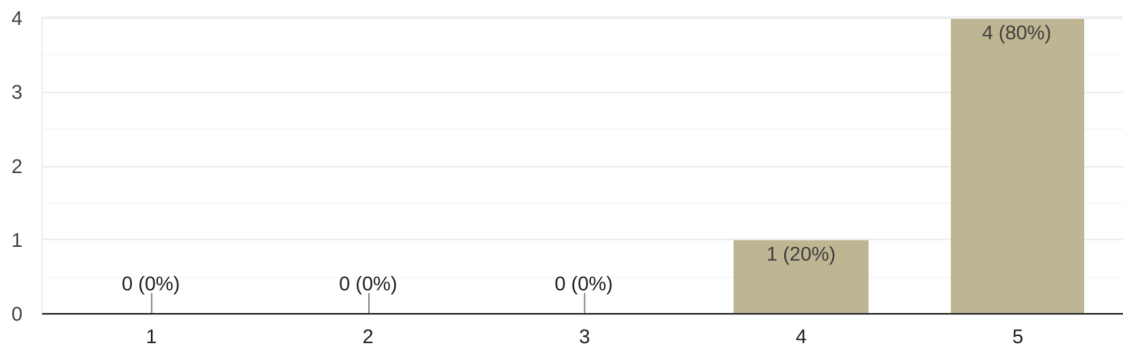
I could learn from mistakes to improve myself or a skill

5 antwoorden



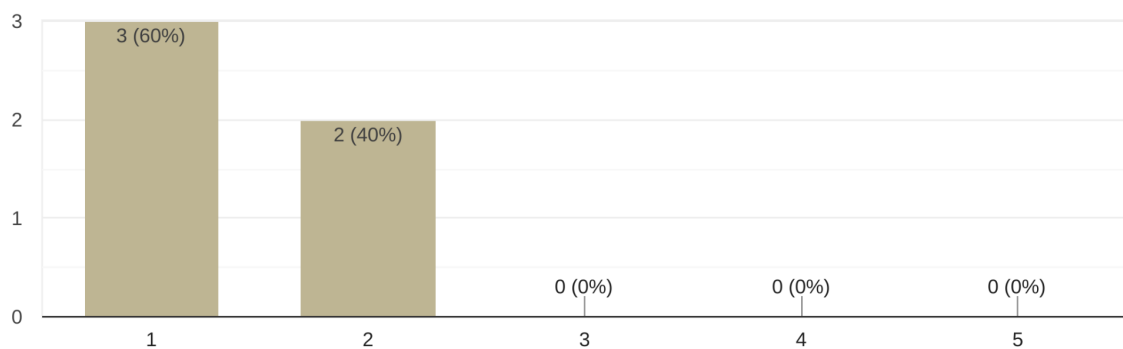
I felt successful while doing tasks and assignments in the workshops

5 antwoorden



The workshops were too difficult

5 antwoorden



I want to say or share something else (optional)

3 antwoorden

really enjoyed it thanks for everything

I just want to say thank you for all the coaches working in the workshop .

The classes was so good I learned a lot of things .

Thank you again ❤️.

Thank you for the experince and teaching us. You mental have made me a better football mentally and which ended up helping me on the pitch. Also you tought me what athlete I am and how to stay in the zone if I'm that type of althete. I'm very grateful for this experince. I already had a lot of success, and I can see myself getting more confident. Also I'm really starting to understand football is played with at least 80-90% of the mind. I would just like to appreciate you for helping me with my game with the mental part of the game.

Handbook for workshops

Dynamics for TNGS players

*Guide for trainers and staff to work on team communication and bringing
a team together*



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Function at TNGS: mental coach and researcher

Supervisor: Ivan Salazar

Preface

This guide is created based on tested workshops and dynamics with The Next Generation Sports football team. The guide is designed for trainers, coaches, and staff that want to work on building a strong team that can communicate and grow together. Within this document there are practical dynamics that take approximately one hour to complete with exceptions of dynamics that take 2 hours to complete. These two hour lasting dynamics can be split in two parts and can be given on different days. The dynamics are put in the correct order of carrying them out, but it is possible to switch around some of the dynamics depending on the situation within the team.

The guide focuses mainly on stimulating communication, trust, and team building. This is done through assignments and games where players have to share their ideas and thoughts. Within these games and assignments giving each other feedback is encouraged, mostly automatically due to the nature of the dynamic. The goal of the dynamics is that players get a better understanding of who they are as a person and a player, how they can cope with stress, and how they can help each other become better players.

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Forming a team

Dynamic for football players of The Next Generation Sports

Overview and goal

The dynamic can be done as one of the first dynamics of the year. The goal of this dynamic is to let players think about what they think is important when working together as a team. What kind of values and norms are important? In this exercise players have to describe the perfect team. Different questions will be asked to help the players in the process.

Goals of the dynamic

1. Forming a team through discussing ideas.
2. To discuss shared values.
3. Making an action plan to work on as a team.

Needed materials

1. Two different markers for the board.
2. Post-its with pens (optional).
3. Tennis ball.
4. White board to write the answers of the players on.

Method

The dynamic is based on the different stages of Tuckman. The first stage is the forming stage, where players come together and have to figure out how to work together. In this phase it is important that the team creates shared values on which they can build. From these values different rules, such as how we want to behave ourselves and how we interact with each other, are formed.

Activity: the dynamic

This dynamic is perfect to do outside when the weather is good. The players will be told that they will have to think about what kind of qualities and values are important for a successful team and how high this team scores on a scale from 1 to 10. They are put in groups of three to four players and are given post-its or they can use phones to write down their answers. After the groups are done, they have to gather around the white board. The coordinator of the workshop can throw a tennis ball to the person that can share the ideas of their group. This way the discussion will be structured and controlled. The coordinator writes down the different qualities and values of the groups with the scale 1 to 10 behind it.

The players are then asked to give a number between 1 and 10 to indicate how high a successful team scores on the different qualities and values.

After this, the group is asked what they think they will score on the different bullets that are written down. This number is marked with another colour to show the difference between where the team wants to go and where they are now. From here, the team is asked how they want to improve the score (how they want to go from a 4 to a 6 for example). This will be written down on the board as well. Try to make the bullet points as concrete as possible, in order for players to work on them.

****Examples of norms and qualities are;****

- *Being honest with each other*
- *Communicating clearly*
- *Listen to each other*
- *Be professional in the way you act*
- *Emotional intelligence*

Forming a team - the follow up

Dynamic for football players of The Next Generation Sports

Overview and goal

The dynamic is the follow up on the previous dynamic 'forming a team'. This dynamic can be done every 6 to 8 weeks. Players are asked to score themselves again on the different qualities and values that they put on the board the first time. They have to discuss with the group if they think they improved a certain point or that they stayed the same. After this players have to write down goals that they want to work on. The goal of this dynamic is to let players reflect on their goals and discuss how they can reach their goals.

Goals of the dynamic

1. Forming a team through discussing ideas.
2. Reflect on goals and progress.
3. Making an action plan to work on as an individual.

Needed materials

1. Two different markers for the board.
2. Tennis ball.
3. White board to write the answers of the players on.

Method

The dynamic is based on the different stages of Tuckman. The first stage is the forming stage, where players come together and have to figure out how to work together. In this phase it is important that the team creates shared values on which they can build. From these values different rules, such as how we want to behave ourselves and how we interact with each other, are formed. The following stage is the storming phase, where players have positive conflicts and discussions about who they want to be as a team.

Activity: the dynamic

After 6 to 8 weeks the team has to reflect on the values and qualities that they chose together in the previous dynamic. The action point, qualities and values are put on the board with the numbers 1 to 10. The coordinator of the workshop circles the number that the team scored themselves on in the first dynamic. The team has to discuss where they stand now and what they score on the different points. Guide the discussing by using the tennis ball, players can pass each other the ball in order to talk. Make sure that also players that maybe don't say that much are given a chance to talk.

After this assignment, give the players the task to write down what they want to learn,

improve or become better at in the next month, period or year. Ask them how they are going to do this and what they need from the team or from the staff to help them get there. Let players present their goals and share their goals with the team. The presentation can be done on another day as well, if there is not enough time to do it within this dynamic.

This dynamic can be repeated throughout the year. To let players reflect and work together on their goals.

Goal setting

Dynamic for football players of The Next Generation Sports

Overview and goal

The dynamic is focused on making players realise what they are working towards and letting them think about how to reach these goals by using the SMART methodology. This dynamic can be done with groups of 4 to 6 players.

Goals of the dynamic

1. Letting players share their dreams.
2. Giving players insight in how to turn dreams into an action plan.
3. Learning to trust each other by sharing personal things.

Needed materials

1. Paper and pens or phone.
2. White board to explain SMART-method.

Method

The method used for this dynamic is called SMART which stands for;

1. Specific: well defined goal, clear, and not too ambitious.
2. Measurable: With specific criteria that measure your progress towards the accomplishment of the goal.
3. Achievable: attainable and not impossible to achieve
4. Realistic: Within reach, realistic, and relevant to your life
5. Timely: With a clear timeline, including a starting date and a target date.

Activity: the dynamic

Players are put in groups of four to six players. They get the assignment to write down three wishes/dreams. The wishes are discussed in the groups, where players have to give answers to the question why they choose these wishes. The dreams and wishes don't have to be related to football. Secondly, the players have to choose at least two wishes and describe with the SMART method how they are going to work towards it. The method can be explained and drawn on the board to give better clarity (see questions below). After everyone has written how they are going to work towards their goal they will share it with their group again. Ask some players to share what they have learned.

Extra questions to add to the SMART-method;

1. Who is involved in this goal?
2. What do I want to accomplish?
3. Where is this goal to be achieved?
4. When do I want to achieve this goal?
5. Why do I want to achieve this goal?
6. How am I going to work on this goal

Attention circles

Dynamic for football players of The Next Generation Sports

Overview and goal

This dynamic is focussed on giving players an idea of how attention works and how you can keep in the “zone” and be focussed on your tasks to perform well. Players have to describe their own experiences and share these with teammates. Together they will figure out how to get back to the correct circle and get back in their focus. The dynamic can be given in two hours or two times one hour. When being split in two moments the dynamic stops after the players have identified when they lose their focus and shared this with the group.

Goals of the dynamic

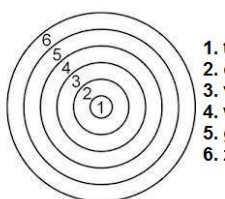
1. Letting players share their own experiences with losing focus.
2. Giving players insight in how focus and attention works.
3. Teaching players how to retain focus and get back in circle one.

Needed materials

1. White board to explain the attention circles.

Method

The method used for this dynamic is the attention circles. The main goal is to be in circle one with your attention.



1. Task -> (observing, deciding, performing)
2. Direct distraction -> (out of your task, weather, materials, referee)
3. Comparing the situation with what you would like to see -> (Last time it went way better, why is it not going like this now, thoughts about how it should be in your eyes)
4. Winning/Losing -> Being occupied with the result of the game, but not with the execution of it.
5. Consequences of winning and losing -> Thinking about the consequences of winning and losing
6. What am I doing here? (totally distracted, feeling that you shouldn't be here)

Awareness of your attention -> in what circle are you?

- When do you enter circle 2, 3, 4, 5, 6. In what situation does that happen for you?
- How can you get yourself in circle 1?
- Getting insight into your own distractions

Activity: the dynamic

Players are asked at the beginning of the activity when they are focussed and what that means for them. After a few players have given the turn to talk, the attention circles will be explained. Ask the group which circle would be most likely to be the best one to be in when you want to perform well. Ask the players how they normally get back to circle one and regain focus. Let players work in pairs and discuss why they would lose their focus and in which circles they would mostly be in. Ask the group what tools they used and why it worked for them. Explain the different tools to get back to circle one, if not all are mentioned (shown below). After this, players get the assignment to work again in pairs and apply these tools to their situations. Discuss with the group some examples after everyone is done.

Examples of tools:

- Self talk -> saying positive words to yourself (I can do this, I am strong, focus!).
- visualisation -> imagine yourself doing the exercise (how does it feel, what does it look like, are you performing it well?).
- Relaxation -> breathing exercises to calm down. Such as taking 3 deep breaths.
- Routines -> making a routine so you trick your mind into getting ready to do a certain activity or movement and being focussed in doing so.
- What if scenarios, think about what could go wrong, how to prevent this, and how to recover if this scenario happens. In the recover phase you can use the tools mentioned above as well;
 - If I don't play well. Plan:
 - If the referee doesn't whistle good. Plan:
 - If my opponent is playing unfairly. Plan:

Knowing how to relax

Dynamic for football players of The Next Generation Sports

Overview and goal

The dynamic gives insight in the different ways that people can experience stress and how different players can perform well under different levels of stress. Some players play well when they have a lot of stress, and some players perform better when they are not as stressed. This dynamic can be done in two hours or in two dynamics of one hour. The dynamic is split in two parts which can be given on different days. The group can be a total of 18 players.

Goals of the dynamic

1. Players understand what stress is and where it comes from.
2. Players are able to control their stress
3. Players know when they function well with stress and when it is too much for them.

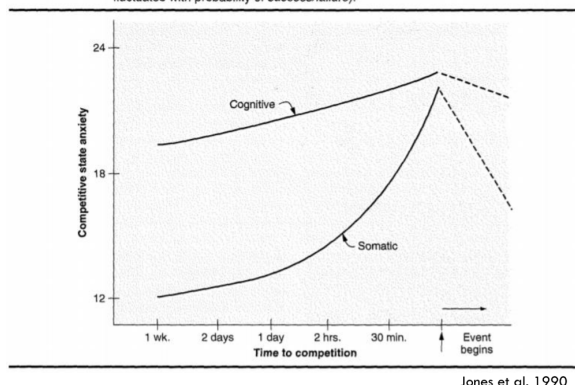
Needed materials

1. Paper and pens or phone.
2. White board to explain how stress works

Method

Both somatic (stress in the body) and cognitive stress are explained through the following images;

FIGURE 7.3 | Changes in competitive state anxiety prior to competition (decline in cognitive anxiety fluctuates with probability of success/failure).



Athlete 1	Zone (optimal performance)	Suboptimal/poor performance
Athlete 2	Suboptimal/poor performance	Zone (optimal performance)
Athlete 3	Suboptimal/poor performance	Zone (optimal performance)

Arousal →

Activity: the dynamic part one

Players are asked what stress is, why we experience it, and if it is good, bad or both. Stress is explained as to components, in the body (heart rate, sweating, stomach ache) and in the mind. Stress in the body is mostly when the person has to perform, this stress is necessary to be active and alert to act. The cognitive stress can take longer, for example for a big game coming up in two weeks. The cognitive stress can also last longer, depending on how well the game went or how good the player feels after his performance. Explain that every player can have their own level of optimal performance in different areas of arousal/stress (see image above with different zones, and draw this on the board). Some players need to get more encouraged to do their best in the game than others in order to perform well. Give examples like; when a good football player experiences too much stress his performance goes down, because he is not in the right zone for him. In this case the player should try and lower his stress levels to get back in his zone. Give the players the assignment to work in pairs and interview each other to figure out what their zone of optimal performance is. They can use the following questions;

- When do you feel pressure?
- Where does it come from?
- How do you deal/cope with it?
 - What helps you to cope with it?
 - Do you need anything from someone around you?
- Do you perform better when there is a lot of pressure on you? Or do you perform better when there is no pressure?

Let players explain when the person that they interviewed performs the best. In which zone are they performing the best?

Activity: the dynamic part two

Explain the different methods that players can use to cope with stress. Some of them are already explained in the previous workshops. A new method is mindfulness and meditation. Ask players what they think this means. Being mindful is when you are thoughtful of the things that you do and what is happening around you). Meditation can be done in a lot of forms. By only sitting still for a minute can be a good start. Focussing on the in and out breath can help relax the body and mind. Other tools are;

- Visualisation
- Self talk
- Meditation
- Breathing techniques

Let players choose one of the tools above and search the internet how they can use this technique. Ask them why they choose this tool and why it could work for them.

Developing mindsets

Dynamic for football players of The Next Generation Sports

Overview and goal

In this dynamic players have to try different skills. The dynamic is based on stimulating a growth mindset. It's focused on letting players experience these different mindsets themselves. They have to try out certain skills, like juggling three balls or to do a card trick. In groups of two or three they have to figure out how to do it. During the workshop, questions are being asked to the players to assess with what kind of mindsets they are working on the different skills.

Goals of the dynamic

1. Letting players understand and experience the difference between a fixed and growth mindset.
2. Interacting with teammates in a fun and easy going way.
3. Learning new skills from each other.

Needed materials

1. 9x tennis balls for juggling
2. 3x deck of cards
3. White board to give examples of fixed and growth mindset.

Method

The theory about fixed and growth mindset is based on the belief that there are two different ways that a person can view a challenge or task. In the fixed mindset people believe that their intellect, skills, and capacity to learn are fixed. "I am good at something, or I am bad at something", "It's just not for me, I am not good at maths". In a growth mindset people believe that they can improve and become better if they try. "I am making progress", "I think I can learn this, if I try hard enough". Every person has both mindsets and in different situations these mindsets are shown. A person can have a growth mindset in football (believe that he can improve), whilst in another situation or skill he talks more from the fixed mindset ("I am not good at this, I can't do it"). A growth mindset could bring you further when learning new things or wanting to become good at something, but it's normal to have both mindsets in different situations.

Activity: the dynamic

Players are asked what they think a growth and fixed mindset is and if you can only have one or if it's a combination of the two. After some players have given answers the principles of a growth and fixed mindset can be explained as described in "method". In the classroom (or any other area with enough space) different tasks are set up. These tasks can be anything that involves learning an active skill, where players can move and interact with each other. The group is split into small groups of two to three people. The players are first shown how to do these tasks, such as juggling or a card trick. After that, they all get one of the tasks and have to try and learn it with their group. The goal is to help each other learn the skill. If groups have difficulty the workshop giver can help by asking questions such as; 'if it is difficult with three balls, what could you do to make it easier?' or 'have you used the internet to find an answer?' After all the players have tried a skill and maybe even tried two skills, ask them what they thought when they first started doing the tasks and how they think about it now. What worked for you? What did you notice, were you confident that you could do it or not?

Important notation

Ask players questions while they are doing the tasks;

- Do you feel like you can learn this or become better at it?
- Why do you think you can learn this?
- What do you need to learn a new skill?

And listen carefully what players say during the dynamic;

- Growth mindset -> I can do this, I am improving, I can learn this, how can I make it easier to start?, etc.
- Fixed mindset -> This is impossible, I can't do this, my hands are too small, it's too difficult, etc.

The word game

Dynamic for football players of The Next Generation Sports

Overview and goal

In this dynamic players have to form words with their team. We make two teams of 6 to 8 players. Every player gets different letters, the team has to communicate and put each other in the right order to spell the different words that are given to them. Starting with easy words and gradually building the difficulty. Also, teams can be changed to let other people work together or make it more difficult. Afterwards players are asked to reflect back on the game and share their thoughts and ideas. What worked for your team? Who took charge? What didn't work, and why? What helped to function better?

Goals of the dynamic

1. Letting players work actively together.
2. Stimulating communication between different players.
3. Having to communicate whilst competing against another team (time pressure).

Needed materials

1. Pen and paper to write the different letters on.

Method

Different words, both in Spanish and in English, can be used for this assignment. Start with short and easy words and make the words longer and harder from there. But try and give the team a sense of success. Here are some examples of words;

- Equipos
- Jugadores
- Ball
- Football
- Silent - Listen (same letters)
- Vámonos
- Cuidado

Activity: the dynamic

Two groups of 6-8 players have to compete against each other. Every player gets a letter from the coördinator. The group is then given the word which they have to form. Both groups receive the same word at the same time. The faster a group puts themselves in the right order, the faster they receive a new word. The first round consists of four fairly easy words; ball, silent, listen, and equipos. The second round consists of more difficult words; football, cuidado, Jugadores, and vámonos. Depending on the time a third round can be played with new teams to see who will take charge and what happens. Ask the players after the game what worked for them, who took charge in the group, and the difference between working together on the first words and on the harder words.

The 'yes' game

Dynamic for football players of The Next Generation Sports

Overview and goal

This dynamic is a high-energy communication game. In this game players stand in a circle. The person whose turn it is has to make eye contact with a teammate across the circle and ask, "yes?" the teammate has to respond with yes and they have to switch places. Players have to stay focussed while more and more distractions make it difficult to perform the game.

Goals of the dynamic

1. Communicating through body language.
2. Pay attention to each other.
3. Improving intra-team communication.

Needed materials

1. None

Method

Communicating through body language and minimal words. Players have to make eye contact and confirm that they are looking at the person before switching places. This can be done in two groups again, with the challenge to see how well a group functions the more chains (one person that can ask 'yes' to switch places) it has. The assignment can be made more difficult by taking away the ability to talk. Players are now only allowed to nod to each other to confirm that they want to switch.


Activity: the dynamic


Players have to stand in a circle. Depending on the size of the group, there can be two teams of 8 players. To start, the groups can be combined. This is recommended when starting with the assignment and explaining it. One of the players gets the turn and has to make eye contact with a teammate and ask 'yes?' to which the teammate responds, "yes." The teammates can now switch places. As the game goes on, players can start more chains so that more than one person moves or speaks at once. This will make the game more difficult and harder for the players to concentrate and respond. The game teaches players to multitask and remain focussed in a chaotic environment. Ask the players what they thought of the game. How did it go? What was easy? What was difficult, and why?


Appendix H - 360Player System


In the images below some examples have been given to show how the workshops could be integrated in the tracking system of TNGS. The pragmatic mood state questionnaire can be implemented in the calendar of the players, where they also have to indicate the intensity of the training.

In the calendar the workshops could be shown for the players. The topic of that day could also be adjusted if the coach, trainer, or staff member knows which of the workshops they want to give. The handbook of the workshops with the tools and instruction to give it will be placed in the training library and only be visible for trainers and staff.



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Create

Event title

Event title, e.g "Match vs FC Barcelona"

Start time

End time

Mar 10, 20
01:00 PM

→

Mar 10, 20
02:00 PM

(GMT +02:00) Madrid, Barcelona, Valencia, Sevilla

Repeat

Until

Weekly


Jun 17, 2022

every week until June 17, 2022

Location

Location, e.g "Camp Nou"

Description Optional


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
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Search content

Exercises

Sessions

Created by me



Dynamics to improve team communication and bringing a team together


60 min

APK 8

AP 0

0 m

These dynamics can be given on a weekly basis. Every dynamic has different themes that can be worked on throughout the year.


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Duration

APK Players

AP Age

+ Create new

Discover categories

Attacking

Defending

Tactical

Physical

Technical

Warm-up

1v1

Rendos

Possession

Small sided games


Passing

Finishing

Set pieces

Goalkeeping

360Player



3v3 + 1 in attack


15 min

APK 12

AP 8

35-35 m

This game is played in two zones and focusses the GK's to stop shots, react quickly and counter attack.



3v3 counter race


15 min

APK 8

AP 8

35-35 m

This wave practice focusses on counter attacking and reacting to a positive transition.



1v1 to 3v2 with under & overloads

15 min

APK 8

AP 8

35-35 m

Denna vågräxis fokuserar på motangrepp och reaktion på en positiv övergång.

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Event information

Event title

State of mood

Event title, e.g "Match vs FC Barcelona"

Start time

May 6, 202

12:00 PM ⓘ



End time

May 6, 202

01:00 PM 🕒

(GMT +02:00) Madrid, Barcelona, Valencia, Sevilla

Location

residence

Location, e.g "Camp Nou"

Description Optional

https://fellnr.com/wiki/Mood_State

Send the number that you receive to the trainer in the chat.



+ Add attachment

+ Participants

+ Add participants

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The calendar displays the following events for April 2022:

Day	Mon	Tue	Wed	Thu	Fri	Sat	Sun
13					Entrenamiento TNGS		
14	Entrenamiento TNGS	Entrenamiento TNGS Fisio Alba	Entrenamiento TNGS Fisio Borja	Entrenamiento TNGS	Entrenamiento TNGS	UD Yatova vs Zafrañar FC	CF San José vs Castellón
15	Entrenamiento TNGS	Entrenamiento TNGS	Entrenamiento TNGS Fisio Borja	Entrenamiento TNGS	Entrenamiento TNGS		
16		Entrenamiento TNGS con VIC Fisio Alba	Entrenamiento TNGS Fisio Borja	Entrenamiento TNGS	Entrenamiento TNGS	C. F. Historic vs Santa Barbara	
17	Entrenamiento TNGS Picassent - Zafrañar	Entrenamiento TNGS Torrent vs algeciras	Entrenamiento TNGS Fisio Borja	Entrenamiento TNGS	Entrenamiento TNGS	Mislata CF vs Zafrañar "A"	