
UNIT 12 APPLICATION OF SOCIAL PSYCHOLOGY TO SPORTS*

Structure

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12.0 OBJECTIVES

After reading this unit, you will be able to,

- explain teams in sports;
- describe leadership; and
- discuss effective communication.

12.1 INTRODUCTION

On 24th September, 2007, the first ever ICC world cup T20 was held in Johannesburg, South Africa. In the T20 world cup finals India and Pakistan were competing each other. M.S. Dhoni won the toss and decided to bat first with a total of 180 runs in mind but able to make only 157 runs, which was a good score but considering the pressure of world cup one can add more to that. Fans had little expectation from their Indian team as it was the team of youngsters and for the very first time Sachin, Dravid, Ganguly and Zaheer

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decided to skip the T20 format for giving the young guns a go. Under the captaincy of M.S. Dhoni, this team of youngsters yield the unexpected victory by defeating their arch-rivals Pakistan over 5 runs and finally ended as a path-breaking tournament for Indian cricket. *What according to you had led Indian team win the match? Is it due to the pressure Indian team members were going through? Or Is it due to the unity or cooperation the team members shared during that time?*

When you try to look at the factors that could have played in the above context, you would come up with factors like leadership, team effectiveness, team cohesiveness and so on. When we talk about sports, there are various types of sports from indoor to outdoor sports and from sports that are played by single individuals and those by duals and a team of individuals. There are many social dynamics especially when we talk about sports that are played in teams. And understanding these dynamics is crucial for success of the team.

In the present unit, we will explain the application of social psychology to sports, mainly sports teams. In this unit we will mainly focus on the application of social psychology to understanding team and team dynamics, leadership and communication.

Box 12.1 Applied Sports Psychology

Applied sports psychology is the scientific study of psychological or mental factors that are involved in performing and participation of sports and other physical activities. The goal of the applied sports psychologist is to guide and help the athletes so that they can perform to the best of their capabilities and moreover enjoy their sport thoroughly. They are uniquely and specifically trained to impart a number of services to the athletes such as—understanding and implementation of the mental knowledge, skills required mastering the sport (athletic domain).

If you are an athlete or a part of any sports group, you must have experienced the pressure of winning a game or fear of being beaten by the competitor team. The role of the sports psychologist comes in the picture. Guidance of the sports psychologist help the athletes achieves their goals. In order to enhance the performance, various mental strategies have been taught to the athletes such as: self-talk, relaxation techniques, and visualisation. Psychologists help the athletes to compete with the pressure of competition and the pressure from coaches, parents and their own expectations.

12.2 TEAMS IN SPORTS

Teams can be described as a group of individuals that have a common goal. For example, we have a cricket or football team that mainly work in coordination with each other in order to win the match against the opposite team. Teams can be explained as a smaller group of individuals who are interdependent and possess skills that are complementary to each other. And

in the context of sports, the teams that we have include individuals from diverse background who have proficiency in the sport and have been selected to represent a Country or a State or club as a team. Thus, there could be teams for football or cricket or Kabbadi at school level or state level or organisational level and even national level.

These individuals not only come from different background but are unique in their own ways in terms of personality, skills and so on. But, they are expected to perform and succeed as a team. Thus, comes the application of social psychology not only in understanding team dynamics but also in building teams that are effective. In this context we also have to remember that teams in sports also perform in the presence of an audience and this as well can have an impact on their performance.

Great team develops when the athletes believe that they are good for the team, not to the team. While selecting the team, the athletes have to compete with each other brutally. But once the team is finalised, they have to change their mindsets and have to work with the team and put the team first. When they work together, they will more likely to succeed in their sport. It is therefore very important to consider the interplay between the different behavioural styles of different athletes within their team. This interplay is called team chemistry or dynamics.

Team dynamics can be termed as the unconscious, psychological forces that influence the direction of the team behaviour and performance. These dynamics are based upon the personalities of the team members, how they interact with each other, their working relationship, and the environment in which team member's work. Team dynamics can be good, if it leads to the improvement of the team performance or bad if it causes demotivation among the team members and stops the team from achieving their desired goal. In the context of team dynamics in sports, attention has been focused on the factors influencing team performance such as team cohesion, team confidence and team building.

12.2.1 Team Cohesion

A dynamic process by which the members of the group remain together and united to meet the goals of the team as well as the fulfilment and satisfaction of their needs is known as team cohesion (Carron, Brawley, and Widmeyer 1998). Also, cohesiveness is the feeling of the unity that binds the members of the group together voluntarily. Sports team often aim and have the ability to create cohesion and working together as one. Athletes perform better if they consider themselves to be a part of full functioning and supportive team to which all are happy to belong. Committed members of the group are tend to be more interactive, loyal, enthusiastic, and productive. Groups that have strong bond with each other works together for a long period of time, whereas those groups having a weaker bond disband in a short period of time (Pescosolido and Saavedra, 2012). As one of the saying, "even nectar is

poison if taken to excess,” meaning excess of everything is bad. Similarly, too much cohesion in a group is also not good as it leads to groupthink and hampers creativity and leads to less innovation (Wise, 2014).

In social psychology, team cohesion can be of two types:

- **Task cohesion:** In task cohesion, members of the group work together with unity to achieve a common team goal (Richardson, 2013).
- **Social cohesion:** The extent to which the members of the team like and interact with each other is known as social Cohesion (Richardson, 2013). In social cohesion team mates focus more on being socially bonded and try to gain chemistry.

According to Pescosolido and Saavedra (2012), task cohesion can be the catalyst that initially binds the player to the team and drives the player to perform. Whereas, social cohesion comes later when players are concerned about the quality of their interpersonal relationships. Task and social cohesion work in line with each other in order to encourage team work in sports team that helps them to reach their goal and achieve success. Before proceeding further, let's discuss the various factors contributing Team Cohesion.

According to George and Jones (2000), there are different factors that can contribute to team cohesiveness. These factors are: size of group, similarity among group members, competition with other groups, success and exclusiveness of the group.

Size of group: Team cohesiveness depends upon the size of the group i.e. the number of members pertaining in the group. It is believed that the bigger the group the lesser the team cohesiveness tends to be (George and Jones 2000). When the size of the group is small, there is more face to face interaction, communication with each other. However, when the size of the group increases this face to face interaction decreases and it becomes more difficult to get the group to agree upon the common goals and activities. Another difficulty with the larger size group is the formation of smaller groups within the large group. Which would lead to the dilution of the common group goal and hinders the team cohesiveness as a whole. Small groups tend to be more cohesive than the larger groups. This is supported by the theory of Social Loafing, according to which when there are more members in the group, there will be diffusion of responsibility. According to this theory, when individual is working in a group, he/she exerts less pressure than working alone.

Competition with other groups: According to Luthans (2002), presence of external competition tends to develop greater Team Cohesion. Members willingly put their issues aside and work toward solving the issue at hand. In an organization, competition between groups tends to increase Team cohesion as the members of the group will try their best to work together to

achieve their group goals (George and Jones, 2000). However, it is further claimed that only a minimal level of competition is healthy across groups and helps in maintaining cohesiveness of the group, too much competition will be unhealthy and dysfunctional for the group effectiveness.

Similarity among group members: According to George and Jones, (2000) Homogeneous groups who share certain common characteristics such as attitudes, values, ethics, ideas, experiences and other characteristics tends to be cohesive. Further in contrast to George and Jones, researchers claimed that heterogeneity not homogeneity which could shape productivity of the team by facilitating mutual leaning (Hamilton, Nickerson and Owan 2003). However too much heterogeneity will also be problematic as it will result in uncertainty and confusion among the group members which in the long run hinders the achievement of the goals (Nelson and Quick 2003).

Success: According to George and Jones (2000), groups that will be able to fulfil their goals and achieve success, becomes attractive for their members and leads to be more cohesive. Team cohesion naturally depends upon the success of the team (Luthans 2002). When the team achieves a goal, the success belongs to all the members of the group and each one feels responsible for the achievement. For example, if any sports team wins a match the entire team congratulate each player of the team for the success.

Exclusiveness: Social status or the prestige of the group determines the extent of the group cohesiveness. Groups high in prestige tend to be more cohesive as they receive more loyalty and determination from their members.

Team cohesion and performance are related to each other. Cohesion leads to greater commitment of the members towards the goals, which results in higher individual effort and performance. Members of a cohesive group communicates in a positive way with each other, reports higher satisfaction and lower anxiety, which results in improved decision making and greater participation.

Team cohesion can also have the negative consequences, as it does not allow the members of the team to keep their personal goals over the common goals. Also, it will increase the social pressure for individual speech to conform or restrict. Further, it can be stated that the members of a cohesive team tend to perform at the same ground, conforming to the established group norms whereas members belonging to the less cohesive group have wider range of individual performance levels and standards.

Bray and Whaley (2001) conducted a study to see the relationship between team cohesion and the individual efforts made by the high school basketball players (both male and female) over a course of a season. By the end of the season, researcher found that cohesion predicts individual performance. Also, at the group level, Mullen and Copper (1994) conducted a meta-analysis of Team cohesion and team performance, and found the highly significant relationship between cohesion and team performance. This effect was

stronger among smaller groups rather than the larger groups, also the effect was there among real group as compare to artificial groups.

Thus, it can be concluded that there is a stronger and bi-directional relationship between team cohesion and performance. Simply, the members of the team who enjoyed their success together are tend to be cohesive and also the team cohesiveness leads to the success of the team members particularly in terms of their goals and objectives.

12.2.2 Team Confidence

The secret ingredient that all the great athlete seems to possess regardless of what level they are competing at is team confidence. Confidence doesn't grow overnight but rather it is a process, where each positive experience builds to develop into real confidence. Having confidence is as important as having a particular physical skill for a sport. It is the self confidence that allows the athlete to work and try again and again until they achieve success. Self confidence offers the strength and power to an average athlete or team to beat a stronger opponent. Self confidence inspires one to try to make the impossible come true. Similarly, an individual or team can regularly perform well below their ability without self confidence. Low self confidence will destroy the enjoyment of the sport of an athlete and make him/her a dropout statistic.

Self-efficacy theory developed by Bandura (1977) is the one that can be applied to the real world of sport. Self -efficacy is the belief of the individuals that one can perform successfully to achieve certain goals under a given set of circumstances. It is particularly a situation-specific form of self-confidence. Both the terms, i.e. self-efficacy and self confidence are used interchangeably in sports psychology (Feltz & Chase, 1998). However, according to Albert Bandura self-efficacy is related to self confidence but they are not the same thing. Self confidence allows the person to be confident in his/her abilities which increases the likelihood to be succeed and in turn paves the experiences to develop self-efficacy. This increase self-efficacy makes the person more confident about himself and round it goes. Self-efficacy is derived from different sources such as: performance accomplishment, vicarious experience, social persuasion, and lastly, physiological and emotional states.

Performance accomplishment: One of the effective ways to develop self-efficacy is through mastery experiences. Previous success of a task increases the chances to complete the similar tasks (high self-efficacy) while repeated failures tend to decrease it (low self-efficacy).

Vicarious experience: Learn by observing others is known as Vicarious experience. It is also known as modelling. When one has positive role model who display a healthy level of self-efficacy then there are chances to develop the some of the same positive attributes of the self.

Social persuasion: Activities in which people are led to believe, by encouragement, that they can perform particular tasks with success. Coaching and providing evaluative performance feedback are common ways of social persuasion.

Physiological and emotional states: The physiological and emotional states also tend to increase the self-efficacy judgements. For example: if someone is experiencing an emotional state, say anxiety, it will lead to negative judgement regarding the ability to complete a task.

When athletes are full of confidence, they will be easily able to convert their sporting potential into successful performance. However, when they feel unsure about their sporting potential, even the smallest hurdle can have an undue effect on their performance. According to Bandura (1977), there is a recursive/repetitive relationship between confidence beliefs and performance. It means, performances have been influenced by mastery expectations, although these expectations get altered by the cumulative effect of efforts made by an individual.

If a team wins a match, the confidence of winning the next match are probably more. However, if a team loses a match, they might lack the confidence of performing and winning the next match. According to Covassin & Pero (2004), success has affected the level of confidence and the level of confidence has affected the rate of success. Further, Hays et al (2009) revealed that Elite Athletes performance has been affected by the level of confidence through their thoughts, behaviours and feelings. Also, a statistically significant and positive relationship has been found between the subjective performance and confidence (Levy, Nicholls, and Polman 2010)

12.2.3 Team Building

Varun and Karan are working in a company under the headship of Manoj. Manoj had a tremendous faith on both of them and often appreciates them in front of others. He usually takes his team out on dinner. His team always complete his targets on time and always perform better than the other teams. Manoj was the most admired team leader. Manoj never had to force Varun and Karan to take up new assignments, they were always ready to take the new assignments willingly.

So, what according to you, makes Varun and Karan eager to work? The answer to this question is the various efforts Manoj, the team leader, took to motivate and extract the best from them. This explains team building.

Simply, the various activities undertaken by the leader in order to motivate the team members to perform well and to achieve the end goals is known as team building. The members are not expected to work well by their own. The motivating factor is essential. In sports, Team Building is time consuming as it requires the coach to build a culture that leads to success. Further, according to Yukelson (1997), teams are the collection of coordinated and

interdependent individuals who are structured into several task-efficient positions for the motive of obtaining objectives which are deemed important for that particular team. In sports, team building helps in instilling the sense of shared destiny among the members of the team., so that the focus of all the members is towards that goal only. Team building also helps in the development of the behaviour and the skills of the members which leads to improve the team functioning as a whole.

In the beginning of the session, Team building helps to develop confidence and trust among the members, they interact easily because of early Team Building, which further motivates the climate of mutual understanding and honest self-evaluation (Hardy &Crace, 1997; Yukelson, 2006).

In order to teach the importance of cooperation to team members, the various team building interventions are often used so that members of the team can effectively share their skills, knowledge and resources with each other. Team Building intervention approach can be both: direct or indirect intervention (Carron &Hausenblas 1998). In direct team building intervention, the consultant (e.g. sports psychologist) works directly with the team members or athletes in order to provide a common vision and sense of identity to the members of the team and to increase cohesion among them. Whereas in the latter, i.e. the indirect intervention, the consultant works with the team coach or the manager rather than works directly with the athletes or the players, who then implements the intervention programme developed to the team. In this type of approach, Team Building Intervention can be filtered by the team coach or manager.

Indirect team building interventions are most often used in sports rather than direct intervention approach because of following three reasons (Carron and Hausenblas et al 1998; Estabrooks and Dennis 2003):

- 1) Most of the team coach/manager want to know their individual athlete well therefore they mediate the interventions provided to their team members by the consultant.
- 2) Many consultants don't want to give up the control over their team completely to an outsider.
- 3) Many coaches might be suspicious that the consultant concerned may use his or her work with the team for personal promotional purposes.

Let us discuss about direct and indirect team-building interventions in detail:

Direct team-building intervention: According to Yukelson (1997), there are four stages of direct team -building intervention working with athletes- assessment, education, brainstorming and goal-setting.

Assessment: In the first step, consultant assesses the current team situation as accurately as possible. For this, the consultant has to meet the team's coach/manager and also understand and listen to the team members in order

to determine the team objectives, opportunities and concerns of the whole team.

Education: At the second stage, the consultant gives the team with the basic education regarding how the team develops and works over time.

Brainstorming: At the third stage, several brain storming techniques should be used by the consultant in order to facilitate the team members how to generate and prioritise their current needs.

Goal-setting: At the fourth and the final stage, the consultant analyses these needs in order to determine the goals of the team-building intervention.

The methods of direct team building are becoming increasingly apparent in sports, often in games that are viewed as individual practices such as golf.

Indirect team building intervention: As discussed earlier, in this type of approach the consultant deals with the team coach/manager not with the team members directly. Within this approach, Carron et al (1997) developed an influential theoretical model which follows a four-step intervention process.

- **Introductory stage:** In the introductory stage, the consultant outlines the essence and benefits of team building to the team manager/coach. This stage typically last about 25 minutes.
- **Conceptual stage:** In this stage, the consultant explained the team coach/manager that the team cohesion is the result of three main factors i.e. the environment around which the team surrounds, the team's norms and the communication processes.
- **Practical stage:** In this stage the consultant and the team's manager/coach do practical work collaboratively and generate as many team building strategies as possible.
- **Intervention stage:** This is the final stage, in which the team's manager/coach implement the team building interventions under the assistance of trained consultant if necessary.

Check Your Progress I

1) What is team cohesion?

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12.3 LEADERSHIP

A team leader plays an important role in directing and guiding the team for goal attainment. He/ she is also needs to ensure effective coordination and communication amongst the team members. Given the relevance of a leader in team, it is obvious that a lot of thought needs to be put in while selecting a leader for a particular team.

When we talk about teams in sports, one leader would be the captain of the team. But often there is a coach as well who also plays a role in directing the team. Further, besides the captain and the formal leader, there could also be informal leader (s). In the context of team in sports, the leaders, whether the captain, the coach or the informal leaders, all need to work in tandem with each other and there should not be any conflict amongst them. This would be extremely important for effective performance of the team. The principles of social psychology can be applied here in order to understand the leadership styles and the role of the leader.

Yukl in 1998 defined leadership as the process in which the members in a group are influenced by one of the members in the group (its leader). Shetgovekar (2018, page 218) defined leadership as “a process that involves one person (the leader) influencing other persons or members of the group (the followers) in order to achieve the purpose or objectives of the group”. Who becomes a leader can be determined based on both personal characteristics of the person and the situational factors. Some of the personal characteristics include ability, expertise, effective interpersonal skills, high motivation and confidence. Personality factors could also play a role in this context. Situational factors could include the nature and size of hegroup, communication network and so on.

Theories of leadership: In the context of social psychology, leadership can be explained with the help of various theories:

- **Great person theory:** The theory states that a prominent leaders display certain factors that are inherent and dispositional. The theory also emphasises that there are certain traits that are commonly displayed by the leaders. For instance, high extraversion, openness etc. The theory has been criticised of error of attribution (Shetgovekar, 2018).
- **Contingency model:** The model states that behaviour of the leader and situational determinants determine the leadership. Thus, besides the dispositional factors that the great person theory focused on, the situational factors are given equal importance. Under this model, we can discuss about the task oriented leaders and the relations oriented leaders. task oriented leaders, as the name suggests, the focus is on the task and the relations oriented leaders focus is on the relationship.
- **Social identity theory:** The theory states that being part of a group, a social identity is shared by the leader and the group members. Thus, the

group members are likely to support the leader because he/ she reflects the group identity and therefore the leader will be required to represent the group values and perspective.

- **Transactional and transformational theories of leadership:** Transactional leadership denotes the transaction between the leader and his/ her followers. The focus of this leadership is on rewards on punishments that are used by the leader in order to ensure performance on the part of the team members. Transformational leadership inspire, motivate and encourage the group or team members to achieve the goal.
- **Multidimensional model of leadership:** The model suggests that how effective a leader is will depend on the dynamism of the leader and also on the pattern of interaction between the leader and the group or team members. The model also suggests that there is a need for balance between the behaviour of the leader, the leadership preferred by the group members, the behaviour as per the demand of the situation, in order to increase satisfaction amongst the team members and to enhance their performance. The characteristics of the leader and the group members will also play a role in influencing the behaviour of the preference of leadership on part of the group members.

Leadership styles: Leadership styles can be autocratic, democratic or laissez faire.

- **Autocratic style:** In this style the leader has control and will take all the decisions with regard to the group and often the point of view or option of the group members is not taken in to consideration.
- **Democratic style:** In this style, the leader will not retain the control with himself/ her self but will promote the participation of the group members.
- **Laissez faire style:** In this style the leader will not be much involved and the group members take leads and decisions and work in the direction of the goal.

Which leadership style is effective will depend on the nature of the task, group and varied situational factors. Studies have indicated that democratic leadership style is more effective especially in order to increase the task cohesion of the team (Sullivan et al. 2012).

The leader, in the context of sports team, the captain or the coach will also play an important role in developing a clarity amongst the team members about the role that need to play in the team. Role can be explained as the set of behaviours that a team member is expected to display when he/ she is in a social setup. Thus, a wicketkeeper in cricket has certain role as has the bowler. It is important that the team members have clarity about their role and display role acceptance, that is, they accept and follow the set of behaviours as expected from them and thus fulfil the demands of the role

leading to role performance. Role performance can be explained as completion of all the responsibilities based on the demands of the role given to the team member.

Thus, leadership can play an important role in team effectiveness and social psychologists can not only use the social psychology theories to understand leadership but suitable intervention strategies can be used by them in order to identify the leaders from amongst the group members. Various workshops and training programmes can also be designed to develop effective leadership skills amongst the sports persons.

Check Your Progress II

- 1) List the three leadership styles.

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12.4 EFFECTIVE TEAM COMMUNICATION

Consider a team consisting of players who all are well versed in their sport but the only problem is, they are not interacting properly due to personal grudges they hold towards each other? Do you think this team will be able to achieve success or even able to play together in a coordinated manner? “No” the instant response that comes in your mind. So, from this one can conclude that communication is a key factor in every successful team. If the communication is good among the team members then the chances of the members to achieve their goal is more than members having inadequate communication. Before, proceeding further let us first discuss what is the role of communication in sports.

The word communication has been derived from a Latin term ‘communis’, meaning common/ sharing (Charlton and Charles, 1879). Communication can be described as a process that is continuous in nature and involves give and take of information. There are necessarily two parties in the communication process who have the ability to convey the information as well as listen. Feedback is an integral part of effective communication and the message that is communicated can be verbal (example: written or spoken) or it could be nonverbal (example: by means of symbols, signs or gestures).

According to Sullivan, et. al, (2012, page 126), communication can be defined as “the interpersonal acts or interaction among team members that will improve the team’s and its members performance”. Communication can be considered effective if the message conveyed among the players would

result in improved team performance or lead to more satisfaction among the members of the team. In sports, effective communication among the coaches and athletes tend to bring an established rapport among them, which in turn have a significant role in contributing to the athletes sporting performance. New skills can also be learned through effective communication as athletes will receive clear feedbacks on skill execution from their coaches as well as team members. According to Attle and Baker (2007), effective communication and learning of new physical skills are related to each other. Any negative communication pattern that affects the skills coach transfers to its members can have a negative impact on the athlete's performance while training and competition. Therefore, communication should always be positive, clear and up to the mark, so that it will help to satisfy the athletes needs for self-regulation, helping them to enhance their performance.

Teams that can communicate effectively during the game are able to perform better, make lesser errors and also, they are ready for the challenges of the game. Conversely, bad communication by the team on the field makes more errors and often leads to destroy the game. Effective communication helps the player to understand his/her role completely and also everyone's else role in the team. In this regard, study was done by Cunningham and Eys (2007) to find the relationship between role clarity and effective communication. It was found that frequent social communication among teammates and perception of role clarity among athletes was positively correlated. A research on golf and tennis teams was done and it was found that the winning teams are more engaged in communication during and between the games rather than the losing team (Lausic, Tennebaum, Eccles, Jeong, & Johnson, 2009; Widmeyer & Williams, 1991). Thus, it can, concludes that in order for the team to be able to perform at their ability best, effective communication should be there, both on and off the field. If the team becomes unsuccessful in maintaining effective communication, the team will not be able to achieve their end goals i.e. winning the game.

There are four main styles of communication as proposed by Hain in 1992 (Sullivan et al, 20120

- **Orientation messages:**This includes messages related to planning. Team members often indulge in discussion of strategies and techniques that they could use while playing the game. Planning is an important aspect of effective team work.
- **Stimulation messages:** These include communication related to reinforcement and motivation. Team members and especially the leader needs to use the stimulation messages in order to encourage the team members to perform to their best,
- **Evaluation messages:**As the name suggests these are related to the assessment of performance and are based on the efforts put in by the team

members, their ability and performance. Based on these feedback can also be given to the team members.

- **Task irrelevant messages:**Communication that cannot be categorised in above three categories can be termed as task irrelevant messages.

Communication is non-verbal as well and this also can play an important role in effective performance of the teams. A study on the effect of facial and verbal congruency on perceived verbal and emotional coaching feedback was carried out by Corcker in 1990 (Shetgovekar, 2018) The study used 2 x 2 randomised design and included 71 participants, 32 female students and 39 male students. The participants were assigned randomly to four conditions. The participants were asked to watch videotape of facial verbal pairings and then they had to evaluate keeping in mind the positive and negative statements and expression of emotions by the coach. The results indicated that an inconsistency in facial verbal expressions influences the perception of verbal feedback and emotional state.

Further, interaction between the team members during the game could also be crucial to the effective performance and winning of the team.

Thus, suitable interventions can be developed by social psychologists in order to enhance the communication skills of the players. Workshops and training programmes based on these can be effectively organised and the focus can be on building an effective team.

Check Your Progress III

- 1) List the four main styles of communication as proposed by Hain.

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12.5 LET US SUM UP

To sum up, in the present unit we discussed about application of social psychology to sports and in the process we focused on team in sports, leadership and effective communication. Teams can be described as a group of individuals that have a common goal. In the context of team, we also discussed about team dynamics. Team dynamics can be termed as the unconscious, psychological forces that influence the direction of the team behaviour and performance. In this context the factors influencing the team performance, namely, team cohesion, team confidence and team building were discussed in details. Leadership in the context of sports team was also

discussed. Yukl in 1998 defined leadership as the process in which the members in a group are influenced by one of the members in the group (its leader). Various theories of leadership and leadership styles were also discussed in this subsection. In the last subsection of the unit, we discussed about communication. Communication can be described as a process that is continuous in nature and involves give and take of information. The four main styles of communication as proposed by Hain in 1992 were also explained

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12.7 KEY WORDS

Communication: Communication can be described as a process that is continuous in nature and involves give and take of information

Leadership: It is “a process that involves one person (the leader) influencing other persons or members of the group (the followers) in order to achieve the purpose or objectives of the group” (Shetgovekar, 2018, page 218)

Teams: Teams can be described as a group of individuals that have a common goal.

Team cohesion: A dynamic process by which the members of the group remain together and united to meet the goals of the team as well as the

fulfilment and satisfaction of their needs is known as team cohesion (Carron, Brawley, and Widmeyer 1998).

Team dynamics: Team Dynamics can be termed as the unconscious, psychological forces that influence the direction of the team behaviour and performance.

12.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

- 1) What is team cohesion?

A dynamic process by which the members of the group remain together and united to meet the goals of the team as well as the fulfilment and satisfaction of their needs is known as team cohesion (Carron, Brawley, and Widmeyer 1998).

Check Your Progress II

- 1) List the three leadership styles.

The three leadership styles are autocratic, democratic and laissez faire.

Check Your Progress III

- 1) List the four main styles of communication as proposed by Hain.

The four main styles of communication as proposed by Hain are:

- Orientation messages
- Stimulation messages
- Evaluation messages
- Task irrelevant messages

12.9 UNIT END QUESTIONS

- 1) Discuss team cohesion and team confidence in sports
- 2) Elucidate team building.
- 3) Explain leadership in the context of sports.
- 4) Describe communication patterns.