

Group dynamics and leadership development in athletes and coaches

1. Main objective of the teaching unit

The module contributes to the fulfillment of the educational goals of the Euromental project, by providing the knowledge and the competences related to the development of team dynamics and leadership in collective sports (group structure, emergent states, and group processes) and the strategies based on team building to promote and foster an environment to improve team performance.

At the end of the class, the student will have to demonstrate the acquisition of:

- 1) Knowledge and understanding of different theories and studies about groups dynamics and leadership.
- 2) Knowledge about and ability to explain group structure, emergent states, and group processes in collective sports.
- 3) Knowledge and understanding of strategies to develop team building, group dynamics and leadership in collective sports.
- 4) Ability to develop and implement strategies based on team building to improve group dynamics and leadership in a real context.
- 5) Ability to analyze and evaluate the strategies that they are implementing.
- 6) Knowledge and understanding of using different instruments or tools to measure group structure, emergent states, group processes and team building in collective sports.

2. Contents:

0. Introduction about Group Dynamics

1. Group Structure

• Coaches:

- Leadership
- Perceived Justice

• Players:

- Athlete Leadership, Group Roles, and Integration Newcomers.

2. Emergent States

- Group Cohesion
- Team Conflicts
- Collective Efficacy
- Team Resilience

3. Group Processes

- Teamwork: Communication, Cooperation, & Coordination
- Shared Knowledge: Transactive Memory Systems & Team Mental Models

4. Team Building

3. Recommended bibliography

Eys, M. A, Evans, M. B., & Benson, A. J. (2020). *Group dynamics in sport* (5th ed.). Fitness Information Technology

Additional literature in other languages:

García-Calvo, T., Leo, F. M., & Cervelló, E. (2021). *Dirección de Equipos Deportivos*. Tirant Lo Blanch.

The recommended bibliography is provided at the end of the teaching unit presentations.

4. Teaching methods

The course contents are presented through lessons in the lecture hall, taking advantage of power point slides (made available to the students), reading and discussion of scientific articles, and videos.

50 % of the course will be in presence and practical, 50% of the course will be at distance (80% synchronous and 20% asynchronous).