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**Resonance in Coaching
Facilitating a Group Resonance Intervention with a Volleyball team: an Exploration of the Process
Between a Consultant, Coach, and Athletes**

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RESONANCE IN COACHING

FACILITATING A GROUP RESONANCE INTERVENTION WITH A VOLLEYBALL
TEAM: AN EXPLORATION OF THE PROCESS BETWEEN
A CONSULTANT, COACH, AND ATHLETES

by
Bettina Callary
B.Sc.(honours), Human Kinetics, University of Ottawa, 2004

MASTER'S THESIS

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Table of Contents

ABSTRACT.....	6
CHAPTER I.....	7
Introduction.....	7
CHAPTER II.....	11
Review of Literature	11
<i>Resonance as a Consulting Approach.....</i>	<i>11</i>
<i>Resonance Performance Model.....</i>	<i>13</i>
<i>Other Consulting Approaches.....</i>	<i>19</i>
<i>Reflective Approach.....</i>	<i>19</i>
<i>Athlete-Centered Approach.....</i>	<i>21</i>
<i>Cognitive-Behavioural Approach.....</i>	<i>22</i>
<i>Purpose.....</i>	<i>24</i>
CHAPTER III	26
Methodology	26
<i>Framework.....</i>	<i>26</i>
<i>The Researcher / Consultant's Experience and Preparation.....</i>	<i>27</i>
<i>Emergent Design.....</i>	<i>30</i>
<i>Participants.....</i>	<i>31</i>
<i>Data Collection.....</i>	<i>32</i>
<i>Phase 1 – Pre-Intervention Phase.....</i>	<i>33</i>
<i>Phase 2 – Intervention Phase.....</i>	<i>34</i>
<i>Phase 3 – Post-Intervention Phase.....</i>	<i>37</i>
<i>Data Analysis</i>	<i>38</i>
<i>Interviews/Consulting Sessions</i>	<i>38</i>
<i>Field Notes.....</i>	<i>39</i>
<i>Journals.....</i>	<i>39</i>
<i>Trustworthiness</i>	<i>40</i>

CHAPTER IV	43
Results.....	43
Article	44
<i>Resonance as a Consulting Approach</i>	50
<i>Purpose of the Study</i>	53
Methodology	53
<i>Constructivist, Case-Study Approach</i>	53
<i>Participants</i>	54
<i>Researcher / Consultant Preparation</i>	54
<i>Data Collection</i>	55
<i>Pre-Intervention Phase</i>	55
<i>Intervention Phase</i>	56
<i>Post-Intervention Phase</i>	59
<i>Data Analysis</i>	59
<i>Trustworthiness</i>	60
Results.....	61
<i>Pre-Intervention Phase</i>	61
<i>The Athletes</i>	61
<i>The Coach</i>	62
<i>The Consultant's Observations</i>	63
<i>Intervention Phase</i>	65
<i>First Intervention Session</i>	65
<i>Second Intervention Session</i>	69
<i>Third Intervention Session</i>	73
<i>Fourth Intervention Session</i>	79
<i>Post Intervention Phase</i>	82
<i>Post-Intervention Interview with Athletes</i>	84
<i>Post-Intervention Interview with Coach</i>	86
Discussion	92
<i>Can a Coach Develop and Apply the Resonance Process?</i>	92
<i>How Effective Was The Consultant in Facilitating the Intervention?</i>	96
<i>How did the Team Benefit from the Intervention?</i>	98
Conclusion	102
References.....	104
Figure 1	108
Table 1	109

CHAPTER V	111
Conclusion	111
References	114
Appendix A	120
Appendix B	121
Appendix C	123
Appendix D	125
Appendix E	126
Appendix F	128
Appendix G	130
Appendix H	134
Appendix I	136

ABSTRACT

Resonance interventions are aimed at developing awareness of how one wants to feel, how to prepare to feel this way, the obstacles that get in the way of that desired feel, and how to reconnect with it through individual or group sessions led by a consultant (Newburg, Kimiciek, Durand-Bush, & Doell, 2002; Arcand, Durand-Bush, & Miall, 2007). The purpose of this study was to examine how a coach developed and applied the process of resonance with his team through a resonance intervention facilitated by a researcher/consultant and continued nurturing this process once the intervention was completed. The participants included a varsity volleyball team comprising a 39 year old male coach and 16 female athletes aged between 18–24 years. The 26-week study comprised three phases: a 6-week pre-intervention phase involving interviews and observations; a 14-week intervention phase involving four team sessions, individual consultations with the coach, participant journaling, and observations; and a 6-week post-intervention phase involving interviews. The results are presented as a narrative (Polkinghorne, 1995) to tell the story of how the researcher/consultant worked with the team as a group and also individually with the coach to help them learn and apply their personal resonance process and enhance their performance, leading them to a OUA Championship title.

CHAPTER I

Introduction

Coaches play an important role in the social environment of athletes, affecting their perceptions of success and failure, their motivation, and how they feel (Feltz & Lirgg, 2001; Salminen & Liukkonen, 1996; Vallerand & Rousseau, 2001). Therefore, one could argue that coaches should consider and nurture how their athletes want to feel to maximize their performance and well-being. If how athletes feel affects how they perform (Durand-Bush, Faubert, & Newburg, 2004; Newburg, 2006; Newburg, Kimiecik, Durand-Bush, & Doell, 2002), then there is merit in examining if and how coaches facilitate feel in their athletes. According to Wolfe and Durand-Bush (2006), feel is very much a subjective experience that encompasses more than emotions; it can be experienced cognitively, physically, socially, and spiritually as well, depending on the individual. Consequently, it is important to consider the concept of feel as a unique, multidimensional experience that can vary over time as one not only becomes aware of himself and his environment but also changes as a result of learning (Wolfe & Durand-Bush, 2006).

Reflection is important in the process of learning. Gilbert and Trudel (2005) found that based on their coaching philosophy, coaches attempt to understand issues or problems (e.g., athlete feels anxious before a competition), generate strategies to deal with them, experiment with these strategies and evaluate the results through *reflection*. This reflective process is moderated by the coach's knowledge and the characteristics of the situation, as well as by the coach's access to peers and his or her environment (Gilbert & Trudel, 2005). Consequently, to optimize the reflective and learning process, it would be advantageous for coaches to thoroughly know their environment, which in sport, inevitably involves their athletes and everything about

them that affects their performance and well-being. It is a two-way street: being aware of their relationship with their athletes and how they want to feel could contribute to the reflective process, while engaging in the reflective process could lead to greater insights and understanding of their athletes including their needs for optimal performance and well-being.

Reflection is an essential component of the resonance process (Doell, Durand-Bush, & Newburg, 2006; Durand-Bush et al., 2004). At the core of the resonance process is how a person feels, which, as previously mentioned, is a subjective experience that occurs on different levels, be it physical, emotional, cognitive, social, or spiritual (Arcand, Durand-Bush, & Miall, 2007; Wolfe & Durand-Bush, 2006). Paying attention to and reflecting on these various dimensions of feel are important when trying to determine and regulate how one wants to feel in a situation because the experience will be unique for everyone (Durand-Bush et al., 2004). For example, some athletes in past resonance based studies reported that they wanted to feel strong, a physical component of feel; feel happy, an emotional component of feel; feel focused, a cognitive component of feel; feel part of the group, a social component of feel; or feel connected to a higher source, a spiritual component of feel (Durand-Bush et al., 2004).

Feel is the guiding principle of the concept of resonance, which is a process that allows people to feel the way they want to feel as often as possible by preparing to make this happen for themselves, anticipating and responding to inevitable obstacles, and revisiting how they want to feel when necessary (Newburg et al., 2002; Newburg, 2006). According to Newburg (2006), resonance leads individuals to experience a seamless fit or harmony with their environment in such a way that they are fully engaged or absorbed in the moment. Developing and engaging in one's personalized process of resonance in sport has been shown to enhance perceptions of performance and well-being (Durand-Bush et al., 2004; Durand-Bush, Newburg, Faubert,

Soulard, Arcand & Burke, 2005). However, findings from multiple resonance-based studies conducted with over 50 athletes suggest that designing one's process of resonance and applying it in one's daily life requires (a) a level of readiness to explore feel, beliefs/values/conceptions, and obstacles, (b) ownership and commitment to the process, and (c) ongoing, deliberate work mediated by self-reflection or reflection generated by others in the environment, such as a consultant or a coach (Arcand et al., 2007; Durand-Bush et al., 2004). The role of reflection in learning and applying one's resonance process must be further examined (Arcand et al., 2007) and this was addressed in the current study. The role of the coach in facilitating the resonance process of athletes had also yet to be thoroughly examined. On a more global level, how coaches perceive and use feel in their interactions with athletes and their overall coaching has not been methodically observed. In fact, to date, no study specifically studying the dimension of feel in coaching was found in the literature. This study focused on addressing this gap.

This study was based on five assumptions: (a) everyone feels (b) how everyone feels can change, (c) everyone has the potential to feel the way they want to feel, (d) everyone's internal perceptions and external environment can influence how they feel, and (e) everyone has the potential to learn to collect feel-related data and make decisions that will influence how they feel. The following research questions were addressed in this study:

- (1) By participating in a resonance intervention facilitated by a consultant using the RPM (adapted from Newburg et al., 2002) how does a coach develop and apply his team's resonance process, i.e. (a) the way they want to feel, (b) how they prepare to feel the way they want to feel (c) how they anticipate and overcome obstacles that get in the way of their desired feel, and (d) how they reconnect with how they want to feel when necessary?

- (2) After completing a resonance intervention, how does a coach continue to nurture his team's resonance process?
- (3) Does a resonance intervention enable a coach and team to enhance performance?
- (4) How can a consultant be effective when facilitating a resonance-based intervention with a coach and his athletes?

CHAPTER II

Review of Literature

This review of literature will address the frameworks used in this study is based including the previous research on resonance. Other existing approaches used for consulting with coaches to facilitate learning and improve coaching performance will also be examined and compared to the resonance approach. Finally, the purpose and rationale for this study are reiterated.

Resonance as a Consulting Approach

Psychological preparation is a component of coaching that is becoming increasingly more respected and emphasized. Coach education programs and coaches themselves are paying more attention to how both athletes and coaches themselves mentally prepare for training and competitions (Coaching Association of Canada, 2005). While many studies show that athletes' behaviours and thoughts affect performance, how athletes feel has been a neglected aspect of performance (Newburg et al., 2002) and research (Durand-Bush & Cohoon, 2006). Durand-Bush and Cohoon (2006) conducted an extensive review of the literature to examine the content and effects of applied sport psychology research interventions published between 1994 and 2005 in *The Sport Psychologist*, *The Journal of Applied Sport Psychology*, and *The Journal of Sport & Exercise Psychology*. Out of the 209 studies that were reviewed, only 6% of them addressed emotions, feelings, or the general notion of feel as variables or content within the research design or intervention. Yet, repeated studies building on Newburg and colleagues' (2002) work have shown that all performers answer affirmatively when asked if how they feel affects how they perform (Arcand et al., 2007; Doell et al., 2006; Durand-Bush et al., 2004). According to Jackson and Csikszentmihalyi (1999) and Davidson and Cacioppo (1992), feelings have a substantial impact on athletic excellence, life engagement, and well-being. So why is the "feel" component

of performance not being more explicitly addressed in research? It is clearly evident that studying how athletes and coaches feel and how they can nurture their ability to feel to optimize performance and well-being is warranted.

Resonance is a “process or way of living that allows people to feel the way they want to feel, prepare to experience desired feelings, recognize obstacles that prevent them from feeling the way they want to feel, and reconnect with desired feelings when they are not experiencing them” (Durand-Bush et al., 2004, p. 3). According to Newburg and colleagues (2002), resonance can lead individuals to experience a seamless fit with their environment, allowing them to fully engage in the moment and experience satisfaction, enjoyment, and subjective well-being. Although individual athletes of different ages and levels have been able to identify, develop, and experience their resonance process as a result of a resonance-based intervention (Arcand et al., 2007; Doell et al., 2006; Durand-Bush et al., 2004) it is not clear if and how teams of athletes can do this. It is even less clear how coaches can help their athletes do this.

Resonance has been used as a consulting approach in past studies to allow participants to become aware of not only how they feel in different situations but also how they *ideally want* to feel and how they can experience this desired feel on a daily basis in various aspects of their lives (Durand-Bush et al., 2004). Facilitating self-awareness of feel through personal data collection and reflection, discovering true beliefs while discarding others, and working toward complete awareness and management of oneself are key when using the resonance approach in applied interventions (Durand-Bush & Arcand, 2006). Establishing rapport and building trust, getting participants to pay attention to internal and environmental cues, both verbal and non-verbal, and creating a safe environment for them to share experiences while acknowledging and

describing the way they feel are also vital in applied resonance interventions (Durand-Bush, & Arcand, 2006).

Resonance Performance Model

Newburg (2006) developed the Resonance Performance Model (RPM) as an educational tool to help people become aware of and manage how they want to feel, and how to protect this in the face of obstacles. This model comprises four components: a) The way you want to feel (previously entitled “Dream Feeling”)¹, b) Preparation, c) Obstacles, and d) Revisit the way you want to feel (previously entitled “Revisit the Dream Feeling”)¹ (see appendix A).

The way you want to feel is at the core of the model. This is a very subjective, individual experience and past results of resonance-based studies have shown that it can be challenging for athletes to determine and articulate how they want to feel because they have not consciously paid attention to or had the opportunity to explicitly describe this (Doell et al., 2006; Durand-Bush, Trudel, & Short, 2004). Feel drives the resonance process in that once people know how they want to feel in different situations, they can prepare to experience this. Feeling the way one wants to feel has been found to intrinsically motivate individuals to engage in or pursue their chosen endeavors (Durand-Bush et al., 2004; Newburg et al., 2002).

Preparation is an important component of the RPM and represents what individuals do to feel the way they want to feel in the process of performing or living. Durand-Bush and colleagues (2004) found that preparation can involve any physical (e.g., go for a run), mental (e.g., engage in positive self-talk), technical (e.g., practice shooting the puck), tactical (e.g., watch opponents), emotional (e.g., listen to favorite mood enhancing music), social (i.e., talk to a teammate), or organizational (i.e., design weekly schedule) means that lead people to experience how they want to feel while engaged in a particular situation or activity. Furthermore, the

¹ These titles in the RPM were changed to better reflect the multidimensional nature of feel, which is not limited to feelings or emotions

process of preparation can in and of itself allow people to feel how they want. Since the way each person wants to feel is unique, so too is the preparation in which they engage (Newburg et al., 2002).

The *obstacles* component of the RPM represents the inevitable challenges of living and performing. Everyone encounters obstacles. These can be internal (e.g., doubts, negative self-talk, anxiety, fear) or external (e.g., training environment, parental pressure, opponents, media) in nature and they disrupt how individuals want to feel (Newburg et al., 2002). Those who do not protect how they want to feel can get trapped in the “obstacle-preparation loop” whereby individuals choose to work harder to cope with or overcome obstacles by going back to the preparation phase, instead of revisiting how they want to feel first before engaging in more preparation. In this case, they may be working harder, but not smarter. This could lead to a lack of motivation, dissatisfaction, and even burnout if individuals keep working harder without feeling the way they want to feel for an extended period of time. Newburg thus advocates the importance of revisiting how one wants to feel in the face of obstacles (Newburg et al., 2002).

The *Revisit the way you want to feel* component of the RPM helps individuals to reconnect with the essence of what they are doing. It is not only a coping mechanism but also a means to remain grounded and true to one’s motives for pursuing an activity. Durand-Bush and colleagues (2004) found that when individuals face obstacles, they typically do not feel the way they want to feel. However, through developing self-awareness, they realize that they have a choice to continue to feel this way and potentially waste valuable energy and negatively affect those in their environment or, they can revisit how they want to feel to refocus and reenergize themselves. Revisiting strategies can be sport or non-sport related and can be the same as preparation strategies (e.g., talk to a teammate) or they can be different, such as taking a break

from the activity, going to a movie, or journaling (Doell et al., 2006; Newburg et al., 2002). Doell and colleagues also found that the act of revisiting can occur momentarily after encountering an obstacle or at a later, more opportune time.

The process of resonance is holistic, cyclical, and dynamic in nature (Newburg et al., 2002). Thus far, it has been examined in case study research with over 50 individuals participating in over 20 different sports. A resonance-based intervention guided by the RPM (Newburg et al., 2002) was conducted in these studies to enable participants to take ownership of their sport and life experiences and design them in a way that allowed them to feel the way they wanted to feel as often as possible. For each participant, the intervention involved multiple resonance-based interviews and daily reflective journaling to increase self-awareness, monitor how they felt, and observe how this affected their performance and also their day-to-day living. Depending on the study, the intervention lasted between 4 to 24 weeks. Overall, results showed that all participants benefited from the intervention by increasing their awareness of “feel” and how it can impact their performance and life. Furthermore, 90% reported increases in perceptions of well-being and/or other aspects of their performance not only in sport but in other spheres of their life as well. The following citation from a cyclist illustrates the impact of the intervention, particularly beyond the sporting context: *“I’ve told people, ‘You only live once!’ Everybody says that but in the last few weeks, it’s had a deeper meaning. Here I am thinking about doing this job and for what? For the pay check at the end of the day? But I’m not fulfilled. And here in the last 6 weeks, all I’ve been doing is concentrating on how I feel and trying to achieve a dream feeling, and I’m doing it on one side [sport], and not getting any fulfillment on the other side [work]. I think it helped me come to a couple of decisions, and I’m definitely not going to be with the bank in the next couple of years.”* (Faubert, Durand-Bush, Trudel, & Newburg, 2005).

It is important to mention that even after learning the process through a resonance-based intervention, individuals do not feel the way they want all the time, nor are they always able to prepare and revisit, even though they cognitively have designed a process to do so (Durand-Bush et al., 2004). One reason for this is that applying one's process of resonance requires readiness, ownership, commitment to and focus on the process, and ongoing reflection to make conscious regular checks and informed decisions reflecting how one wants to feel. Out of the individuals who participated in a formal resonance-based intervention, a few did not fully reap benefits because they were not ready and committed to do the work, that is, engage in daily self-examination and reflection to learn and design their life in a way that they would be able to feel the way they wanted to feel (Durand-Bush & Arcand, 2006). Results show that in the worst case scenario, a resonance-based intervention helped participants to become more aware of how they felt and wanted to feel in various situations (Callary, 2004; Durand-Bush, Trudel, & Short, 2004). However, awareness was necessary but not sufficient for them to make decisions or changes enabling them to manage how they felt on a daily basis. For example, in Callary's (2004) study, two of the three adolescent alpine ski racers were able to apply their process of resonance in their daily lives within four weeks of the resonance-based intervention. However, the third participant did not invest time and effort into the process, rarely filled out the reflective journal, and reported limited benefits from the intervention.

In Durand-Bush, Trudel, and Short's (2004) study, the adolescents were also unwilling to write in their journals and their reflection was limited. It is not clear if readiness and commitment were the only limiting factors; their level of maturity could have also played a role in their non-adherence to the process. Durand-Bush, Trudel, and Short recommended that different possibilities be provided for the participants to self-reflect, such as talking into a tape recorder

instead of writing. They also suggested that once participants have learned and developed their process of resonance, they could choose to reflect in their journals only on those days that seem particularly important so that the daily strain of writing about uneventful activities would not wear on the participants.

Two studies have recently been conducted using a team rather than an individual approach with synchronized swimmers and a group of dancers. Lussier-Ley and Durand-Bush (2006) explored the creative process of six dancers (19-26 years of age; 5 women, 1 man) from a professional dance school using the RPM as a group consulting approach. Workshops were conducted once per week for approximately 1.5 hours over a period of 12 weeks. Themes related to creativity, resonance, and links between creativity and feel were addressed and discussions were primarily led by the participants throughout the intervention due to the client-centered approach. Guided reflective journaling was suggested but not formally used by the dancers. Results show that the dancers were able to access and nurture their creative process through feel. In particular, they used feel over aesthetics to make decisions as they engaged in their creative process. It is noteworthy that even within this group consulting approach, the dancers spent much time talking about how they individually wanted to feel and this led to discussions of how they collectively wanted to feel when they performed (Lussier-Ley & Durand-Bush, 2006).

Wolfe (2006) conducted a study that explored the relationships within a university varsity team of synchronized swimmers as they participated in a group resonance-based intervention. The team was comprised of 14 women club level athletes, 1 woman coach, and 1 woman assistant coach. A pre- and post-intervention interview was conducted with the team to examine the nature of their relationships and their existing use of feel during training and competitions. In between these interviews, a resonance-based intervention spanning the season was facilitated by

the researcher/consultant and involved 11 group sessions with the athletes, 3 sessions with the athletes and coach together, and 4 sessions with the head coach only.

Results indicated that the team faced several obstacles (e.g., coach created an A and B team at the beginning of the season without communicating why, and this led to tension, conflict, and jealousy between the two teams and a lack of respect for and communication with the coach), throughout their season that seriously influenced relationships, particularly between the group of athletes and the head coach as well as between the A and B teams. During the consulting sessions, the athletes and coach were able to discuss how they wanted to feel but due to the obstacles, they spent considerable time discussing how they actually felt (e.g., frustrated, stressed, disrespected, insecure) which was clearly not how they wanted to feel (Wolfe, 2006).

The intervention provided opportunity for the team to communicate and attempt to resolve conflict because outside of these sessions, they rarely spoke about their issues. The intervention led the head coach and the group of athletes to realize that they themselves were their biggest obstacle and how they felt should guide their decisions. The coach decided to leave the team toward the end of the season, after which both the coach and group of athletes felt better. For example, one athlete shared: *"I'm really sad that she [coach] left because I know her, I swam with her. I had a relationship with her before and I was sad to see her leave, but I'm glad she did because it was getting really frustrating for both of us."* For her part, the coach shared: *"When I come I want to have fun. I want to feel good. If I feel like I'm wasting my time or I'm getting more depressed, then the little amount of free time I'm spending with you [team] is a waste. I am depressed. Why would I want to go on with that? I feel a lot better [since she left]. It was hard but I didn't want to go back and it's better for me not to work with them."* (Wolfe, 2006, p. 73)

In this case, the intervention did not facilitate relationships within the team, however, it was useful in helping the team resolve their conflicts and pay attention to feel when making decisions. It can be argued that the relationships between the athletes were enhanced once the coach left the team (Wolfe, 2006). This study is relevant for the current investigation, and lessons learned were considered while carrying out the intervention with a male coach and his athletes.

Other Consulting Approaches

Different approaches may be used in consulting with coaches and athletes and are relevant to discuss in relation to the resonance approach. The reflective approach, the athlete (participant)-centered approach, and the cognitive-behavioural approach are described and linked to the resonance process to further clarify how it may be used in a consulting context.

Reflective Approach

The process of reflection is an informal learning process for coaches (Gilbert & Trudel, 2005). It is suggested that learning from reflection enables coaches to better handle uncertain situations (Schön, 1983). To increase reflection for coaches, Gilbert and Trudel (2005) suggested more access to trusted and respected peers. It is possible that a team's reflection inherent in a resonance-based intervention, which could be likened to reflection generated by trusted peers, increases opportunities for improving one's ability to reflect and handle uncertain situations. Future research should more closely examine the link between reflection abilities and the process of resonance.

A reflective framework proposed by Schinke and Tabakman (2001) attributes communication difficulties between coaches and athletes to current and past experiences in their lives that affect communication. This framework enables coaches to reflect on these

experiences, which leads to increased awareness of athlete perceptions and background, and helps coaches “in the facilitation of athlete development, and subsequently, athletic excellence” (Schinke & Tabakman, 2001, p. 2). This framework can be linked to the RPM and this current study because of the reflection involved in the resonance intervention. In Schinke and Tabakman’s reflection framework, the first phase, exploration, involves the coach understanding the athlete’s reality by attempting to see the world through the athlete’s perceptions, while remaining conscious of how the athlete reacts to these perceptions. Then, the coach can choose how to communicate with the athlete to optimize the athlete’s learning experience (Schinke & Tabakman, 2001). This type of exploration of the team’s reality, including how athletes feel, was implemented in this study. Furthermore, the athletes on the team took part in this exploration, which helped not only the coach, but also the other teammates, to better understand each other.

Schinke and Tabakman (2001) proposed a reflective intervention of which the goal is to help coaches further understand their athletes’ feelings. This parallels the intervention that took place in the current study in that a collaborative discussion between coaches and athletes was promoted and nurtured. According to the authors, the athletes provide specific descriptions to help coaches understand how they feel. Likewise, the coaches are encouraged to explain how they feel so that the athletes understand this as well (Schinke & Tabakman, 2001). Aside from Wolfe and Durand-Bush’s (2006) study, resonance interventions have not been explicitly implemented before to help improve coach-athlete relationships with the intent of improving athletic and coaching performance; therefore, Schinke and Tabakman’s framework was relevant to examine in preparation for the current study.

Athlete-Centered Approach

An athlete-centered approach addresses the needs of athletes at a developmentally appropriate time in order to enhance well-being and life skills (Miller & Kerr, 2002). According to these authors, performance excellence can be facilitated through personal excellence as sport can contribute to the overall development of a person. It is proposed that in such a sport system, coaches have the responsibility to develop more than physical skills (Miller & Kerr, 2002). Indeed, if a coach focused only on physical skills, it is doubtful that the athlete would develop the proper mental skills to perform at a high level. In the athlete-centered approach, the coach-athlete relationship is likened to a partnership with shared responsibilities (Miller & Kerr, 2002).

It is proposed that an athlete-centered approach is enhanced when the coach is aware of the athletes' needs; when the coach provides opportunities for open communication, shared goal-setting and decision-making; and when the power balance between coach and athlete is shifted more equitably, where the coach asks questions to the athletes instead of giving commands. The coach is also encouraged to become aware that just as the athletes need to develop themselves, the coach needs to engage in professional development (Miller & Kerr, 2002).

Miller and Kerr (2002) further state that sport psychology consultants can play an important role in the development of coaches. However, their work is best accomplished when coaches are empowered to use the skills they learn so that the consultants are eventually no longer needed. The current study examined how a consultant could facilitate a coach's development of the team's resonance process with the aim of eventually being able to apply resonance with the team without the help of the consultant.

The RPM fits well with this athlete-centered sport approach because individuals are empowered to take ownership of their life to improve athletic performance and well-being,

thereby nurturing not only the athlete but also the person. The resonance approach to consulting has been described as “client-centered” or “person-centered” because it emphasizes understanding the experiences and perspectives of clients and allowing them to lead the way and become their own expert at collecting self-data and making decisions that are meaningful to them (Durand-Bush & Arcand, 2006). Therefore, when teaching this process to coaches to help them facilitate resonance with their athletes, it enables them to take an athlete-centered approach to coaching.

Cognitive-Behavioural Approach

Consultants using the cognitive-behavioural approach believe that cognitions affect behaviours and that behaviour change happens as a result of cognitive change (Dobson & Block, 1988). According to Newburg and colleagues (2002), many people do not think about how their thoughts or actions make them feel, and thus do not consider how they came to feel the way they do. In a resonance approach to consulting, the participants are encouraged to become aware of the actions and thoughts that lead to the way they feel, and likewise, to become aware that how they feel affects how they think and behave. In this way, the participants become researchers on themselves and use the data pertaining to feel, thoughts, and behaviours in their particular social context to make daily decisions (Durand-Bush et al., 2006).

Lanning (1979) stated that the personality of the coach dictates the athletic program, thus a coach should be aware of himself, his own motivation and personality, and how it affects the athletes. This study is the first to examine not only the athletes' process of resonance but also that of the coach as he became more fully aware of how he wanted to feel, how his athletes wanted to feel as a team, and what effect he had on his athletes. According to Lanning, many coaches are not interested in or motivated to use a cognitive-behavioural approach in their

coaching to address the psychological component of performance, however, it is imperative that they collect psychological data about themselves and the athletes, for instance, what motivates them, how they learn best, at which arousal level they perform best, and how they react to their environment (Lanning, 1979).

Culver (2000) examined communication between coaches and athletes and found that some athletes were shy and timid and had difficulty talking to their coaches. Athletes also stated that the coach communicated with them regarding technique and tactics, but not emotions or feelings. Interestingly, coaches thought that communication regarding psychological matters should be initiated by the athletes, while the athletes found that it was difficult to approach the coach on these matters. Regardless, the athletes felt that this type of support from the coach was very important. Furthermore, Culver (2000) found that silence between the coach and athletes was detrimental to their relationship and performance as the coach and athletes' perceptions regarding their feelings differed.

In summary, the literature review indicated that studies on feel related data are sparse (Durand-Bush & Cohoon, 2006), yet resonance studies indicated that individuals benefit from becoming aware of and managing how they feel (Durand-Bush et al., 2004). In looking specifically at group resonance interventions, it was apparent that groups can communicate the way they want to feel and develop strategies to feel that way (Lussier-Ley & Durand-Bush, 2006; Wolfe & Durand-Bush, 2006). However, it is still not clear how a coach of a team can help the group in this regard.

For this reason, it was important to review different approaches. The reflective intervention proposed by Shinke and Tabakman (2002) provided insight into the way that collaborative communication could be accomplished between coach and athlete regarding the

way that they feel. Since many people are not aware of how they want to feel (Newburg et al., 2002), such clarification could change what coaches know about their athletes and possibly put them in a better position to help them enhance performance.

Furthermore, it was determined that a coach with an athlete-centered approach shares responsibility with his athletes and asks more questions than gives commands (Miller & Kerr, 2002). Such an athlete-centered coach might benefit from a resonance intervention due to the person-centered, feel-based nature of the sessions. Finally, Lanning (1979) suggested that the personality of a coach greatly affects the athletes' training and performance. Therefore, it was deemed important to explore not only the athletes' process of resonance but also that of the coach.

Purpose

The purpose of this study was to examine how a varsity coach developed and applied the process of resonance of his team through a resonance-based intervention facilitated by the researcher / consultant and continued nurturing this process of resonance once the intervention was completed (see detailed research questions in the introduction). There were three phases in this study: (a) pre-intervention phase, (b) intervention phase (i.e., resonance-based intervention), and (c) post-intervention phase. In the **first phase**, I, the researcher / consultant immersed myself in the context to observe and interview the coach and athletes to get to know them and assess their needs and interests. In the **second phase**, the coach and athletes took part in a resonance-based intervention to develop and apply their process of resonance. With my help, they explored the way they wanted to feel and how every team member, particularly the coach, could help others to prepare and revisit how they wanted to feel in the face of obstacles. In the **third phase**, I stopped intervening as a consultant and allowed the coach to attempt to facilitate resonance

with the team on his own. I observed and interviewed the participants to see how they evolved as they self-directed their learning and included the process of resonance into their daily lives.

Following is the methodology that was used to carry out this study. Utilizing the resonance consulting approach was innovative and will contribute both from a theoretical and methodological perspective to the literature on resonance, coaching, and performance enhancement.

CHAPTER III

Methodology

In this section, the research paradigm and frameworks are briefly explained. This is followed by a review of the researcher / consultant's experience and preparation. Then, the participants who took part in the study are described, the three phases of the data collection and analysis are presented, and finally how trustworthiness was maintained is delineated.

A constructivist paradigm was used in this study (Guba & Lincoln, 1994). Using relativist ontology, the realities of the participants were socially constructed and specific, as this study did not aim to generalize results to all coaches or all resonance-based interventions. The intervention altered the realities of the participants, leading to a more sophisticated and deeper understanding of themselves. Likewise, the epistemology was subjectivist as the findings were created as a result of the intervention and the research. The intervention was refined as interactions between the participants and myself as the researcher / consultant took place, and it was the process created by the intervention that was observed (Guba & Lincoln, 1994). This paradigm was deemed the most relevant for this study because former studies on resonance have shown that participants, with the help of the researcher / consultant, construct their environment and life when going through a resonance-based intervention, instead of following a pre-determined, positivistic, experimental intervention design.

Framework

As described in the review of literature, an adapted version of the RPM (Newburg et al., 2002; Wolfe & Durand-Bush, 2006) was the guiding framework for this research. The RPM has been used as a tool with the resonance approach in consulting sessions, whereby the consultant used a person-centered approach to lead the athlete toward enhanced performance and well-being

(Durand-Bush & Arcand, 2006). In this way, the athlete was regarded as the expert on her life and guided the process so that it was meaningful and relevant to her. The consultant helped the athlete to not only become aware of herself, particularly how she felt, while using skills such as empathy and unconditional positive regard, but also actively and consciously helped her design her life to develop congruency between her inner self (e.g., feelings, thoughts, behaviours) and external environment (Newburg et al., 2002). For this reason, the RPM acted as a means for the participants to collect feel-related data about themselves, to better understand how the way they feel affects how they behave and think, as well as how they behave and think affects how they feel. Using the RPM as a framework, it was not important to determine whether the participants first felt and then acted and/or thought, or whether they first thought and/or acted and then felt; the participants were asked to describe felt experiences and what contributed to them (e.g. thoughts, actions/behaviours). Their descriptions became data for developing awareness and for reflective thinking. Laitakari and Asikainen (1998) suggest that a skilled consultant does not use “ready made programs” but thinks about what is important to the participant. Since the RPM is a model to be individualized, the team had to do the work to find its own steps and take ownership of the resonance process.

The Researcher / Consultant's Experience and Preparation

As the researcher / consultant in this study, it was important that I, Bettina Callary, readied myself for the intervention. Halliwell, Orlick, Ravizza, and Rotella (2003) provide useful information about competencies that consultants should develop. These recommendations include: reading everything you can, taking courses and going to conferences, experimenting with various principles and applying them to your own life, starting small in order to do a competent job, learning from the experience and committing yourself to each experience. It is

suggested that an effective consultant is a good listener, adaptable, energetic, and athlete-centered (Halliwell et al., 2003). In the following paragraphs, I will describe the measures I took to adhere to these recommendations and develop for myself these skills and characteristics.

My experience in coaching started when I was 15 years old. I coached a children's team of club alpine ski racers, a gymnastics club team, a trampoline club team as well as a children's park league soccer team. I have continued coaching ski racing for nine years and have completed my level three certification through the Canadian Ski Coaches Federation and the National Coaching Certification Program. I am currently enrolled in the National Coaching Institute to pursue my level four certification. These experiences helped me to develop my coaching philosophy: to be aware of the individuality of each athlete and to attempt to involve the athlete in his learning by having him answer questions regarding why he does what he does. These years of coaching and learning have enabled me to understand the depth of the process of coaching and have helped me to be aware of the demands placed on coaches and the obstacles they must overcome. I feel that this experience helped me to observe any particularities during the current research process that may otherwise have gone unnoticed.

I recently was the coach of the Junior National Development team in Argentina where I also worked with the World Cup team for one season. Through this experience, I got to know many top-class, high performance coaches and observed their different coaching styles closely. I noticed that those coaches who seemed most in tune with their athletes had a greater rapport with them and were able to understand them better and thus better coach them. I also noticed that those coaches who were not athlete-centered did not appear to have an interest in learning how their athletes wanted to feel.

I have also been involved with the resonance team for some time. I learned about resonance when I started my undergraduate thesis with Dr. Natalie Durand-Bush. I took a sport psychology class specializing in resonance. I was immersed in the resonance process and completed daily journaling, reflective activities, a personal resonance performance model, and a project on my own self-discovery. This class enabled me to understand the many dimensions of resonance and gave me a deep knowledge base enabling me, in my previous research, to work with alpine ski athletes (Callary, 2004). I continue to use this self-awareness, especially at times when it is hard to feel the way I want to feel.

At the master's level, I took a counseling course with Dr. Durand-Bush, where I was able to further my skills and approaches in several counseling sessions with classmates, and I developed my counseling philosophy. The person-centered, resonance-based approach to counseling closely matches my athlete-centered coaching philosophy, which helps me to understand why, in coaching, I enjoy discovering and facilitating the way athletes want to feel.

In my coaching experience, I have discovered how my athletes want to feel by asking them questions about what they need to do to be well prepared, what kind of obstacles they individually confront, and how they can reconnect with their desired feelings. I believe that this has allowed me to better coach my athletes. Therefore, it is interesting to examine whether or not other coaches are able to do this once they understand the process of resonance, and whether more coaches would benefit from this knowledge and experience.

Finally, I conducted an 8-week pilot study in which I worked with the male coach and female athletes of a high performance soccer team to apply a shortened version of the research. During this time, the team learned that the communication, especially between the athletes, allowed them to further understand the commitment level that each athlete had, helped the team

to learn about how the others played soccer, and about how they wanted to feel. The coach was hesitant to take the leadership role in this intervention and left it to the athletes to implement the intervention themselves. This strengthened the importance of the question “what are you willing to work for?”, and reinforced my belief in conducting such an intervention with a coach who asked me to work with the team and who wanted to be involved himself.

Emergent Design

This study was qualitative in nature and involved documenting how a team, which included the athletes and coach, learned and applied resonance in an attempt to improve their performance and well-being. This case study was instrumental in that it provided insight into not only an issue (Stake, 1994), but also the process of how a coach facilitated resonance within his team once the team had learned the RPM through an intervention. Instrumental case studies can be typical cases or irregular ones; their main aim is to advance the understanding of the issue through an in-depth investigation (Stake, 1994). This case can also serve as part of a collective case study; for example, all of the resonance case studies could be jointly studied to generalize the findings of resonance interventions (Stake, 1994).

Many lessons have been drawn from past studies on resonance and one of them is that a qualitative case study approach is best to implement and explore an intervention and track the process of the participants over time. For example, Soulard and Durand-Bush (2003) reported that conducting individual interventions with many participants within one study was very challenging and that single case designs rather than questionnaires would yield more in-depth data from which resonance could be explored over time, especially since resonance is a person-centered process that takes time to develop and work into everyday life.

Faubert and colleagues (2005) used a combination of quantitative and qualitative methods and found limitations to the single-subject mixed design involving four endurance athletes participating in a 16-week intervention. Faubert and colleagues (2005) found that a quantitative single subject design may not be the best indicator of the effectiveness of this type of intervention. However, from a qualitative view, the athletes in the study perceived an improvement in performance, satisfaction, positive affect, and well-being, which suggests that a qualitative single case study leads to a more in-depth understanding of the issues at play and the process of change. Consequently, a qualitative case study approach was used in the current study as it was believed that it would yielded a deeper and richer understanding of how a coach facilitated the process of resonance of his team and any changes in perceptions of performance and well-being throughout this process.

Participants

This study involved a varsity volleyball team, which included a male coach (age 39), and 16 female athletes aged between 18 and 24 years. The number of participants was limited by the number of athletes on the team, as this case study involved only this particular team. However, this number was deemed sufficient since it involved all of the members of the team, and therefore provided an opportunity for a complete analysis of the way this team attempted to experience resonance.

A purposive sampling method was used as the team, particularly the coach, was chosen based on certain qualifications (Fraenkel & Wallen, 1996). A varsity coach working full-time with a university team was solicited. Furthermore, varsity level athletes were sought for this research because previous studies involving resonance-based interventions have shown that younger and lower level athletes are not always ready to commit to discovering how they want to

feel, and adherence to the intervention can be problematic (Durand-Bush et al., 2004). It was anticipated that the varsity athletes and coach would be committed to achieving excellence in their sport performance, thus it was hypothesized that they had the most to gain by engaging in a resonance-based intervention. Since this study was carried out over a season, it was important that the team adhered to the process.

In terms of selection criteria, it was also important for implementing the resonance intervention to work with a coach who was athlete-centered and highly committed to participate. The coach indicated prior to the study that how his athletes feel was important to him. This was important, as a coach who cares for the feelings of his athletes is likely to be athlete-centered (Miller & Kerr, 2002). This condition also increased the likelihood of interest, motivation, and commitment to the intervention. The coach of the team expressed interest in participating in a resonance intervention after attending a seminar presentation on resonance. His interest was seen as a key reason for selecting him and his team for the intervention. Since this was the first study in which a coach was empowered to learn and apply the resonance process through an intervention, a committed coach ensured a higher quality of engagement in the process, and was more likely to complete the three important phases of the study. The team, including the coach and athletes, volunteered and consented to take part in the study and signed a letter of consent (see Appendices B & C). No team members opted out throughout the process, although that option was given.

Data Collection

This study lasted 26 weeks and involved three phases. In phase 1, the pre-intervention phase, I interviewed the participants to gain an awareness of the team, particularly to see if feel plays a role in their performance and well-being. I observed the team for 6 weeks and collected

field notes. In phase 2, the intervention phase, I became the consultant to the team as I facilitated the group resonance-based intervention over a period of 14 weeks. In phase 3, the post-intervention phase, I withdrew as the consultant. I interviewed the coach and athletes separately at the end of 6 weeks of absence to examine their process of resonance, performance, and well being, as well as any learning that occurred (see appendix D for the timeline).

Phase 1 – Pre-Intervention Phase

Interviews. Phase 1 involved conducting one open-ended, semi-structured interview with the coach and one open-ended, semi-structured group interview with the group of athletes at which time I discovered to what extent the coach was aware of how his athletes felt and wanted to feel (interview with coach) and how the athletes perceived that their coach was aware of how they felt and wanted to feel (interview with athletes) (see appendix E). I asked questions pertaining to the coach's coaching style and the ways in which he had learned what he knows, the nature of the relationship between the coach and the athletes, and their ways of communicating. The answers gave me an idea of how the coach was aware of and nurtured how his athletes felt before the intervention so that I could understand how he had changed at the end of the intervention (phase 2) and at the end of the post intervention (phase 3). The most important aspect of this phase was my understanding of how the team interacted together. This phase of the research also gave the athletes time to get to experience and get acquainted with the new team dynamics as it was the beginning of the season. It allowed me to formulate my intervention according to the specifics of this team.

Observation. Starting in September, I observed the team for six weeks. I attended practices, games, and meetings to observe actions/behaviours, particularly pertaining to the information the coach and athletes provided in their interview. By paying attention to verbal and

non-verbal language (Ivey & Ivey, 2003), I specifically observed if and how the coach nurtured how his athletes felt in their sport environment before the intervention. In this phase, the coach and athletes became acquainted with me and started to feel comfortable, in order to act “normally” despite being observed. During every observation, I took field notes based on feel, performance, and other relevant themes that emerged. I also wrote about the observable coaching and learning process, including verbal and non-verbal communication and behaviours.

Phase 2 – Intervention Phase

Consulting sessions. The resonance-based intervention involved 4 group consulting sessions that were conducted and audio-taped approximately every 2 weeks, except the last session, which was delayed until after the Christmas break (see appendices F and G for example of content discussed) over a period of 14 weeks. In the first session of the intervention (see Appendix F), resonance and the components of the RPM were presented and discussed. The athletes and coach discussed how they currently felt and wanted to feel as a team. I wrote these words on a poster so that the team could have a visual account of their shared desired feelings, the preparation strategies and techniques currently used, the obstacles encountered and the way the team might revisit how they felt. This last component was very brief as the team had not consciously thought of this before.

After the initial session, follow-up sessions (see Appendix G) were conducted to further discuss and develop the team’s process of resonance and identify changes, progress, and lessons learned as the team attempted to manage how they felt and wanted to feel on a daily basis and how it helped them enhance performance. The sessions focused on what the team had learned about their group RPM since the last session, what they needed to do to feel the way they wanted as often as possible, and anything relevant the team wished to discuss. Other questions on the

resonance process addressed what “feel” meant to the team and what role it played in their sport and daily life. The term “resonance” was also explored to determine what it meant to the coach and how it was experienced (e.g., congruence, a seamless fit with the environment). After each group session, I met with the coach individually to determine what he had learned and how this had or would change what he did to coach to team.

As shown in previous studies on resonance, the recorded sessions provide valuable first-hand data regarding the participants, how they are able to incorporate the process of resonance into their sport and daily lives, and how perceptions of performance change over time (Durand-Bush et al., 2005). The sessions also provided opportunities to reflect, which is indispensable in the development and application of the resonance process. I continued to observe and take field notes during this phase of the study to document any changes that may or may not have been perceived by the team.

Journaling. After three of the four group sessions, the athletes and coach were given questions on which to reflect. After the first intervention session, the coach suggested that the team send me their answers to the reflective questions via email. There were typically two pre-arranged questions given after each session as “homework” that encouraged the participants to think about how they wanted to feel in practice and games; what strategies they used and how this affected their performance and overall day; whether they would add or change their personal and team RPMs; what happened when they asked themselves “how do I want to feel today?”; and what they thought of the intervention particularly the role that their coach played in the process. Journaling is standard practice in a resonance-based intervention but is subject to change based on the participants and the intervention. In this intervention, the nature of the entries via email entailed answering the pre-arranged questions (written as “homework questions” at the end

the interview guides in appendices F & G). The athletes and coach also responded to four additional individual questions that I emailed to them as a result of their reflections that allowed them to further reflect on their particular thoughts, actions, and feelings.

In addition, the athletes and coach received paper copies of the narratives and notes of the discussions from each group session including a paper copy of the team RPM (filled out during session #1 and updated by the athletes after each session); a paper copy of the individual RPM (that they filled out while completing journal reflections independently); notes about what the team determined each athlete brought to the team; and strategies the team liked to use to help them feel the way they wanted. While the individual RPM and notes about each participant were different from one person to the next and based on what they wrote about in their journal entries; the other narratives, session notes and team RPM were general synopses of the group sessions. All these paper copies were added to their training logbook that each athlete kept as part of their regular training regime. In this way, the athletes and coach could review anything that was discussed or reflected on during the intervention.

Earlier studies have indicated that the journals were useful at the beginning of the intervention when participants were unsure of how they wanted to feel and needed to monitor this. The journals gave the participants the opportunity to reflect on their day and to think about any highs or lows that occurred, and why they occurred (Doell et al., 2006). However, it was noted that in the later stages of a resonance-based intervention, the participants were more attuned with their feelings, did not write in their journals as much and did not feel the need to do this every day in order to reflect (Callary, 2004). In this current study, the participants did not reflect in the journal every day, and indeed, after the third intervention session, there were no more formal questions asked. Moon (2004) suggests that asking questions to narrow the focus

for reflection can help individuals know what to write. For these reasons, the journaling was different in the current study than in past resonance-based intervention studies. I, as the researcher / consultant, asked the participants questions to focus their reflection and ensure that they reflected between sessions.

Observation. As previously mentioned, throughout the intervention, I observed a practice or a game at least once per week. During these observations, I took field notes of emerging issues pertaining to the process of resonance and any relevant information related to it. The field notes were similar to those taken in Phase 1. Field notes were an important source of data (Altheide & Johnson, 1994) that were used to triangulate the data collected from the interviews and sessions (Guba & Lincoln, 1994).

Phase 3 – Post-Intervention Phase

The third phase began after the 14-week intervention was completed and lasted 6 weeks. I observed the team only once during this time, at the end of the six weeks prior to our final interviews. I did not observe the team throughout the phase because each time that I observed, the coach would talk to me. My presence would have affected the way in which the coach continued to use the resonance process with the team. I wanted to get a natural reading of what the coach would do, without my involvement, and therefore I needed to be absent. It was the coach's choice how to proceed. He chose to continue the group sessions, and use the vocabulary that we had developed throughout the intervention as well as strategies and techniques that were integrated into practices and games.

Interviews. At the end of the six weeks, I conducted an interview with the coach in which I asked him if and how he was using the resonance process with the team, and whether or not he felt capable of facilitating it without my assistance. The coach was asked about lessons learned

and if he felt that any of the perceived benefits noted at the end of Phase 2 had been maintained, further increased, or decreased. He was also asked whether his coaching performance (e.g., communication) and well-being had changed due to the intervention (see appendix H).

In addition, one group interview was conducted with all the athletes at the end of the six weeks to discuss whether they were still incorporating the RPM into their practices and games, and whether they noticed any difference in their own performance and well-being and in their coach's coaching performance. In particular, they were asked if and how the coach helped them to feel the way they wanted to feel (see appendix I).

Data Analysis

Interviews/Consulting Sessions

The interviews from Phases 1 and 3 and the consulting sessions from Phase 2 were transcribed verbatim and “cleaned up” for grammatical errors. The interviews were then written into narratives based not only the process and the experience of the team but also themes deductively linked to the components of the RPM and inductively emerging from the data. The narratives were between one and two pages single spaced and captured the results of the pre-intervention phase, the intervention phase, and the post-intervention phase (Denison, 1996; Sparkes, 2002). Specifically, the narratives summarized each interview / intervention session and were given to the coach or the athletes or both for authentication (Denison, 1996). In this way, the athletes and coach would read the narratives before practice or before the next session and it would help them to revisit what was discussed and generate reflection for the following session. In the end, the narratives for each interview / session and field notes taken between sessions were joined together to tell the whole story. Narratives were deemed well suited for the analysis of this research because they describe how we express our lived experiences through stories

(Polkinghorne, 1995). Since the resonance intervention spanned the team's entire season, the changes and results that occurred throughout this time were best explained as a series of events in chronological order. The narratives describe the events as interactions between the participants (i.e., athletes and coach) and myself the researcher / consultant (Polkinghorne, 1995). Through the construction of these narratives, my place in the story remains clear and I have attempted to make my actions as transparent as possible.

Field Notes

The field notes from Phase 1 provided an understanding of how the team and coach interacted (e.g., nurtured how they feel) before starting the intervention. Along with the field notes taken in Phase 2, they were used to develop questions and probes for the interviews and consulting sessions. As such, they were reviewed and inductively analyzed for content that could be used to support or refute emerging concepts or themes presented in the results section (Sands, 2002). In addition, all the field notes taken throughout the study provided a useful guide to connect together what happened between sessions and interviews so that there were few gaps throughout the research. In this way, the field notes were written into narratives to clarify the events between the sessions.

Journals

The journal entries sent via email were examined to validate findings and interpretations and generate more discussion during the consulting sessions. They were further analyzed to support the emerging themes and explain individual team members' understanding of the group resonance process. Like the field notes, the journal entries also provided data to connect one group session or interview to the next so that the story that resulted was a cohesive and in-depth and bound individual and group experiences into a meaningful whole.

While I took part in the study as the consultant to facilitate the resonance-based intervention during Phase 2, I was also the researcher and I analyzed the data collected throughout the study. Although I have my own biases and assumptions, I am the most qualified person to analyze the data because I lived the experience with the participants and was able to give a first hand account of the events (Rubin & Rubin, 2005).

Trustworthiness

Triangulating the data from field notes, interviews/consulting sessions, and journals is one way I was able to maximize trustworthiness in this study (Guba & Lincoln, 1994). Furthermore, trustworthiness was enhanced because I prepared myself as the researcher / consultant through bi-weekly meetings in the resonance lab and with my advisor, as well as by taking a counselling class, a resonance class and having read extensively all the material pertaining to resonance. I also conducted a resonance-based intervention while completing my undergraduate honour's thesis and have developed my interview and consulting skills. Therefore, I have an awareness of who I am and what biases I may bring to the intervention. From this, I can extract my biases to report as neutrally as possible the perspectives of the participants. Having my advisor and peers involved in the analysis of my data also enabled this study to be audited to increase credibility of the findings (Altheide & Johnson, 1994).

In addition, narratives can be evaluated based on credibility, believability, and fidelity. Credibility refers to establishing accurate data and a plausible plot (Polkinghorne, 1995). In this case, the narratives can be considered credible because they were member checked and this ensured that the events that were written did happen. In addition, the narratives were authenticated by all participants, which ensured that the story matched the perceptions of all the people involved in the events (coach, athletes, and my own). Member checking ensured that the

results, as portrayed by the researcher / consultant, described the events and felt encounters as they occurred, which established believability (Blumenfeld-Jones, 1995). Finally, fidelity, or truth according to the writer (i.e., researcher / consultant), connects the objective truth with the subjective interpretation (Blumenfeld-Jones, 1995). Since I was involved in the team, we created a relationship whereby I consciously wanted to portray the story accurately so that I could situate each participant within the social context of the intervention (Blumenfeld-Jones, 1995).

The findings of this study helped shed light on whether it is valuable to involve coaches in resonance interventions and develop the process of resonance along with the athletes. In this study, the coach was able to learn from the intervention and use the knowledge to help the athletes perform better. While this was reported by the coach during interviews, this was also supported by the athletes. Examining the athletes' perspectives and including their data in this study increased the credibility of the findings because this data helped describe the reality of how the coach developed and integrated the resonance process into his life and that of his team. Without data from the athletes, the coach could have believed and reported that he did do this, but the athletes could have had a different perspective. In this way, the findings are balanced in that there is an account of what the coach thinks he has learned, what the athletes think he has learned based on what they have experienced with him, and what the athletes themselves have learned.

The findings of this study cannot be transferred or generalized to all coaches or teams, and indeed the results of another study conducted in a similar way could yield completely different results due to the person-centered nature of resonance interventions and the role consultants play in implementing them. However, this study did yield dependable results as it is following a framework that has been examined in many studies (Durand-Bush et al., 2004). The

results of this study provide groundwork for the development of a framework for future research as well as applications of resonance with coaches.

CHAPTER IV

Results

The results section of the thesis is presented in the format of one article. This article is entitled “Facilitating a Group Resonance Intervention with a Volleyball Team: An Exploration of the Process Between a Consultant, Coach, and Athletes” and explores the team’s resonance process as facilitated by the coach and consultant.

Article

FACILITATING A GROUP RESONANCE INTERVENTION WITH A VOLLEYBALL
TEAM: AN EXPLORATION OF THE PROCESS BETWEEN A CONSULTANT, COACH,
AND ATHLETES

FACILITATING A GROUP RESONANCE INTERVENTION WITH A
VOLLEYBALL TEAM: AN EXPLORATION OF THE PROCESS
BETWEEN A CONSULTANT, COACH, AND ATHLETES

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Facilitating a Group Resonance Intervention with a Volleyball Team:

An Exploration of the Process Between a Consultant, Coach, and Athletes

Resonance is a holistic process in which individuals engage to become aware of how they want to feel, how they can prepare to feel this way, what obstacles get in the way, and how they can revisit the way they want to feel in response to obstacles (Arcand, Durand-Bush, & Miall, 2007). Feel is the leading concept of the resonance process, which distinguishes it from other performance enhancement approaches (Newburg, Kimiciek, Durand-Bush, & Doell, 2002; Newburg, 2006). Feel has been defined as a multidimensional subjective experience that can vary over time and across life contexts and situations, particularly as self-awareness increases and learning occurs (Arcand et al., 2007; Wolfe & Durand-Bush, 2006).

In research conducted with over 300 expert performers, Newburg (2006) concluded that they all had in common the ability to experience resonance. According to Newburg, an individual 'resonates' when he experiences or feels a seamless fit with his environment. In this way, the harmony experienced is full engagement or absorption in the moment. It was found that it is possible to experience resonance without knowing about it, but it appears to be more easily achievable when one is aware of how to engage in such a process (Arcand et al., 2007; Doell, Durand-Bush, & Newburg, 2006; Durand-Bush, Faubert, & Newburg, 2004). Studies, however, show that even when individuals know the process, they will not always feel the way they want to feel due to daily life obstacles (Arcand et al., 2007; Doell et al., 2006; Wolfe & Durand-Bush, 2007).

Durand-Bush and colleagues' research has focused on the concept of feel as a multidimensional experience because there is a lack of studies in the context of sport focused on

broader felt experiences extending beyond emotions (Arcand et al., 2006; Lussier-Ley & Durand-Bush, 2006; Wolfe & Durand-Bush, 2006). Multiple case intervention-based studies with over 50 athletes suggest that feel can be experienced physically (e.g., I feel strong), cognitively (e.g., I feel confused), emotionally (e.g., I feel happy), socially (i.e., I feel part of the group), and/or spiritually (i.e., I feel a deep sense of meaning) (Arcand et al., 2007; Durand-Bush, Newburg, Faubert, Soulard, Arcand, & Burke, 2005; Lussier-Ley & Durand-Bush, 2006; Wolfe & Durand-Bush, 2006). It is noteworthy that in the person-centered, feel based interventions spanning approximately 12 weeks, the participants were given the freedom to identify and define how they felt and wanted to feel in different life contexts instead of the researcher delineating felt experiences for them. They were empowered to take ownership of their sport and life experiences and design them in a way that allowed them to feel the way they wanted to feel as often as possible. Overall, the interventions involving weekly or bi-weekly sessions and daily reflective journaling facilitated by a trained consultant have led all of the participants to increase their self-awareness and ability to regulate felt experiences in order to enhance performance and well-being (Arcand et al., 2007; Doell et al., 2006; Durand-Bush, et al., 2005; Lussier-Ley & Durand-Bush, 2006; Wolfe & Durand-Bush, 2006).

Resonance interventions have recently been explored with teams. Lussier-Ley and Durand-Bush (2006) studied the creative process of six modern dancers from a professional dance school using the Resonance Performance Model (adapted from Newburg et al., 2002, see Figure 1) as a framework to conduct a group resonance intervention. The creative and felt experiences of the dancers were ethnographically documented over a four month period using participant observation, full participation, field notes, reflexive journaling, videotaping, conversations with informants, and 12 weekly focus group discussions. Results indicate that the dancers aged

between 19 and 26 years were able to nurture their creative process by paying attention to how they felt (Lussier-Ley & Durand-Bush, 2006). Within the group work, the dancers spent much time talking about how they individually wanted to feel and this led to discussions of how they collectively wanted to feel when they performed. It was determined that collective feel is a social phenomenon that can be experienced positively or negatively. When it was identified and articulated in this study, it was generally experienced positively. The participants deemed it important to work towards a desired collective feel and the climate created by the group of dancers, as well as the teachers and support staff was an important mediator of their collective feel (Lussier-Ley & Durand-Bush, 2006). The latter finding is of significance because resonance studies have not explicitly examined teachers, coaches, and support staff in the resonance process. The trained consultant played an important role in facilitating the collective feel of the group and described it extensively through a narrative approach (Polkinghorne, 1995). However, a limitation was that she did not involve the dance teachers in the group intervention (Lussier-Ley & Durand-Bush, 2006).

Wolfe and Durand-Bush (2006) also conducted a group resonance-based intervention with a synchronized swimming team including 16 female, club-level synchronized swimmers performing as two teams, one female head coach, and one female assistant coach. The group of athletes participated in a pre- and post-intervention interview as well as eight intervention sessions facilitated by a trained consultant approximately every two weeks. The head coach was interviewed alone before and after the intervention and participated in two individual intervention sessions. Finally, over the four month period, the athletes, head coach, and assistant coach participated in two sessions together, and the athletes and assistant coach took part in one session together. This team's entire season was chronicled using a narrative, case study approach

(Polkinghorne, 1995; Sparkes, 2002) to explore their felt experiences and coach-athlete and athlete-athlete relationships. It was found that the team faced several obstacles that seriously influenced their relationships and how they felt. It was during the intervention sessions facilitated by the consultant that the team was able to communicate how they wanted to feel and predominantly how they actually felt as a result of inner conflict between the coach and some athletes. This allowed the team to attempt to resolve their differences and pay attention to feel when making decisions since they rarely spoke of these issues outside of the sessions (Wolfe & Durand-Bush, 2006). Both the coaches and athletes were involved in the intervention, which led to rich discussions regarding their role and ways to help, and in many cases with this team, ways that prevented each other from feeling the way they wanted (Wolfe & Durand-Bush, 2006). It is notable that when the head coach of this team realized that she did not feel the way she wanted most of the time because of certain athletes and recognized that she could not improve her relationship with them, she chose to leave the team to pursue more meaningful endeavours and increase her personal well-being (Wolfe & Durand-Bush, 2006).

As there have only been two studies in which a resonance intervention was conducted with a team, and no studies have specifically targeted the coach in the resonance process, there is a need for this type of research. This is important because coaches affect how their athletes feel within their sport context (Salminen & Liukkonen, 1996) and as demonstrated by Wolfe and Durand-Bush (2006), athletes also influence how coaches feel and this in turn can affect performance and well-being. Although individual athletes of different ages and levels have been able to identify, develop, and experience their resonance process as a result of participating in a resonance-based intervention (Arcand et al., 2007; Durand-Bush et al., 2005; Lussier-Ley & Durand-Bush, 2006; Wolfe & Durand-Bush, 2006), it is not clear if and how coaches can nurture

this process to help themselves and their athletes regulate how they feel to increase performance and well-being.

Resonance as a Consulting Approach

As a result of the several intervention-based studies conducted in the past, the resonance process has evolved into a unique consulting feel-based approach in which the consultant plays a crucial role (Arcand et al., 2007; Lussier-Ley & Durand-Bush, 2006; Wolfe & Durand-Bush, 2006). In using the resonance approach, consultants encourage individuals to pay attention to and explore desires, needs, strengths, weaknesses, values, beliefs, fears, challenges, and any relevant information related to felt experiences. They are empowered to take ownership of their life to design it in a way that will allow them to feel the way they want as often as possible (Durand-Bush & Arcand, 2006). Since consultants work toward helping clients to develop self-awareness and self-regulation, resonance interventions are unique to each participant or group and are therefore person-centered (Durand-Bush & Arcand, 2006). This can be likened to Carl Rogers' (1965) client-centered, humanistic approach, which facilitates affective-cognitive interaction through empathic listening by the consultant. Empathy is achieved through non-judgmental, genuine acceptance of clients, with the ability to perceive, identify, and label emotions associated with thoughts and actions (Kibby, 2007). In the case of resonance, it is important to explore and help clients go beyond emotions, thoughts, and actions, and identify multifaceted felt experiences (Arcand et al., 2007).

Unlike Rogers' (1965) original approach, more than empathic listening is involved in consultant led resonance interventions. Evocative empathy (Martin, 2000) is an important skill and is defined as "communicated understanding of the other person's intended message, especially the experiential part" (Martin, 2000, p. 4). Therefore, it is important to hear through

active listening and observation of non-verbal language what participants mean or are unable to say and communicate this to them. Evocative empathic consultants see clients as the experts capable of solving their issues, challenges, or problems through increased independence and personal responsibility (Martin, 2000). They bring the clients' experiencing to life and provide them with a continuous process of effective living that involves self-exploration and new self-understanding to form more accurate constructions of their own experience (Rice, 1974).

Consultants espousing the resonance approach have similar beliefs and expectations and provide a process for identifying, discussing, and evoking felt experiences. They work at the leading edge of the clients' experiencing and help them confront their felt experiences to explore all facets (Durand-Bush & Arcand, 2006). This means going beyond feelings and emotions and examining other relevant dimensions such as cognitive, social, and spiritual ones (Durand-Bush & Arcand, 2006). As Martin (2000) pointed out, consultants have a complex challenge in that their tool is language, but much of what matters most cannot be adequately expressed in language. It can be felt, but this felt sense is a physical process that is not easily explained by language.

The RPM is an educational tool used by resonance consultants to guide the process in which people become aware of and manage how they feel (Newburg, 2006). The model is cyclical and dynamic in nature and comprises four components: (a) The Way You Want to Feel, (b) Preparation, (c) Obstacles, and (d) Revisit The Way You Want to Feel (see Durand-Bush et al., 2005 for a complete description of the components). Although consultants use this framework to guide conversations and bring awareness to the participants, it is done in the most flexible way at the participants' own pace. Resonance interventions may thus last anywhere between 4 to 24 weeks and involve multiple sessions as well as reflective journaling, depending

on the participants' wants and needs (Durand-Bush et al., 2005). This is the reason why resonance interventions have been empirically examined using a constructivist and multiple case study approach (Guba & Lincoln, 1994; Stake, 1994). What's more, ownership and self-reflection are key for any intervention to bear fruit (Arcand et al., 2007; Callary, 2004; Doell et al., 2006; Wolfe & Durand-Bush, 2007). Consultants must enable participants to take responsibility and be accountable for developing their own process. They must also help them to be reflective and this has not been the focus of studies in the past (Arcand et al., 2007; Wolfe & Durand-Bush, 2006).

In a sport context, coaches may be able to contribute to the resonance process, however, no studies have explored this yet. According to Halliwell, Orlick, Ravizza, and Rotella (2003), coaches and consultants should be aligned to be the most successful when working with athletes. A coach's commitment to the consulting process is a very important element that helps to increase the potential that the athletes' performance will be enhanced. When athletes see their coach supporting the consultant, the perception of the value of the intervention becomes greater (Halliwell et al., 2003). In this way, the coach may also be in a better position to integrate concepts discussed into the training program thereby increasing the probability of action emerging from self-awareness and practice: "Knowledge without action is useless in the performance enhancement field. It is the application of good intentions that makes the difference" (Halliwell et al., 2003, p. 61). A coach's trust and interest in a consulting intervention can thereby greatly improve the potential for performance enhancement. For this reason, it is imperative to look at ways in which both coaches and consultants work together within resonance-based interventions to optimize performance and well-being in sport contexts as this has not yet been empirically examined.

Purpose of the Study

The purpose of this study was to examine how a coach developed and applied the process of resonance of his team through a resonance-based intervention facilitated by a researcher / consultant and continued nurturing this process of resonance once the consultant completed the intervention. Specifically, the study sought to answer the following research questions: (1) By participating in a resonance intervention facilitated by a consultant using the RPM (adapted from Newburg et al., 2002), how can a coach help his athletes to (a) feel the way they want to feel, (b) prepare to feel the way they want to feel (c) anticipate and overcome obstacles that get in the way of their desired feel, and (d) reconnect with how they want to feel when necessary? (2) After completing a resonance intervention, how can a coach continue to help his team experience resonance? (3) Does a resonance intervention enable a coach to enhance his team's performance, however he chooses to define it? and (4) How is a consultant effective when facilitating a resonance intervention with a coach and his athletes?

Methodology

Constructivist, Case-Study Approach

In using a case study approach, the process of the intervention for this individual team was clearly presented and analyzed in-depth (Stake, 1994). A constructivist paradigm was considered the most relevant for this study as the realities of the participants were altered and constructed within their social context and it is these changes that occurred from the intervention that were documented (Patton, 2002). While the stories of the participants corresponded because they were constructed as a group, it must be noted that the participants had various points of view and as such, their realities were not identical. The coach, in his position of leader of the team, obviously viewed the team differently than a rookie, who viewed it differently than a

veteran player. Therefore, a constructivist paradigm was critical to understand how the realities of the participants intersected within the study (Guba & Lincoln, 1994).

Participants

The varsity women's volleyball team included 16 athletes between the ages of 18-24. There was one rookie on the team, three graduating players, and the rest had been on the team between 1-3 years. The coach was male, 39 years old, with 16 years of experience coaching the varsity team. The coach was enrolled in the Human Kinetics program, doing a Master's degree in Sport Psychology.

A purposive sampling method was used to recruit the varsity level athletes and coach (Fraenkel & Wallen, 1996). This level of competition was sought since some of the younger and lower level athletes have been shown to lack commitment to the resonance intervention in past studies (Callary, 2004; Durand-Bush, Trudel, & Short, 2004). While it was, in fact, the coach in the current study who approached me, the researcher / consultant, to participate in the study after hearing me speak about my research at a seminar; I agreed to his request because he fit the requirements. All of the athletes also consented to partake in this study.

Researcher / Consultant Preparation

I was the researcher and consultant in this study, and my preparation and competencies for these roles must be addressed. During my Master's program, I took courses that prepared me for this research including a counseling course, a research methods course, a qualitative research course, a special topics course on resonance, and an advanced topics course in sport psychology. Furthermore, I practiced my interviewing skills and engaged in bi-weekly meetings with my supervisor and peers in the resonance lab. In addition, I read all the materials pertaining to resonance, I was involved in my own resonance intervention, and I conducted a resonance-based

intervention study for my fourth year undergraduate thesis. Finally, I conducted an 8-week pilot study with a soccer team that served as a shortened verification of the procedures and skills required for this study.

I am aware that my involvement in this research affected the realities of the participants and recognize my biases as a researcher, consultant, coach, and previous participant in a resonance intervention. I have attempted to report the experiences of the participants as neutrally as possible, and have kept an audit trail of the procedures, findings and my reflections so that the collection and analysis of the data were debriefed with my advisor and peers. In turn, this ensured the trustworthiness of the findings (Altheide & Johnson, 1994).

Data Collection

The study involved three phases spanning 26 weeks, starting at the beginning of the school year and finishing during the playoff period. The pre-intervention phase lasted 6 weeks, the intervention phase lasted 14 weeks, and the post-intervention phase lasted 6 weeks (see Table 1 for a timeline).

Pre-Intervention Phase

In the pre-intervention phase, I met with the coach to determine how he had learned to coach, how he presently coached this group of athletes, and what he foresaw for this year. I also met with the athletes as a group to discuss what they knew; how they interpreted the relationship they had with their coach and the way that he taught them, and what goals they had for the coming year. The purpose of these interviews was to determine what the team already knew about how they wanted to feel and how the coach explored the way the athletes felt. Finally, I engaged in observations of the team's practices twice per week and took field notes of pertinent issues so that I could tailor the intervention sessions according to their specific needs. As such,

the field notes were deemed an important source of data (Altheide & Johnson, 1994). Since this phase was at the beginning of the school year, it also allowed the athletes and coach to get to know the newly formed team and dynamics.

Intervention Phase

Sessions. In the intervention phase, I met with the team as a whole (i.e., athletes and coach) on four occasions spaced out as the coach wanted. These sessions lasted approximately one and a half hours and were conducted approximately every two weeks. After the third session, the team did not have team practices for 6 weeks since they had exams and then Christmas holidays. For this reason, the fourth and final session was conducted at the start of the second semester and second half of the competitive season.

During the first intervention session, the team discussed how each member impacted the team and they explored the RPM components. Some examples of questions asked are: “Describe what each of you bring to the team? How do you want to feel in training? In competition? What strategies do you use to feel the way you want as a team?”

In the second session, the team explored ways in which they could prepare to feel the way they wanted, and delved further into the way they wanted to feel. Examples of questions that were explored are: “What has happened since our last meeting, what have you reflected on? How did you use what we talked about in last week’s and yesterday’s games and practices? Describe how you felt in your games during your most resonating moments.” The team was encouraged to try to use the strategies they developed.

In the third session, the team discussed what happened between the two sessions, and whether they used any strategies that we had discussed. They talked about team and individual obstacles, as well as strategies they could use to respond to obstacles to reconnect with the way

they wanted to feel. Questions asked included: “What obstacles have you faced individually and as a team? How can you practice pressure situations without them becoming an obstacle? How can you help each other to revisit the way you want to feel? Did you try to use any general/specific feedback comments to reconnect with your desired collective feel when facing an obstacle?”

The fourth and final session was conducted after the Christmas break to help the athletes and coach return to competition after the holidays. The following are some questions I asked the team: “In the last match, I noticed that you laughed more than you did in any other game that I had ever watched you play. It was also an unbelievably well played match. How did you feel? What did you do to feel that way? How did you prepare? How did you sustain it? Can you try to repeat that type of feeling? What are some of the benefits of having time off since the end of November when you played your last game? What are some of the drawbacks? How did the holidays and then the Christmas camp affect you? Do you feel prepared to get back into the competitions? Why or why not?” After each group session, the coach and I engaged in a short individual interview to determine what he had learned from them.

As the consultant, I played a role in creating the reality of the intervention. While I asked many questions that were pre-planned according to the RPM framework, there were many issues that arose during the sessions that the participants discussed at length. It was my goal to be as unassuming and low profile as possible so that the participants would feel as though they were not being interviewed, but were having team discussions that were trusting and open. In this way, the team would build a team feel based on their honest reality.

Journaling. In addition, the participants engaged in a journaling process that enabled the athletes and coach to reflect on felt experiences, thoughts, and actions that helped them more so

as individual players. They completed a total of 10 journal entries, of which six entries were answers to questions that were given to them after the sessions, and the remaining four entries were answers to individualized questions that I asked after reviewing their entries.

While journaling is a standard practice in resonance-based interventions (Durand-Bush et al., 2005), this was the first time that the journaling was conducted by answering reflective questions through email. Moon (2004) suggests that because some individuals do not have a natural ability to reflect, asking questions to help them is a viable way to engage them in the reflection process. In the current study, the athletes and coach were asked to reflect on their individual and team RPMs, including how they wanted to feel on a daily basis and what they could do to feel this way. While these questions were pre-planned, the idea of emailing the journal entries was not. It was the coach who suggested that the athletes send their reflections through email. It was useful because I was able to respond to their entries with further questions or reflective statements. In this way, I was able to build a closer, one-on-one relationship with the athletes and coach. In addition, I used the information from the journals to develop general questions for the intervention sessions and to analyze how individual athletes were reflecting on and applying the resonance process.

Observations. In this phase, I continued to observe team practices and took field notes. I was able to develop a close relationship with the coach due to the conversations that ensued during these practices. These observations allowed me to view first hand the issues discussed in the sessions and any attempts to apply strategies to experience their collective feel and overall resonance process in practices and games (Altheide & Johnson, 1994). The field notes helped me to formulate questions that were pertinent to the team for the following intervention sessions.

Prior to each session, I discussed with the coach what I wanted to address and also asked for his input into issues he wanted us to discuss.

Post-Intervention Phase

In the post-intervention phase, I left the team for six weeks. I did not observe the team during this time because the purpose of this phase was to determine if and how the coach was going to continue working on the resonance process of the team, and at the very least, maintain what was accomplished during the intervention. Simply observing the practices, even without speaking, would have impacted the process because I would have acted as a reminder of the intervention.

Following this time, I had an interview with the athletes as a group to examine if and how the athletes felt they and the coach had changed as a result of the intervention and if and how the team was still using strategies previously discussed and also developed new ones. The coach was not present in this interview as I wanted to get the impressions of the athletes and the coach separately to cross-validate the information (Guba & Lincoln, 1994). Therefore, I had an interview with the coach alone one day later to address the same questions and issues and noted any emerging ones.

Data Analysis

The tape-recorded interviews and intervention sessions were transcribed verbatim and written up as narratives through a narrative analysis (Polkinghorne, 1995). Narrative configurations are a viable way to organize the events and actions of various participants into a coherent whole story in order to express the way in which the story unfolded (Polkinghorne, 1995). Since changes occurred over the course of the intervention, it was important that they be apparent and that the timeline of events be clearly depicted. As such, a narrative was created

after each interview and intervention session to summarize the process and sequence of events and show the interaction between the athletes, coaches, and myself the researcher / consultant. Field notes and journal entries were revised to confirm and/or complement the data collected from the interviews and intervention sessions. The narratives were then compiled to write and present the story that unfolded across the three phases of the study, and in particular, the team's evolving process of resonance over time (Polkinghorne, 1995).

Trustworthiness

The interviews/sessions, field notes, and journal entries together allowed me to triangulate the data to provide a credible, believable, and trustworthy analysis of the results (Guba & Lincoln, 1994; Polkinghorne, 1995). Triangulation was critical in this study as I collected data from the coach and the athletes, and I also engaged in extensive observation over several weeks. Additionally, the athletes and coach reviewed the narratives created from the interviews and interview sessions to ensure that I had accurately captured the events and their perceptions and experiences. The participants did not suggest any changes to these narratives.

Finally, I adequately prepared myself to conduct this study (e.g., developed consulting skills and mastered the literature on interviewing, Rubin & Rubin, 2005) and engaged in debriefing sessions with my supervisor and research group who also conduct resonance-based intervention research (Guba & Lincoln, 1994). According to Sparkes (2002), as the researcher / consultant, I was the best person to analyze and present the data in a trustworthy and accurate fashion since I was part of the construction of the events throughout the research.

Results

The following narrative is organized following the three phases of the study and the participants involved, that is, the coach, the athletes, and myself as researcher / consultant. Events and important details are shared throughout to provide the reader with an account of what occurred chronologically as the study evolved and also to demonstrate changes and interactions between the participants. Citations are also provided to give a voice to the participants.

Pre-Intervention Phase

When I first joined the team to conduct this study, the coach told me that he wanted to work with the team to develop their ability to take responsibility on the court, and to make decisions by themselves without needing the coach's input. He thought the team was ready for such an intervention because it would help them take control over how they felt. The coach said that he did not feel he needed to spend as much time on training technique, although that was what he felt comfortable training. Instead, he wanted to work on developing their skills of communication through sessions designed to talk about felt experiences and actions and develop strategies to control them on the court. He reported that they were not able to remain consistent under pressure.

The Athletes

The pre-intervention interview with the athletes was to determine how they interpreted the relationship they had with their coach and the way that he taught them especially regarding whether he explored how they felt and wanted to feel. They believed that each member of the team wanted to feel the same in certain situations. The athletes said that while the coach did not always know how they wanted to feel, he knew in general when they were collectively in a bad or good mood. One athlete exclaimed "*It is a collective thing!*" When asked about performance,

the athletes defined that it was “the process of getting to the win.” It was identified as efficient training to minimize off-days. They also defined success as winning and as “feeling that you gave it everything you’ve got.” Finally, they defined “feel” by saying that it could be physical and emotional. One athlete reported, “It’s how your body feels.” A discussion ensued that demonstrated that they were aware of different dimensions of felt experiences, for example, they discussed wanting to feel confident and focused and described what that meant to them. When asked “Do you think that how you feel affects how you perform?” they responded, “Definitely.” They knew how they wanted to feel independently, although they had never explicitly expressed it, but they did not know how they wanted to feel as a group because they had not been together for very long as this particular group and it had never been discussed before. Then, they helped plan out the intervention schedule by giving suggestions on when to start and how often to have intervention sessions.

Although the athletes thought that their coach knew a lot about them and could read their body language well, they did not think that he always knew how they felt. However, this was not perceived as being problematic in that they did not expect the coach to always be able to understand them. All of the girls thought that they would learn something from the intervention and that the coach would be in charge of their learning process as he would push them to use the information presented to help them feel the way they wanted to feel.

The Coach

I arrived feeling good about the upcoming interview with the coach because we had had several conversations where he openly gave information about himself and his team. While he said that he instinctively knew how the athletes felt, he was not sure how they ideally wanted to feel. He wanted them to have a positive attitude with a strong belief in themselves and he wanted

them to play passionately to help each other perform in competition. When asked about his definition of performance, he said that it was anything that the athletes did to develop themselves in volleyball and in life in general. He wanted the team to improve their performance by becoming responsible for their actions and feelings. After discussing examples of felt experiences, the coach also said that it was important to think of “feel” as physical, emotional, cognitive, social, and spiritual. He stated:

There's the other side of the game that I'm very interested in – the mental, emotional, team play side of things but I don't think I have a tremendous amount of training in. I feel like I have some pretty good instincts or feel for things, but they're not founded in any kind of training or research.

He emphasized the word “atmosphere” to describe the collective team feel they strived to attain.

The Consultant's Observations

According to field notes I took during observations of team practices, the coach's plan for this year was to try to teach the athletes an awareness of what they had to do mechanically so that they could take responsibility on the court without being told what to do. According to the coach, this was the most dedicated and motivated team he had in 16 years. However, he thought they were so used to taking orders from coaches that they could not tell themselves what to work on, they could not think and reflect on their own. He wanted these athletes to learn how to be able to do this so that he could help them develop into “whole athletes.”

During one of the training practices, the coach wrote on the board:

Manipulation (ie improvisation or thinking on own)
 = anticipating + evaluating + executing + communicating
 = inventing, strategizing, creating, proactive.

Assume: work ethic, passion, fight, pride, desire

Player – the more we have, the better the team

*Coach's role is **not to motivate or tell athlete how to be responsible**. Coach should be partner, not father.*

*Coach's role – to help learn the execution of movement then to add an experienced eye for **instruction only**. Athlete must take responsibility to make things happen for self.*

The coach explained that he had planned the “rhythm” of the weeks so that on Mondays they practiced technical skills and by Thursdays, they worked on “manipulation”. Believing that learning does not happen overnight, he stated that for the girls to learn to “manipulate” in play, he must have the guts to let them practice this way for one month and see how it goes. He thought that the intervention would help the girls understand how they felt and this self-awareness would lead to better manipulation skills.

In my observations of practices, I noticed that the coach and athletes used the word feel a lot. The coach explained that the athletes needed to be able to “feel” where each person was on the court based on the energy that they were giving off. I wondered if the athletes did this or even knew how to do this. Was the individual feel of each teammate different and affected the way they played and competed as a team? If players had their own feel, then would other teammates benefit from knowing what it was to play well together? If the *team* had a particular feel as a whole, then would individual players benefit from becoming aware of how that felt as well? I asked the coach what he thought of my questions. He confirmed that the team had a particular feel and stated that every athlete needed to know what they needed from one another. He said that last year, they did “step 1” and wrote down what other players did for each other: “*Athlete A is a cheerleader for me*” but they did not move to “step 2”, which would be “*What can each player do to help me feel how I ideally want to feel?*” During the pre-intervention phase, the coach was already discussing potential intervention topics with me and reflecting on them. He was contemplating the team’s feel. In this way, the coach helped to shape the intervention before it started.

Furthermore, the coach mentioned that he liked the idea of a resonance intervention because he felt that he already naturally used this process but wanted someone to work with him and his team to schedule in time to work on it. In one practice, the coach proved he did naturally use the resonance process to some degree. One of the athletes hurt her shoulder badly. The coach got the team in a tight circle and said that the best teams knew how to respond to adversity. He said, *“Adversity will happen, there is no proper way to feel, only a proper way to respond. Let’s respond by being enthusiastic and positive to get everyone feeling the energy of the team.”*

Intervention Phase

First Intervention Session

During the first intervention session, the coach and athletes both answered my questions. The coach did not take any special leadership role to direct or facilitate the session. I asked the athletes to repeat “step 1” that had been completed the previous year when they discussed what each of them brought to the team. The word “atmosphere” was presented and I asked what that meant. The athletes said it was the feeling that each person brought into the gym to create the whole atmosphere, that is, the way the group felt based on everyone’s combined feel. The leaders were described as people who could change the group’s atmosphere based on how they were feeling, in other words, their feelings, as demonstrated through their verbal and non-verbal behaviour, could change other people’s feelings.

The components of the RPM were discussed and written on a whiteboard. In particular, the team wanted to feel unstoppable. One athlete said:

There’s something specific we need to execute, I can look around and know that every single person that’s looking back knows that we need to execute the exact same thing, and right or wrong, we’re all in it to do that specific thing... that feeling to me is amazing. In a game, it’s one of the best feelings... It’s a key feeling to me ... every single person is betting on the same thing, we’re all going after the same thing. It’s an extreme sense of unity and an unstoppableness. Right or wrong, you feel unstoppable. – Athlete

This was apparently an important word for everyone as it was repeated several times in different contexts throughout the session. The coach also mentioned that he coached the team by trying to create a rhythm. He could not explain exactly what that meant, except that it was a feeling that was tangible, and that he strove to find the rhythm.

*When things are going really well, **there's a rhythm. That's how I coach.** As soon as I don't feel the rhythm, I try and find out why... it's completely a feeling. There's a smoothness. There's a lot of things that it isn't, it's not choppy, it's not broken... we're in control of that rhythm. It's physical, emotional...their communication can be so good that it works. – Coach*

This word, used by the coach, was also shared by the athletes. They had developed, and were continuing to develop in the session a shared language that they could all understand.

The team talked about many ways in which they could prepare to feel the way they desired and in particular how each team member individually and within the group would help to develop this team feel. One example was celebrating successes:

One of the coolest games this year, where it was really rhythmical, we all got together beforehand and said "What we really need to do is have more celebration after the point"... it made us feel like we were all there, we were all celebrating the same thing, we were all excited about it. It took a little bit of the edge off and made the game a little bit more rhythmical, better in the end. – Athlete

Obstacles were also discussed. A major obstacle was when athletes became too focused on their individual selves to the extent that they did not play as a team. In general, the athletes stayed broad on the topic of obstacles, explaining more about what obstacles meant to them:

Whenever you come to volleyball, you want to leave your life at the door and you just want to focus on volleyball. But sometimes things are just happening and you can't control them and they affect the way that you feel that day, like personal things of life, it can be anything really. It can be really tough to fight through and think of volleyball goals only. – Athlete

The team had very few strategies for responding to obstacles and reconnecting with how they wanted to feel. It was determined that it was usually unconscious and "tricky" to pin point.

In the end, they said that revisiting how they wanted to feel required several things, predominantly good communication between the players to help discuss and resolve issues.

The athletes wrote in their logbooks about the main points of the session and received their “homework” reflections that, based on the coach’s suggestion, were to be sent to me via email. This proved to be a great way to keep them accountable for reflecting and keeping a journal.

In the individual interview with the coach after the group session, he said that he became aware of his ineffectiveness to help the team revisit the way they wanted to feel. This was perhaps because he had never asked them how they wanted to feel before and without knowing this, it was difficult to know how to help them reconnect. During the session, he developed an image of how he wanted the team to rebound after facing obstacles.

As they were talking, what just kept staying in my mind is that image of that unstoppable force, regardless of the result that I want the team to play like. It's like that clown that you punch that goes down and bounces back up but his face is still laughing because it's just a picture on the thing. But the point is, it's the most consistent thing. It's like I'm punching it, I'm punching it, I'm punching it, but it keeps coming back up and it's smiling and laughing. That's the hardest person to play and the hardest team to play against. We have so much skill and talent that people will get points on us, but no one will be able to punch us 4 times in a row because we're not just a punching bag, we will punch back. - Coach

The coach learned through the process of listening that if his players could reconnect faster with that unstoppable feeling, then they would bounce back quicker from obstacles. He did not know how to teach them to recognize obstacles and “dump” them rather than dwelling on them. Furthermore, he thought that his athletes were not able to pull each other out of obstacles: “It’s easy to **take responsibility** for someone else when you’re doing well... it’s not so easy when you’re failing.” The communication between the athletes in the first intervention session gave the coach ideas to coach the team in a way that suited the athletes and a way they understood.

Athlete journal entries. Between the first and second intervention sessions, the athletes and coach sent me their email journal entries. I wrote up the RPM for the team according to the words they used at the meeting and those I had noted myself. I also made a list to summarize what the team thought each person brought to the team, as well as started to create a personal RPM for each participant based on their reflections in their email journal entries.

These entries showed that the athletes were developing an awareness of how they wanted to feel but were not capable of using strategies to achieve this feel.

I can't be completely sure what it was that caused all that but Saturday's game I felt the exact way I like to feel before I play a game... This is all pretty interesting to me, and as I try to become more aware of what creates a good feeling for me in practice, I'll keep you updated. Until then, sorry I don't have more concrete examples... but I'm still trying to pin it down. – Athlete

Overall, the athletes showed an awareness that how they felt affected their performance.

Wednesday was a bad practice day for me, just a bad day in general and reflected from performance at practice – Athlete

Coach journal entry. The coach's first entry was thick with description in which an emotional influence was recognized, but not explored. This entry suggested that the coach did not feel the way he wanted during one of the games and was not able to reconnect with his desired feel:

*I was not pleased with what I added as a coach on Saturday – I was not into the game the way I like to be. I was a bit nervous and a bit sick and couldn't get out of the funk... I was much more into the game with the players on Sunday but maybe also pushed them a bit too hard mentally not to take a break – **jury is out** on that one because I want them to play longer... – Coach.*

Field notes. The next time I met with the group, I immediately noticed that something was not right with the coach. When I asked, he explained to me that he was tired and sick. I asked if he recognized when he was sick and let someone help him. He said he did not like to ask others to shoulder his work because he knew they were busy. He may hide obstacles and not

admit them to himself but others let him know when he is affecting them. He said he would not let his attitude affect the team in a game, but it did not matter so much in practice.

Second Intervention Session

The next session was conducted while the team was out of town. During the first half of the session, I directed questions and the room was relatively quiet. In the second half, I listened and did very little talking because the coach did most of the facilitation: he kept the team focused on the topic and they were engrossed in the discussion. At the beginning, the girls mentioned that they had become more aware of how their collective feel affected how they performed. However, as shown in their journal entries, they had not tried to use any strategies to help them feel the way they wanted. They said our first meeting was a gathering of information and did not translate the information into useable strategies. Therefore, the goal for this meeting was to find applications and move information to action. The athletes discussed the rhythm of the practices, and agreed that their natural rhythm had been lacking lately. They felt that they were just trying to get through practice and games, that is, they were going through the motions without feeling the rhythm.

For this reason, I brought up the image of the clown punching bag that the coach had told me about. All agreed that this was an image they wanted to project. The athletes agreed to show their emotions on the court and let each other know that they want to try to regain the momentum, instead of appearing to give up and be emotionally withdrawn. In this case, shared words and body language would allow them to understand that each girl is still motivated to be there and succeed next time. Both verbal and non-verbal communication was perceived as an essential ingredient to be in tune with how they feel and what they need to do to succeed.

While the idea of using strategies to prepare or reconnect with how they wanted to feel was explored, the athletes found that they individually used different methods to prepare or reconnect with the way they collectively wanted to feel. The athletes realized that expressing the way they felt would allow them to be more in tune with the rhythm of the team, which in turn could help to turn performance around.

The coach became very involved in the conversation, asking questions to better understand the athletes and help them become aware of what they were feeling, thinking and doing. He wanted the athletes to understand the possibilities of expressing the way they wanted to feel, and using strategies to get those feelings more often so that they could see how this would affect the team's performance. For example, one athlete realized for the first time that when she becomes upset with herself over a mistake, this affects the team badly because she becomes self-centered and turns inwards. She instead wanted to project an image of determination and give more to the team. Another athlete learned that she does not vocalize when she wants something and it would be better if the setter could feed off her physical and verbal cues to know that she wanted to try spiking again. This discussion led them to believe that they could and should better "feel" each other.

The coach stated in the meeting that the team needed to want to rescue themselves more of the time and the first step was to respond positively to obstacles. He was excited after the session. He wanted to try out their ideas and was very motivated to be more direct and focused with the team to have a more intense positive impact. He was willing to take more direction to help the team feel how they wanted to feel, and this included applying strategies to help them. He was further interested to know if I could continue working with the team in following years, and wanted to know how the team could continue the process of resonance that had begun. When

I suggested that he could continue the sessions on his own, he felt that this would not be as successful because he and the athletes did not see these types of intervention sessions as his primary job, and it would therefore not be the same if he was to organize and lead them.

Observations. I observed a team practice after being away for one week to find out that the team had responded to a major obstacle. The following story was described by the coach and the leadership core (i.e., two captains and two other veteran players) on separate occasions, but with the same facts. During the past week, the coach had been getting more and more impatient with the girls and snapping at them each day because he thought they were not committed to the team. He did not realize how he was affecting the team, but the athletes were having a lot of difficulty enjoying their practices and in fact, they did not want to come to practice, thus creating a nasty spiral. They decided that they needed to deal with the situation. The captains met with the coach and asked him about what was going on. This made him think and become aware of all the little frustrations that he had built up. It seemed to him like they were getting too comfortable and no longer had the “fire”. The athletes took the initiative to meet on their own and came up with a list of strategies to commit and put effort into training. He was really proud of them and how they dealt with it. At the end of this week, they finally saw the extent of his emotion without anyone calming him down or pulling him back from showing it to them. He was now happy, he felt that it had been a wake up call for the athletes and had brought him more self-awareness. Finally, their initiative to talk to him and to create this list was very positive. He felt like they had had a fight, talked about it, and now cleared the air. From the shared communication, the athletes and coach were able to reflect on their actions and effectuate changes.

Coach journal entry. The coach’s journal entry addressed the problem that the team faced. He described his feelings and emotions relating to his perception of the team’s lack of

commitment. He described how he jumped to conclusions, and how looking back at the situation, they endured his “wrath.” He stepped outside of himself to see this. Through empathy, he looked at their point of view and why they would act the way they did. He explained the story very briefly and explained how it triggered “a deeper reflection” for him to search for ways to get himself back to the way he wanted to feel. He further reflected on the strategies discussed in the intervention session. He wrote:

Finally – the act of completing this reflection for you (well for me) and for this process has been a further helpful tool in bringing me back in line with how I want to feel in practice and in matches. – Coach

He went on to reflect on and plan what he must do in the future to keep feeling the way he wants. This included lessons drawn from this situation: he needed to schedule in more time to prepare especially when things did not go as planned; he realized this as a result of being over-run with work and feeling tired and sick. He also needed to plan how he wanted to react and not just react with his gut, since he was typically too passionate and competitive. Although he wanted to show emotion like the athletes talked about doing themselves, he wanted to ensure that he would direct it in a positive manner.

Athlete journal entries. On the other hand, the athletes’ journal entries did not address the obstacle. I had asked them for specific questions, and this is what they answered – no more. In one entry, the athletes and coach filled out their individual RPMs and compared them to the team RPM. They emailed me what they saw resonating between both models and possibly what needed to be added or changed to increase the congruency between the two. They also became aware of the impact of vocalizing and writing about feel.

In the preparation aspect, I could have a few key words that I would look to before every practice and every game. These key words can be written down somewhere and they could trigger either the feeling that I want to feel, or the physical skill that I am working on for the day. This will refresh my mind of what I am trying to achieve in the day and so

for the day it will stay fresh in my mind and when something goes wrong I can always refer to it. Having the words physically written down will probably help me emphasize focus on them even more. – Athlete

In fact, this athlete did post these words in her locker in the change room. Other girls included in their journals words of which they had recently become aware and how their awareness had affected their confidence and understanding of the process, not simply the outcome.

I added to how I want to feel that I belong at this level, which I realized recently that that was something I doubted a lot but I'm having more faith in myself which I think is a pretty good thing. – Athlete

From my personal model, I would add the idea of taking issue with every point. Meaning that it's not enough to win the game... it's about every little battle on the way and making each and every one of those little battles mean just as much to you as the war. – Athlete

In the second email, the participants explained how they used the strategies to help them feel the way they wanted and how that affected their performance.

I always find Tuesdays the hardest to get going...this week I decided to try... just slowing down before practice. So after class instead of rushing I walked slowly and listened to calming music... As a result I felt a lot easier going and free and it made me more determined, it felt almost like that unstoppable feeling we were talking about. - Athlete.

An interesting function of the email journaling was that I could ask more questions based on the participants' responses. I asked an athlete whether she had written about new strategies or whether she had used them before. She answered:

I just didn't really think too much about it [before]...but I specifically did it and was more aware of it because of what we have been talking about for the past couple of weeks... I was never really aware of what that creates or how that affects the outcome of a rally until recently. – Athlete

Third Intervention Session

In this session, I asked the team to go over the obstacle from the previous week. Since I was not present when it occurred, it was the coach who facilitated most of the discussion. He asked most of the questions to explore more about how the athletes felt, and explained to all of

the athletes how he had felt. In addition, the coach talked about how he had come to realize his immense influence on the atmosphere in the gym and on the team. In essence, by communicating, he was adopting the strategies they discussed at the last session. When he was finally challenged on his negative behaviour due to his negative feelings, the discussion and steps that ensued enabled the team to become much stronger and this motivated the coach to commit himself more to the team.

The coach also shared in this session that for the first time in history, he saw his team calling out other teammates in games, pulling them out of negative situations so that everyone could perform at a championship level. He said *“You are showing a level of maturity and responsibility about that feeling and an understanding of how important it is to stay there that I don’t know if I’ve ever seen in a team that I’ve coached. So, that has been impressive to me.”* He felt more confident allowing the team to play through difficult situations and find ways to reconnect with how they wanted to feel instead of stopping them to give them the solution. In effect, he was allowing the team to “manipulate” the play.

After discussing the team’s obstacle in the third session, the athletes then explained how much of an impact the coach’s behaviours have on them, as well as how important it was for them to take the responsibility to impact their own team feel and performance.

I think we all realized how much impact (the coach) has walking into the gym. I think what happened at the end of that two weeks is that we realized more and more what kind of responsibility we have to take in the atmosphere of our practices... Another positive thing that came out of it is that we stepped up and took that responsibility to create our own atmosphere. I think that’s a big thing that we took out of that two weeks. - Athlete

The athletes said that they developed good strategies to revisit how they wanted to feel due to the issue they encountered. For one, the girls joked and supported one another more than usual because they expected the coach to get angry, and the girls realized the responsibility they

had in creating the atmosphere in the gym and not leaving it completely to the coach. The coach shared that it was the wrong way to get the right result of getting the girls to be more accountable and able to control changes.

After the group session, I met with the coach and he reported that he and the athletes were recognizing the value of our meetings and becoming aware of what an impact the intervention had had on the team. He even mentioned that some of the athletes were using strategies that we had not discussed, of which they were thinking on their own such as writing things in their lockers. He felt that it was translating into an ability of the athletes to take **control** and **responsibility** for their actions and not see themselves as victims of the world. He reported that it impacted his coaching because he could trust them more. He felt more confident allowing the team to play through difficult situations and find the solution instead of stopping them to give them the solution. The coach said that this was ultimately a better way for them to learn too, because they were taking ownership of the solution and they were developing their “manipulation” skills. The coach had learned to let go of some control and allow the athletes to take that control.

The coach then explained that he had also developed strategies from his reflections on the sessions. He said that he had introduced a new strategy to the team. They were now having non-volleyball related team meetings before games as a way for the athletes to create a team feeling. This occurred because, in session two, one of the girls had said that she had done this with a previous team and it had been successful. He had asked her more about this strategy and had decided to use it for his team. It had led to positive outcomes that the athletes had talked about during session three.

The coach liked the fact that the resonance intervention was open-ended, athlete-centered, and allowed them to realize the impact that everything had on their performance. He felt that the intervention led them to look at the athletes as “whole persons” within their life context and explore more global felt experiences:

It's about a long term feeling, not a short term feeling. It's about your whole personal life feeling, not only your specific sport feeling when you're on that court, in that gym, at that time. That's what I really like about this. It's feeling like it's just part of our general discussions, part of what we're dealing with. People aren't being forced into pigeon holes... The homework that you're giving them is still open ended enough, it's not like "ok, fill out this questionnaire, this form, write down these tiny little details". I like it because it's challenging them to be responsible, to be mature about it, and I feel the process is even helping the responsibility part. – Coach

Here, the coach explained that this process was challenging the athletes to reflect, to think, and to understand how to take responsibility for their actions.

Observations. In the next practice observation, I found out that some major changes were made to the team over the weekend – the coach had switched an athlete into the libero position, thus giving the former libero a demotion. Since the former libero was a fourth year player, she was now thinking about quitting the team. The team was tired both physically and emotionally. That was obvious to me as an observer even if I was not told about the team's upset. The coach felt like this practice was “getting the rust out.” In the past, he said he would have blown up and gotten angry with them, but he now acknowledged that this would create a bad atmosphere for the rest of the week. Instead, he remained aware of their fatigue as well as his own.

Coach journal entry. The coach wrote to me about the different changes and how it was affecting, in a positive way, the work ethic of the team. He reflected on how he reinstalled a positive team atmosphere and the specific people who helped to “pull us out of the funk.” It was a surface reflection, positive and light, something that he probably needed at that point.

In the coach's final reflection to me, he acknowledged many things that had been unconscious before. He briefly described many ways in which he had increased the amount of time he spent reflecting such as reading articles, attending presentations, and taking walks with his daughter, and how doing these activities made him think about what he is working on. He mused on how his frequent reflections created awareness of the relevance of certain activities that he may not have noticed before, as well as how these activities affected him.

Lately I have spent more time actually reflecting on how exactly I do want to feel each day and I have realized I have different levels of ability to create those feelings depending on the environment that I am faced with... I have actively tried to spend a few moments each day to state how I want to be with people, how I want to react. – Coach

He reflected on his expectations of people, specifically his athletes, and how this impacted his job as a coach.

*I am working on trying to have more understanding and patience with the adults that I deal or work with every day. I seem to have higher expectations with the players... My thinking here has become more and more that I can have high expectations...probably the standards that I have set are almost unattainable by anyone, including me – they are an ideal...I must act as I believe that the process of working toward [the expectations] is in fact the goal... I must accept **the responsibility** that the situations and opportunities that I set up will greatly affect who [the athletes] can become. – Coach*

He questioned himself in his reflections and attempted to answer an important personal question.

How do we focus on being champions already, not focusing on being 2nd and fighting to win? ... I think by doing that we are just helping ourselves stay # 2... I need to help this group feel and act and think as champions now not after it happens...just a thought... - Coach

Athlete journal entries. At this point, the athletes emailed me entries that showed their awareness and increased ability to make decisions reflecting the way they wanted to feel instead of letting the environment dictate their feelings. I asked the athletes to ask themselves when they first woke up in the morning, “How do I want to feel today?” The athletes found it hard to remember to do this but rewarding when they actually did it:

It affected my mood for the next couple of hours, like it was easier to let the little things go, but I found that situations changed my mood, and I was letting the situations control my mood... it also helped me to realize that if I tell myself how I want to feel during the day, it's easier to accomplish, especially now that I am aware of how much I let situational things bother me. –Athlete

On the days where I did remember to ask how I wanted to feel I found that I made a more conscious effort that day to take things that happened to me in a manner that encouraged that feeling –Athlete

Another athlete admitted to her difficulty of becoming self-aware, “*It does create awareness...we become painfully aware of some of the little things that might have been more effective when they were sub-conscious.*” - Athlete. I responded to her journal entry:

You know what, this is not easy stuff. It is hard. It is painful. It can be embarrassing, annoying, frustrating... but, once it's there, then it's there. If it's subconscious, then it is never there all the time... All I can say about it feeling unnatural is that of course it feels unnatural, but so does changing your arm position or your foot work when you're trying to improve your technique. Then, eventually, it becomes natural and you are better because of it. This is the same idea.- Consultant

In the emails that the athletes had sent me, they answered my homework question but did not discuss the change that had occurred within the team. At first, I wondered why nobody wrote about this change, however, I realized that the journal questions may have been too constricting and also the athletes may have thought that I did not need to know about these other issues. Further, although I was the researcher / consultant, I had not worked with the athletes independently and they did not come to me for advice, only the coach did.

Consultant's journal entry. At this point in the process, the coach wanted my reflection on the team. He felt that getting feedback from someone close to the team but removed enough would benefit him. Based on my observations, I wrote him an email about the athletes, the research, and about his coaching. I shared that the team was strong, they were learning a lot and I noted the progress everyone, the coach especially, was making towards becoming more self-aware and engaged to feel the way they wanted to feel.

As well, I asked the participants to write a reflection on how the intervention had impacted them so far. They wrote about how the team had become more “close” on the court because even in tough games, the “*feeling of the team*” was present.

The meetings seemed to have opened up new doors and bring us closer as a team on the court, cause (sic) we all know we are on the same page now and what we want to achieve. When games get tougher this is where guts come in and the feeling of team needs to be even more present. And I think that these things we did will help. – Athlete

The athletes also spoke about individual improvements:

I’ve always known exactly how I’d like to feel when playing sports but I find it hard to always get there. Now, though, I find that I’m at that point more often, even when I’m having an off day. - Athlete

I really didn’t believe that I had complete control over how I felt, but I have realized (especially recently) that I can control that and make decisions as to how I want to feel everyday. Now it goes well... It has really helped me become a more positive person who has a good outlook on life and her individual days. – Athlete

I have realized through writing these reflections and in meetings that our team has a very similar mind set. I am personally becoming more aware as to how I personally feel. Especially in the one reflection that I wrote about my injury and how I am frustrated. That frustration is something I would never let my team know but is something that is a huge part of my life right now... Overall the reflections have made me be more aware of how I personally am feeling on an everyday basis. – Athlete

Fourth Intervention Session

There were no practices in December due to exams and then the Christmas holidays. Our fourth and last intervention session was thus postponed until January. The coach thought it would be beneficial to get the team started into the next semester, and second half of the season with this session. We met after the team’s non-league tournament where they placed second. The athletes were pleased with this result and talked about their best match of the tournament where they had laughed and cheered each other on the most. They felt unstoppable throughout that match and prior to it, they consciously made an effort to recreate the way they wanted to feel by visualizing what they wanted to do. The coach had suggested that they try this strategy. It was

the preparation strategies they applied before the game to help themselves feel the way they wanted that allowed them to play the way they did.

The team talked at length about the way they wanted to feel in the second half of the season. It was very important to them to feel fresh, rested, and ready. They talked about how they had really needed a physical and mental break. They discussed at length how the training camp this year really allowed them to get back into the second half of the season without feeling tired and worn out. In previous years, the athletes worked physically hard and felt exhausted going into the tournament and into the second half of the season. However, this year, the coach changed the training camp to ease into the season and work on video and have other types of meetings more than in the past. Therefore, the athletes still felt fresh. The coach said that he consciously changed it, but was not aware that it would have this big of a positive impact on the team. He mentioned that he never had conversations about this in the past and that this was good.

The athletes talked about obstacles that still negatively affected the team. Sometimes they did not stop to talk about how to regain control when they were losing, but rather scrambled to chase the opposing team without a plan. They discussed how they expected the opposing team to make errors and how they should not rely on that, because the best teams would not make errors. Instead, they wanted to avoid such obstacles by going into the playoffs with the belief that the other teams would not make errors and they had to play the better game.

In an individual conversation with the coach after the session, he mentioned that the team was strong and refreshed, and really felt positive about doing well in the playoffs. He talked about how he was brought up to believe there was one way to hold practices, and that “easing up” was not good for the team. But he changed the format this year because he wanted to work on the tactics / mental side more than the technical / physical side, and since the intervention was

a priority, it justified the changes made to the way they normally worked at this time of the year. It felt uncomfortable for him to work this way because his instinct based on habit told him they were not ready for the tournament, however, the team's performance showed him otherwise. He said that the biggest difference was that the team felt in control.

The coach shared that he felt he had changed his coaching by being more conscious of what he said to the athletes in meetings before and after practices and games. He felt that the team worked well when they set up the right feelings leading them to think, behave, or act the right way. Furthermore, he changed by taking time to reflect and remember things that he did in the past that were effective, such as visualizing wins ahead of time. He reintroduced elements into the team this year that were left out in the past.

I asked the coach what resonance meant to him now that he had lived through a resonance intervention. He said that resonance meant that he could more often achieve the feeling that at any given moment, everything felt right, in other words, everything felt congruent. The RPM was a template used as a means to achieve that right feel. He said that he never liked the sport psychology templates that put people in cookie cutters. The resonance process worked for him because he had always known about it but never knew it well enough to consciously and consistently apply it. Now, after participating in a resonance intervention, he felt that creating the best environment to get the team feel was clearer to him. He also felt that the process was introduced into the group seamlessly, without feeling mechanical, and the athletes were using the strategies and awareness of the way they wanted to feel in an unconscious way, that is, without overthinking.

He felt that it was likely that I, the researcher/consultant, "*would not be able to grasp the extent to which (I) have turned the athletes on to the process*", since it is a gradual, almost

unconscious lifestyle change, but that it had “*absolutely*” affected the team’s performance. He said that he could see the difference it made within the team because the whole team was engaged in the meetings, not just the veterans. He also said that there were more people than ever before who told him that the team was tough-minded, calm, confident, and determined. He believed that the resonance intervention was a catalyst in allowing many aspects of their performance to come together because of what was discussed in the sessions and then applied in their practices, games, and their life in general.

Finally, the coach told me that working with me during the intervention was like having a full-time assistant coach who kept him on track with the way the team wanted to feel by having scheduled meetings and reflections. The coach said, “*These [meetings] helped me to recommit to better things in my coaching, as opposed to carrying on day to day and do whatever happens to be that day.*” Furthermore, the intervention helped him to feel the way he wanted to feel more of the time. He felt that the timing of the sessions allowed him to get back on track to create the atmosphere and feeling the team wanted.

To hear these kids feel good about themselves and the difference (they feel) ... when we had this talk today, compared to a week that's been crazy heavy and I've been negative, (now) they just exude excitement. They feel excited, they feel confident today. That just reenergizes me to pay attention to it. - Coach

Post Intervention Phase

During this phase, I did not observe the team’s practices or games because I knew that the coach would talk to me and I would impact whether or not he would continue to use the resonance process. The goal of this phase was to see if he could continue what we had started without me, so I wanted him to be on his own, doing whatever he thought of doing or felt like doing without any influence on my part.

I received email updates on how the team was performing in games. After four weeks into this phase, I received an email from the coach addressed to the entire team. In it, he outlined the points of “*some discussions related to getting our team to the next level of performance*” in order to “*achieve our goal of an OUA championship and beyond.*” He wrote that having a written version would help everyone to be clear and focused for the upcoming weeks. He asked everyone to print the e-mail message and file it in their logbook. He started the summary with a question and answer of how to achieve a “good” court environment.

The fact is, when we have a good atmosphere, environment and attitude we play with tons of tactics, we do try to manipulate, we do show an ability to play the way we want – so no amount of drills are going to get you playing that way when the atmosphere changes, the atmosphere is up to you. – Coach

He wanted all the athletes to take responsibility to stay in control of their attitudes, feelings, approach, atmosphere, and response to situations. He asked: “*What are each of you doing, acting like or saying specifically that is different when things go bad?*” and urged them to reflect on and ask their teammates and coach about this. Essentially, this email was a reminder of all the sessions we had. It showed his absolute conviction in using this approach with his athletes.

You do need to continue to learn how to use what, and when [technically and tactically] so you can feel like you do have options after you “fail” ...but all the options and tactics in the world are not going to do you any good if you are not prepared to approach every situation all match long with an aggressive, positive, find a way attitude...and that, you MUST TAKE INDIVIDUAL RESPONSIBILITY FOR – others can inspire you, coaches can point out when you are drifting, but in the end, EACH INDIVIDUAL IS IN CONTROL OF THEIR ATTITUDE AND RESPONSE TO EVERYTHING THAT GOES ON AROUND THEM... I am sure we will be down at some point, I am sure things won't always feel great...we need to be on the look out for that [obstacle] feeling creeping in and be ready with a determined response as an individual and as a group. – Coach

This email was an indication to me that he continued to work with the team on developing their resonance process even when I was absent.

Post-Intervention Interview with Athletes

When I started the interview, I told the athletes I wanted to find out if they were still engaging in their resonance process and using strategies to feel the way they wanted and also to effectively respond to obstacles. I hoped that this discussion would also serve as a reminder to use relevant strategies for their final match on the weekend. All the girls agreed that the Ontario University Association (OUA) quarter final game had been their most memorable game since we last met. This was because they were losing in the first half but managed to turn the game around and win. They told me that they never gave up on themselves throughout the first three matches despite being behind, and finally, the other team started to falter and they continued striving. They never gave up because they had prepared to encounter this obstacle, and they had the confidence in their ability to overcome it. They played as if they were winning; they had prepared to feel the way they wanted and strove to build on this feel throughout the game despite encountering situations that would normally have created obstacles.

One of the captains summarized their biggest lesson from the intervention:

We've all come together and put on the table the feeling that we want to achieve, and yeah, probably we all knew this individually, but it wasn't actually stated, so it was hard to talk about. But now that it's been put out there, if we want to find that feeling or talk about it, we don't need to try and describe it. – Athlete

Other athletes mentioned that they learned to communicate better with each other, and now knew how they felt individually so that they were able to recognize obstacles and deal with them more quickly. Finally, they learned that they could take responsibility for their desired feel because when they encountered obstacles, they could determine how they wanted to feel and change their response. The athletes all agreed that they now were more accountable for the way the team felt. Their turning point was when the coach became upset with the athletes' commitment level.

It came about because (the coach) was feeling different than us and affecting us with his feelings at the start. Eventually we kind of got sick of it, we thought – we've had enough, let's forget how (the coach) is feeling and what he's telling us, and let's take over the gym and start feeling how we want to feel. That's when we realized that we don't need (the coach) to control our feelings, we can do it ourselves. From then on, when we're playing in practice and we want a change, we're not doing so good or whatever, we can just find that feeling ourselves, we don't need it to be triggered by our coach. – Athlete

The athletes reported that the email journals helped them learn that how their day was going was a function of the way they felt about events that had happened. They also said that the handouts (i.e., narratives) that I gave them helped them now that the intervention was over, because they could refer back to them to remember the strategies that we discussed.

I asked if the coach was helping them to engage in their resonance process. They described times in the post-intervention phase when the coach held meetings that helped them to find new strategies or work on old ones to help them feel the way they wanted. For instance, the athletes talked about how the coach had taught them a visualization exercise. The athlete said:

That idea was (the coach's) idea, and he just described it to us. I think that because we had had these meetings, it made it easier for us to do the visualization of how it would feel to get that banner (when winning the OUA championships). – Athlete

One captain said that the coach knew how they wanted to feel to the extent that a coach can, and the other captain said that the coach knew the strategies that helped them to feel positive:

Before the quarter final game, (the coach) told us that (he) was going to do everything he could to keep positive the whole time. That is what the resonance model taught us (about what we need from the coach)...He knows that that's what we need to feel the way we want to feel. – Athlete

Overall, the athletes found that the intervention helped the coach to plan their training and competition strategies in a way that better jived with how they wanted to feel since they communicated this to him in the sessions. From their perspective, the biggest lessons learned

were that they could control the way they felt and what they could do to help themselves feel that way, and they did not need the coach to trigger those feelings all the time.

When asked if they felt the coach would be able in the future to carry on the resonance process they had developed, the athletes reported that if the coach was to facilitate meetings similar to those that I led throughout the intervention, they would be different because some girls would not divulge all their feelings to the coach, since he ultimately decides who plays. They also said that if one of the veterans tried to facilitate the intervention, it would be hard to do on a planned basis. They did not discuss why it would be hard to do but said that they would only think of planning such sessions if they were going through difficult times. One of the captains said that now that they had worked with me, they were capable of maintaining themselves for the rest of the season because I “*got the ball rolling*.” The intervention helped them in volleyball and also in life in general because the same strategies that helped them connect to how they wanted to feel in volleyball could be applied to their life.

We talked about what we have to do to be in a good mood to play, but it's the same thing [outside of volleyball]. When you wake up in the morning, you want to have a good day, so what do you have to do to make that happen? I think it's pretty much the same thing [when you] compare life to volleyball. – Athlete

That was an exercise we actually did, right? Even if some people don't need to do that everyday, I think there's always some days when you need to [wake up and ask yourself how do I want to feel today?]. – Athlete

Post-Intervention Interview with Coach

We began the interview with the coach describing what he learned throughout the whole process. He stated that he learned many small things about individual players and about this particular team, but what struck him the most was how much he was reminded of the things he needed to do to get the team to perform as best as possible: “*I have certainly been reminded of*

how valuable personal awareness and team awareness of their atmosphere and their approach to playing, how valuable that is."

The coach thought that the team increased their self-responsibility. They became consistent through highs and lows in matches because they were able to keep the same high level of intensity whether they were winning or losing. Because of their consistent attitude and energy, the opponents could not break the team's belief in themselves. The coach reported that the team was really tough-minded but it had come to be that way because the athletes had chosen that attitude, not because they had been punished or made to run laps. According to him, they really recognized in the last month how much they were capable of being this unstoppable force. When I asked how this had happened, he stated that it was a combination of many things:

I think what your involvement has added that was critical was a willingness to reflect, to be aware, self-aware, group aware, share who you are with each other. That phrase has been a central idea for me. I don't think people grow up until they're willing to be really aware of themselves. These kids are growing up. They really act mature... I don't think that was there in September. The maturity that they've developed in one year, I think it's quite amazing. I think it's been their biggest accomplishment. – Coach

One important thing he learned in the post-intervention phase was that previously, he was not using road trips well or to their full capacity. He realized that he could use this time away from home to build on the team's connectedness.

So, the thought occurred to me that maybe we could take advantage of our road trips where we've got time. It's the one time when we have to be together and I can design things to keep going with the types of things you were talking about. Continued more team awareness. – Coach

According to him, the team responded really well to his meetings during this phase:

It's just me trying to continue on the idea that you're setting which is, if you can picture and imagine the feeling that you want it to be, maybe it's a little easier to get there. Then, when things happen in the match, maybe things similar to what they were describing, it was an unbelievable, almost a double lift. Not only did it happen, but everybody recognized and was hoping it would happen. It was like a double whammy. – Coach

The coach also talked about a recent match they ultimately won after being on a losing streak early in the game. He held a reflective meeting with the team after the match to discuss what happened. He summed up their reflections in much the same way that they described it to me:

What actually did it was that nothing changed for us. We started the match and finished that match exactly the same, which was a fairly high level of intensity. You couldn't tell that we lost game one and game two. Just by staying really, really consistent with our attitude and our energy, it just seemed like we got fortunate and we all of a sudden got one point and then two points, and there was something that changed, it was in fact [the other team]. We were just willing to stay there long enough and willing to believe in ourselves long enough. The whole philosophy or cliché of coaching is that all you want to do is give yourself a chance, be there and stay there, that's all you can really control, that's what I thought they did. The last time we played [that team], we bailed on them with our attitude. And this time we didn't. It's been a really interesting month. – Coach

What about the image of the clown punching bag? Did the athletes embody this image more consistently? He told me that he modified the image because they did not even get pushed down when punched, they just remained up and standing, “no recovery required.” He said that in the last month, they had come to fully understand how much they were capable of being this unstoppable force because of their willingness to be aware of themselves, their teammates, and their coach, and reflect on how they wanted to feel.

I asked the coach if he thought he knew how his athletes wanted to feel. He said he did not think he had the right to assume that he did. But at the same time, stated:

Clearly, I have a better understanding of what I believe they want than at the beginning of the year... I know a little bit more about what they want from me. It's interesting, they may want a certain atmosphere, but it doesn't work if I'm the one [trying to control it], but it might work if it's coming from [an assistant coach] or a team mate. That has been interesting this year. Noticing which things can come from which people. I don't want to be the one triggering all of these things. But I've always felt that I've had to because no one else was. But I think part of the reason no one else was, was because they weren't aware of it. Especially the second half, it feels like there was a little bit of learning, a little bit of learning, and now it's taken off a lot. I think they've really recognized that they can help each other, and at the same time, that they can be responsible for their own atmosphere. – Coach

He thought that this process developed slowly and subtly throughout the year and that resonance was a central idea in their training and in their success. He felt that the athletes were “*primed and taught*” throughout the first semester as a result of the intervention, and that a series of events happened to get them to take off with the process of resonance. These events included being faced with adversity and not remaining complacent, taking time during road trips to develop awareness, and the team’s commitment to improving performance.

*Slowly, subtly, I think they’re operating with resonance as a central idea and they don’t even know it. You’ve done a really good job, I think, of it being a really subtle process. I don’t even know if they really, really recognize that it is a **central idea in their success**, I don’t know if they recognize that. They might, if asked, now realize. I don’t know. That’s the thing about the process of resonance. It’s not a good thing if it’s forced. – Coach*

The coach attributed this success to the fact that the team was technically sound and could afford to spend a lot of time working on the strategy of the game, on executing and manipulating the play, which tied in closely with the resonance process since it involved knowing how they wanted to feel and actively working towards it. He therefore felt that this process was:

A very valuable part of focused training with our team, it’s just not a little aside anymore. These kids have realized that they play their best when they feel their best, and that they control as best they can their atmosphere and their attitude and help bring each other back when they’re falling off the cliff, all the little things that they can do with the work attitude. Yes, this is a big part of what I wanted for the team. The process that you worked with this year, I hope to continue to expand on it, and reset it when needed and run with it at other times. – Coach

The coach shared how he perceived the team changed, but I asked if he himself changed and what he did to help the team change along the way. He said that he trusted the team more to be capable of the technical aspect of the game (i.e., through manipulation), and gave them the chance to develop the control, responsibility, tough-mindedness that they acquired. He also thought that he developed by engaging in the resonance process himself.

I think that by having you have a fairly regular involvement, I never had a chance to get caught up too long going in a wrong direction without becoming aware of it. Having another meeting every so often, whether it was having conversations with you at practice, it just kept me on track with what I believe in. My attitude, my calmness, my enjoyment of this is important. So many times in the last few years, there have been so many things going on that it's all of a sudden we're feeling in a rut, I'm grumpy and they're grumpy. It happened this year for sure, but it was probably the shortest time that it has ever gone without me knowing. This process has kept that on track a lot for sure. That's been a big part of it for sure. – Coach

The coach used me as a sounding block because he did not have anybody with whom he could just talk, and he reflected a lot when he spoke to me during practices. He said that I asked open-ended questions and let him “go,” and this allowed him to answer many of his own questions.

Interestingly, he felt that this process would have a lasting, permanent change in his coaching. Immediately after the intervention, he thought that the team was not ready to win the championship, and he asked himself what he could do to improve the performance of his team. For the first time, he said he did not look to the technical aspects, instead he looked to commitment to attitude and atmosphere for the whole team. He learned this from engaging in the resonance process:

We stayed with [resonance] long enough this year, and trusted it and we've seen some results. I think that's what's got me hooked on it and it will stay more in the front of my mind. When I ask myself, 'What are the top 2 or 3 things that we can do to get better?', that's now in the top 2 or 3, instead of 'Well, maybe we can try it.' But, not without effort on my part to stay a part of what we're doing. That's where having you around, dropping into practice, [helps]. Even with you walking in the gym, Bettina's here, I don't think it was super conscious, but I would see you, and just seeing you was the memory jogger that that's another aspect of our team that I've got to remember. – Coach

The coach wanted continuity with his staff and therefore asked me to continue working with the team next year. He said that he would not want to run the meetings himself because he knew that there were more private reflections that the athletes sent me and things they did without him that really allowed them to better reflect because of a certain distance that was

maintained. He thought there would have been a “huge difference” had someone else worked with the team:

Your ability to sit and wait, compared to a lot of people, is in the end exactly what had to happen. At the time, if I was doing it, I couldn't have waited. As the head coach, being part of the group, it wasn't a big deal (that I stepped in). But, I think many people would not have done it the way you did. Now looking back at the whole process, I think that's a critical part of it. You were in the process, but you were very, very unobtrusive, completely unobtrusive. The downside of it was that I sensed a little curiosity on your part of why the kids didn't take advantage of you being around, but I think that's a result of how well you were doing at being removed enough that they controlled the process. They didn't view you as this inserted person who was supposed to solve all their problems and be the expert. Very much, how you approached this, if any other person did it, how they would set the tone of the room and styled it, would have a different effect. Maybe it would have had the same result, but for sure it would not have been the same process. - Coach

The coach then asked me what I thought of the process. I responded that I felt it was hard coming into the team without knowing anyone and asking them personal questions. I had to take an unobtrusive stand so that they felt like they were talking to each other and felt more comfortable talking about the issues. I had been unsure coming in what I would be able to do with a team that already performed quite well. He answered:

I think sometimes with a team that is pretty ok on the scale of things, no group is ever perfect, they're always going through stuff, but in general, we're a pretty ok team and from that point of view, I think that the increment of change is less obvious, but the value of change is no less. This may be the thing that put us over the top. The value in that is huge. When you're close to the top, the next step is pretty small, but it's the hardest. When you're at the bottom of the heap, it's unbelievable the things you see change as a result, you're excited, but it's not any more valuable because it just happens to be bigger. This team has been sitting on the edge for so long, and my preoccupation is, what's the thing or things that can change that? – Coach

Finally, the coach concluded that he thought the process through which they had gone as a result of the intervention was a huge contributor, the central or global picture allowing them to go the extra mile. The next weekend, the team won the OUA championships for the first time in

21 years and went on to become 6th in the country at the Canadian Championships. The coach also received the Coach of the Year award designated by the league.

Discussion

While many resonance interventions have been conducted with individual athletes and showed improvements in their lives (Arcand et al., 2007; Doell et al., 2006; Durand-Bush et al., 2005), only two previous studies were conducted with groups (Lussier-Ley & Durand-Bush, 2006; Wolfe & Durand-Bush, 2006). The current study was the first to explore how a coach could develop and apply the resonance approach with his team and what's more examine what happened once they completed the intervention.

Can a Coach Develop and Apply the Resonance Process?

This study showed that the coach could, with the help of the researcher/consultant, develop his team's resonance process and lead his team to apply it, even after the intervention ended. The RPM became a central tool in their training and competitions, allowing them to be aware of how they wanted to feel; how they could prepare to feel that way; what obstacles prevented them from experiencing their desired feel; and how to revisit it when disconnected (Newburg et al., 2002).

In the beginning, the coach wanted the athletes to take control of how they felt and wanted to feel and to take responsibility on and off the court to get that feel. He did not think it was his responsibility to push them to do this. The literature suggests that a coach's personality dictates an athletic program, thus the coach should be aware of himself and the affect he has on athletes (Lanning, 1979). Throughout the intervention, the coach became increasingly aware of how much his own thoughts, actions, and feelings impacted the team, and realized the important responsibility he did have in helping the athletes take control of their thoughts, actions, and felt

experiences. This occurred as the coach listened to the athletes communicate what they wanted of each other and of him, and through the coach's increased reflection through journaling and reflective conversations with the researcher/consultant regarding his coaching practice. In addition, the coach began to take an increasingly greater role in facilitating the discussions during the sessions. In the first session, he listened and answered questions that the researcher/consultant asked. In the second session, he took a greater interest in asking questions part way through the session because he had questions that he wanted the athletes to answer. In the third session, the coach asked the majority of questions since it was regarding an issue the researcher/consultant did not witness. In the fourth session, the coach also directed the conversation because he wanted the athletes' feedback regarding the change he made to their training. Finally, in the post-intervention phase, the coach talked about two separate occasions in which he organized meetings with his athletes to further explore and apply the resonance process. He described the ways in which he had listened to the athletes' needs regarding how they wanted to feel and had integrated strategies into training to make this happen. One could argue that this process, emerging from the person-centered nature of the resonance approach, allowed the coach to use an athlete-centered philosophy in his coaching (Miller & Kerr, 2002). Furthermore, the interest and commitment of this coach were likely key elements in his success to develop and apply the resonance process with his athletes (Halliwell et al., 2003). Halliwell and colleagues stated that when the coach is ready to work with the topics that are discussed in consulting sessions with athletes, the athletes are more likely to apply the knowledge.

The discussions that ensued between the athletes and coach during the intervention sessions allowed the coach to further understand his athletes. This can be linked to the exploration phase in Schinke and Tabakman's (2001) reflection framework in which the coach

attempts to understand the athletes' reality and perceptions and chooses how to communicate to optimize the athletes' learning experience. In the current study, the coach learned that while the athletes wanted to take responsibility on the court, it was ultimately his decision when and how they could do so. They fed off his actions, which were often largely based on how he felt. In particular, a marking point for the team was between the second and third sessions when the coach's actions (e.g., negative feedback) resulting from him feeling tired, irritable, impatient, and disappointed, led the athletes to a week of bad practice. When the captains discussed their own feelings of discontentment with the coach, they identified and applied a revisiting strategy – they got the athletes to create a list of things to do to become more committed to the team and ease the coach's negative feel, after which the whole team felt the way they wanted to feel again. In this case, the coach and athletes understood that in order to deal with obstacles created by each others' feelings and actions, they needed to first communicate not only what the issue was but how they felt about it and this is in line with what Culver (2000) recommended in her research.

Miller and Kerr (2002) stated that when using an athlete-centered approach, the coach has the responsibility to develop more than physical skills. While the coach in the current study believed in the importance of developing the “whole person,” it was not clear to him in the beginning how he could help the athletes do this. In the end, what allowed the team to be successful was a shared responsibility, whereby the coach organized team awareness sessions and both athletes and coach applied what was discussed. Miller and Kerr suggested that just as the athletes should develop themselves, so too should the coach. This is ultimately what came of the intervention. The team bought into the process early on due to the structure of the intervention, which was unobtrusive but still entailed scheduled sessions in which the athletes and coach were empowered to apply what was discussed in the sessions during practice and

games. While this approach was also used in the study by Wolfe and Durand-Bush (2006), the difference between the two was that in the current study, the participants did indeed apply the strategies they developed and saw results from the beginning. There are two probable reasons why they were willing to do this. First, the team had a common goal, that is, to win the OUA Championships, and they were willing to try whatever the coach thought would help them do so. Secondly, the athletes had great respect for their experienced coach and obeyed his requests (e.g. athletes punctually sent their email journal entries every week as requested by the coach). This was not the case in Wolfe and Durand-Bush's study in which the team was split into two groups, each with their own motives, and the inexperienced coach was a former teammate and did not have the leadership of the team. Moreover, unlike the coach in Wolfe and Durand-Bush's study who took part in the resonance process like the athletes did, the volleyball coach in this study was individually coached by the researcher/consultant on how to *facilitate* resonance within his team. Indeed, the coach developed and applied resonance for both himself and the team, which in turn allowed him to have a positive impact on the athletes' performance.

The extent and depth to which the coach was able to use the resonance approach remains unclear as more time would have been required to determine this; however, in his team meetings in the post-intervention phase, he and the athletes continued to explore how they felt and wanted to feel and the strategies they could use to feel that way. Interestingly though, despite the team's success in applying the resonance process after the intervention ended, the coach and athletes stated that they preferred to continue working with the researcher/consultant instead of facilitating the process themselves because of the organized structure, reflective process, and neutral viewpoints the consultant brought to the sessions. The team understood the value of the sessions but did not feel they could devote the time needed to formally and consistently sustain

this type of intervention without an external facilitator. This emphasizes the important role that consultants play when working with coaches and athletes (Halliwell et al., 2003). Miller and Kerr (2002) suggested that a sport psychology consultant's work is complete when the coach can use the skills learned. In this study, the coach did learn and apply the approach but noted the benefit of continuing to work with the consultant who acted as a neutral person and allowed the coach to further reflect when he might not have done so without her presence. In essence, one might suggest that the consultant was a preparation and revisiting strategy to help the team, including the coach, to feel the way they wanted and perform to their potential.

How Effective Was The Consultant in Facilitating the Intervention?

According to the data, the coach found the researcher/consultant to be effective in working with him and his team. In addition to participating in the group intervention sessions, the coach engaged in several individual interviews/consultations and informal conversations with the researcher/consultant in which the focus was more on him – on what he was experiencing, learning, and especially feeling. Yalom (1995) and Schechtman and Ben-David (1999) suggest that individual treatment is a direct intervention, whereby the relationship is built on direct support, consultant feedback and interpretation, and consultant self-disclosure. Such was the case in this intervention. The coach was open to talking about himself and his team, both positively and constructively. In this way, it was easy for the researcher/consultant to get involved, have a positive regard for the coach, be empathic, genuine, and care for the team's success (Durand-Bush & Arcand, 2006). The researcher/consultant gave the coach the narratives of his interviews and group sessions in which he participated, and shared interpretations of events and the team's progress when the coach wanted feedback. In this way, she was involved in constructing the experiences of the coach and overall team (Sparkes, 2002). The relationship built between the

coach and researcher/consultant over the 26 weeks had much to do with the process and the quality of their interactions (Martin, 2000). The coach admitted that with a different consultant, the process would have been different, even if it had, in the end, yielded a similar outcome. According to Martin (2000), it is crucial to have the right fit between consultant and client/participant because the quality of the relationship is the best predictor of success in any consultation.

The athletes also reported having benefited from the group intervention and positively commented on the researcher/consultant's effectiveness. As with the humanistic approach, the consultant facilitating a resonance intervention establishes trust with the athletes through empathic listening (Durand-Bush & Arcand, 2006). The coach remarked that the consultant was patiently unobtrusive and it was a successful strategy. Halliwell et al. (2003) stated that, "patience is an important quality that yields much greater results than pushing yourself on athletes or performers" (p. 36). The researcher/consultant listened to the team to become aware of their world and help them feel understood. Halliwell et al. (2003) also suggest to keep a low profile so that the athletes know they have done the work and deserve the credit. In this way, the consultant further earns their respect and helps the athletes see their responsibility in their actions (Halliwell et al., 2003). This was seen in the responsibility the athletes learned to take for their actions and for the attitude and feel they could create in the gym. It was important that the consultant take a more directive approach in the beginning to ask questions to help the athletes and coach communicate how they wanted to feel, but as the intervention progressed, it was also important that the consultant allow the athletes and coach to discuss questions that emerged as a result of their communication. In this way, the consultant helped the coach and athletes take ownership of the questions, sessions, and intervention.

Perhaps the greatest success the researcher/consultant had with the team was helping them develop an awareness of how they wanted to feel in their interactions with the group. This understanding of the meaning that one constructs in interactions with the world and with others is the philosophy of existentialism (Corey, 2001). Through journaling and interpreting their personal RPMs in relation to their team RPM, the athletes were able to understand where they fit into the team and how their individual actions affected the way the team wanted to feel. The younger athletes became aware that it was not only the leaders who affected how the rest of the team felt; they had to prepare to feel the way they wanted to feel equally as much as the older athletes. Their consistent efforts to experience their desired collective feel helped them to change their performance as they defined it – “the process of getting to the win.” Yalom (1995) and Kivlighan and Kivlighan (2004) suggest that unlike individual consultations where the consultant provides direct support, in group interventions, the consultant’s role is indirect, working through the group members. The group thus benefits from the interactions between the group members to guide its change process. Therefore, the consultant’s role is to encourage group exchanges and feedback by creating a group culture (Kivlighan & Kivlighan, 2004). For example, when the consultant opened up the sessions with questions to help the team communicate and then gave them the opportunity to openly discuss, the communication between the athletes and between the athletes and coach enabled everyone to be clear on what was felt. It gave them a vocabulary and a medium to have these types of in-depth exchanges.

How did the Team Benefit from the Intervention?

The coach reported that he initially bought into the idea of participating in a resonance intervention because he felt that he naturally used this concept when he coached. Newburg and colleagues (2002) also found that several expert performers had this common experience of

resonance. Perhaps it is one of the reasons the process of resonance developed throughout the intervention did not seem unnatural him. It was apparent from observations that the athletes also mutually understood the importance of such an intervention. They believed they could have a team feel and they perceived performance as a process, not just an outcome, so the use of the *Resonance Performance Model* as a tool in the intervention process resonated with them. Based on previous resonance studies, these elements are important and may explain why the team benefited from the intervention to the extent that they did (Arcand et al., 2007; Doell et al., 2006; Durand-Bush et al., 2005; Lussier-Ley & Durand-Bush, 2006).

Even though the team was committed to the intervention, took ownership of it, and thus did the work to develop their personalized resonance process, they faced obstacles. One example is when the coach felt that they were not committed enough to volleyball. The intervention sessions and reflections provided opportunities for the coach and athletes to discuss and work through the issue and the outcome of this was quite positive. This was not the case in Wolfe and Durand-Bush's (2006) study in which obstacles encountered by a synchronized swimming coach and her athletes could not be resolved through discussions held during the resonance intervention. The outcome was different with this team because the coach decided to stop coaching. However, in both studies, the intervention made the participants more aware of how they felt and wanted to feel, and also how they could respond to obstacles. In the case of the volleyball team, it could be argued that both the coach and athletes were open and ready to do the work required to meet each other's needs while this was not the case for the synchronized swimming team in which the coach and some athletes were more set in their ways and less committed to and ready for change (Wolfe & Durand-Bush, 2006).

Like the participants in Lussier-Ley and Durand-Bush's (2006) study, the athletes in the current study developed individual RPMs and found that these contributed to the team RPM. A difference through was the email reflective process utilized in the current study. Lussier-Ley and Durand-Bush reported that the dancers extensively discussed how they individually and collectively felt during the group discussions but did not choose to engage in formal journaling. The volleyball players and coach, on the other hand, discussed their individual feel more through email journaling, which was interestingly suggested by the coach. This type of journaling was not implemented in past resonance studies and due to its perceived importance, benefits, and convenience, it should be suggested as a means in future studies. The coach's recommendation obviously impacted the process in a positive way as all participants embraced the strategy. This is evidence that the coach can play an important role in developing a team's resonance process and should be involved in interventions when appropriate and possible. Teachers / coaches were not involved in the group resonance intervention conducted with dancers in Lussier-Ley and Durand-Bush's (2006) study, which was recognized as a limitation.

Through the resonance intervention, the volleyball athletes learned to spur each other to achieve their desired collective feel, which was characterized as unstoppable. They also called this their "natural rhythm" and talked about how they could individually bring about a change in the rhythm by becoming conscious of how they were affecting the team. It could be argued that the athletes and coach affected each other more through the intervention than the consultant did, which was not likely the case in one-on-one resonance interventions conducted in past studies. Research on group versus individual interventions suggests that while both types include typical steps to enhance awareness such as insight, reality testing, disclosure, and identification, unique aspects of group interventions include vicarious learning, interpersonal learning, and role

flexibility (Fuhriman & Burlingame, 1990). In addition, while individual consultations typically involve more consultant self-disclosure and direction, in group consultations, the consultant creates the climate but then the resulting group members' interactions form the most significant aspect of their change process (Kivlighan & Kivlighan, 2004; Yalom, 1995). For this reason, it may be suggested that the change process of the volleyball team occurred as a result of team members driving the "rhythm" of the group and thriving within the climate or the atmosphere created. Indeed, the athletes admitted that the team had become "closer" as a result of the intervention since they could all easily describe how they wanted to feel and each person knew how to achieve that feeling. In addition, the athletes talked about having greater control about how they feel and the ability to make decisions to help them feel that way, which translated to an ability to feel the way they wanted to feel more of the time, be more positive, and train and play volleyball games with a positive outlook and determination to win. The coach enjoyed the resonance process because it allowed the athletes to do whatever they needed to do to help themselves and that he understood what he needed to do to help create the best atmosphere for the athletes.

In the end, this group intervention was successful because like the coach wanted, the athletes became responsible and took control of their felt experiences and actions on the court, and ultimately also because the team's performance increased. The coach believed the intervention played a role in them crystallizing their performance and winning the OUA Championships. The intervention also improved their general well-being and many athletes had a more positive outlook on life. Similar results were found in previous studies involving an individual resonance intervention (Arcand et al., 2007; Doell et al., 2006) and a group resonance intervention (Lussier-Ley & Durand-Bush, 2006).

Conclusion

Within resonance interventions, all participants play important roles in determining how they unfold. In this study, a researcher/consultant worked with a team as a group and also individually with a coach to help them learn and develop their resonance process. In many regards, the intervention resembled those carried out in previous studies in which performance and well-being were enhanced. However, what was different in this study was its main focus on the coach and his ability to learn and facilitate the resonance process of his team. The intervention was successful as a result of all participants involved. The researcher/consultant was important because she was able to help the coach and athletes become aware of their felt experiences and develop their personal process of resonance. The athletes were important because they helped each other apply their team RPM and be accountable for it. The coach was important because he did the work with the athletes, even once the intervention was over, to develop and apply their process of resonance. It cannot be discounted that the coach was the team leader and his interest in the intervention helped the team to apply the resonance process in practice and in games. The team described performance as “the process of getting to the win.” In this way, the coach’s ongoing commitment and participation in the intervention improved the performance of the team as a process towards their ultimate goal of winning the Ontario University Association (OUA) championship. It was his belief in the process of resonance as the “central idea” in their training that enabled the team to fully engage in the process and benefit from it over time, leading them to a OUA Championship title and a Coach of the Year award.

This study cannot be directly compared or replicated since each group has different issues, dynamics, relationships, and felt experiences that evolve all of the time. Furthermore, the results were constructed based on the interactions between a coach, athletes, and a

researcher/consultant and any change to the dynamics of a group would alter the process and outcomes of a study. However, this study does provide interesting, trustworthy findings that should generate further research so that consultants and coaches can understand the positive implications that resonance interventions can have when all parties contribute to the process and learn to use feel related data to improve the performance and well-being within their teams.

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Figure 1

Figure 1. Resonance Performance Model (adapted from Newburg et al., 2002)

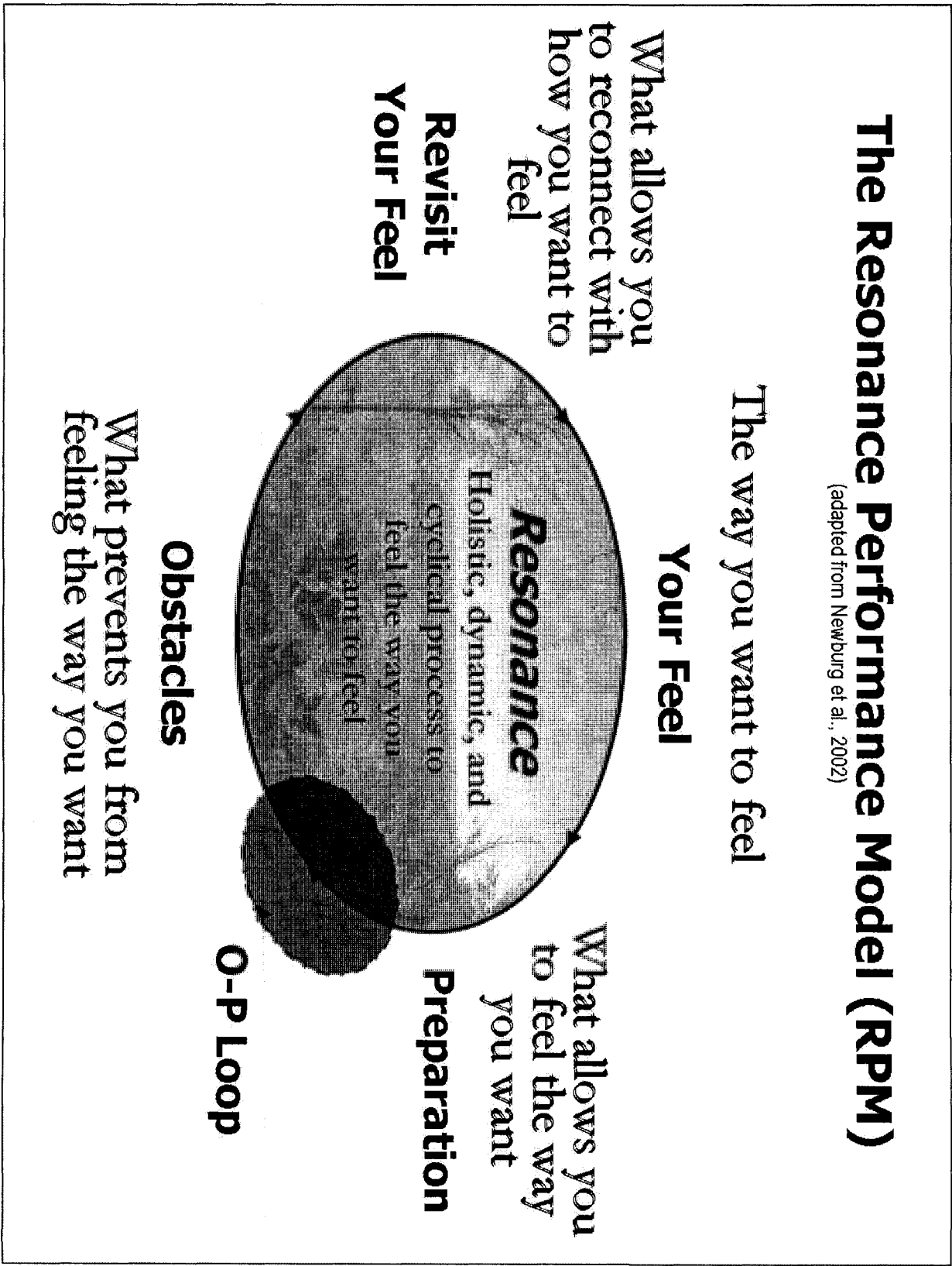


Table 1

Table 1. Timeline and Session Topics

Week	Athletes Only	Athletes and Coach	Coach Only
1 (Pre-Intervention)		(Day 1) Introduction to team (Day 1) Observation of practice	
2 (Pre-Intervention)	(Day 11) Interview - Awareness of how the team wants to feel (collective)	(Day 8) Observation of practice (Day 10) Observation of practice	(Day 11) Interview - Awareness of how he and athletes want to feel
3 (Pre-Intervention)		(Day 16) Observation of practice (Day 18) Observation of practice	(Day 18) Coach discusses rhythm of the week with consultant
4 (Pre-Intervention)		(Day 23) Observation of practice (Day 25) Observation of practice	
5 (Pre-Intervention)		(Day 30) Observation of practice - coach talks to team about positive response to adversity	
6 (Pre-Intervention)		(Day 37) Observation of practice (Day 39) Observation of practice	
INTERVENTION			
7 (Intervention 1)		(Day 44) Observation of practice (Day 46) Observation of practice (Day 47) Intervention session 1 -athlete contribution - components of RPM (no revisiting strategies) -coach suggests email journaling	(Day 47) Interview with coach - what coach learned from intervention session 1 (wants to be consistent; unaware of how to help athletes reconnect)
8 (Intervention)	(Day 50) Athletes complete 1st journal entry (via email) - developing awareness of how they want to feel (Day 54) Athletes complete 2nd journal entry (via email) -do not use RPM strategies to prepare to feel how they want		(Day 52) Coach completes 1st journal entry (via email) - descriptive reflection -answers questions for 1st and 2nd journal entries (Day 53) Coach completes response to 1st journal entry
9 (Intervention 2)	(Day 55) Athletes receive personal and team RPM from consultant (filled in from team session and individual journal entries)	(Day 55) Intervention Session 2 - RPM feel and preparation strategies discussed. (Day 55) Observation of game (Day 58) Observation of practice	(Day 55) Interview with coach -excited to try strategies discussed in session 2 -receives personal and team RPM from consultant (filled in from team session and individual journal entries)
10 (Intervention)	(Day 59) Athletes complete 3rd journal entry -additions/changes to group/personal RPM (Day 61) Athletes complete response to 3rd entry (Day 65) Leadership group (2 captains + 2 veterans) meet with consultant to explain story of coach's impatience (Day 66) Athletes complete 4th journal entry -exploring strategies used from RPM	(Day 65) Observation of practice -story of coach's impatience and athletes' lack of commitment (Day 67) Observation of practice (Day 69) Observation of game	(Day 66) Coach meets with consultant to explain story of his impatience (Day 68) Coach completes 3rd journal entry -deep reflection on week's events -coach answers questions for 3rd and 4th journal entries (Day 69) Coach completes response to 3rd journal entry

	(Day 67) Athletes complete response to 4th journal entry		
11 (Intervention 3)	(Day 78) Athletes complete 5th journal entry -"How do I want to feel today?"	(Day 72) Observation of practice (Day 73) Observation of practice (Day 73) Intervention Session 3 -revisiting strategies from RPM explored -realization of the impact each person has on team feel	(Day 73) Interview with coach -coach is pleased with the athletes' understanding of their responsibility
12 (Intervention)	(Day 79) Athletes complete response to 5th journal entry (Day 85) Athletes complete 6th journal entry -team identity explored -impact of intervention and journaling described (Day 86) Athletes complete response to 6th journal entry	(Day 79) Observation of practice (Day 84) Observation of game	(Day 84) Coach completes 5th journal entry (Day 85) Coach completes response to 5th journal entry (Day 86) Consultant completes journal entry for coach regarding thoughts about the team, coach, and intervention process (Day 86) Coach completes 6th journal entry -deeply acknowledges that awareness leads to success
13 (Intervention)		Team off	
14 - 16 (Intervention)		Exam period	
CHRISTMAS BREAK			
19 (Intervention)		Weeks 17 - 18	
		Christmas training camp - coach introduces "stepping up"	
20 (Intervention 4)		(Day 123) Observation of game (Day 127) Intervention session 4 -athletes are fresh -training camp better than past years (the way they want to feel)	(Day 127) Interview with coach -working on resonance process with team is a priority
POST INTERVENTION			
21 (Post-Intervention)		Coach determines better use of time while traveling -builds team bonding using resonance process	
22 (Post - Intervention)		Coach continues resonance-based sessions for the team without consultant	
23 (Post-Intervention)		Coach emails team -reminder to take responsibility for team feel	
24 (Post-Intervention)		Consultant continues to have no contact with team Team wins quarter-final game	
25 (Post-Intervention)		(Day 159) Observation of game -Team wins semi-final game	
26 (Post-Intervention)	(Day 165) Post-Intervention Interview with athletes -Team is able to feel how it wants to feel (Individually and team) on a more consistent basis	(Day 168) Team wins OUA championship!	(Day 166) Post-Intervention Interview with coach -coach realizes that to get athletes to take responsibility, he must lead and also step back and let them take control

CHAPTER V

Conclusion

The purpose of this study was to explore how a coach could develop and apply the resonance process of his team through an intervention facilitated by a consultant, and furthermore sustain this process once the intervention was completed. This study showed that the coach could develop the resonance process and lead his team in applying it.

In the beginning, the coach wanted the athletes to take control of how they felt and wanted to feel and to take responsibility on and off the court to get that feel. At the end of the twenty-six weeks, the athletes were better able to take responsibility for how they wanted to feel since they had developed an awareness of their process of resonance: how they wanted to feel, what obstacles prevented them from feeling how they wanted, and what strategies they needed to do to help themselves prepare and reconnect with how they wanted to feel.

In addition, the coach better understood the resonance process of the team, since he took part in the intervention sessions, initially as an equal participant with the athletes, and later as a leader in the sessions, to further delve into specific questions that he had regarding his team. His ability to lead the sessions and his commitment and interest to include the resonance process as part of the team's training allowed the coach to continue nurturing the process once the intervention was over by engaging in meetings geared at helping the athletes feel how they wanted to feel.

While the coach was able to continue the process without the consultant, the athletes and coach wanted nonetheless, to continue working with the consultant in the following year. They all enjoyed, learned from, and wanted the scheduled sessions, and were concerned that they

would not necessarily think about scheduling sessions unless there was a problem. The scheduled sessions allowed the team to stay on track with how they wanted to feel.

Another reason why the coach and athletes wanted the consultant to remain with the team was that they preferred the option of reflecting with someone removed enough from the team (i.e. someone who does not choose who gets to play during games). This is an indication that although the coach can develop and apply the resonance process, it is beneficial to have a consultant available to work with the team and coach to ensure communication, problem-solving, and open and private reflection or self-disclosure if needed.

Indeed, as the coach said, the resonance process was a “central” aspect to the team’s successful performance, due in part to the early buy-in by the coach and the athletes, the coach’s commitment in applying the process with the team, and the consultant’s work. However, additional research must be conducted with coaches and their athletes to generate more findings. Future studies could delve into the complex relationships of all members in group resonance interventions to explore how individuals involved in a team learn from one another. This would provide further insight into the multidimensional aspects of feel and the individualized nature of resonance interventions in exploring different learning situations. This would help to answer the question “How do I learn to feel the way I want to feel?” Therefore, there is a need to do more group resonance interventions that include individual sessions with both the coach and athletes in addition to group ones.

As the first of its kind, this study may lead to the development of a framework for future research or applications of resonance interventions with coaches and teams. As a successful intervention, it does provide an interesting approach for psychological training within coach

education programs in order to help coaches, team leaders, and members learn to use feel related data within their teams in their natural sport environment.

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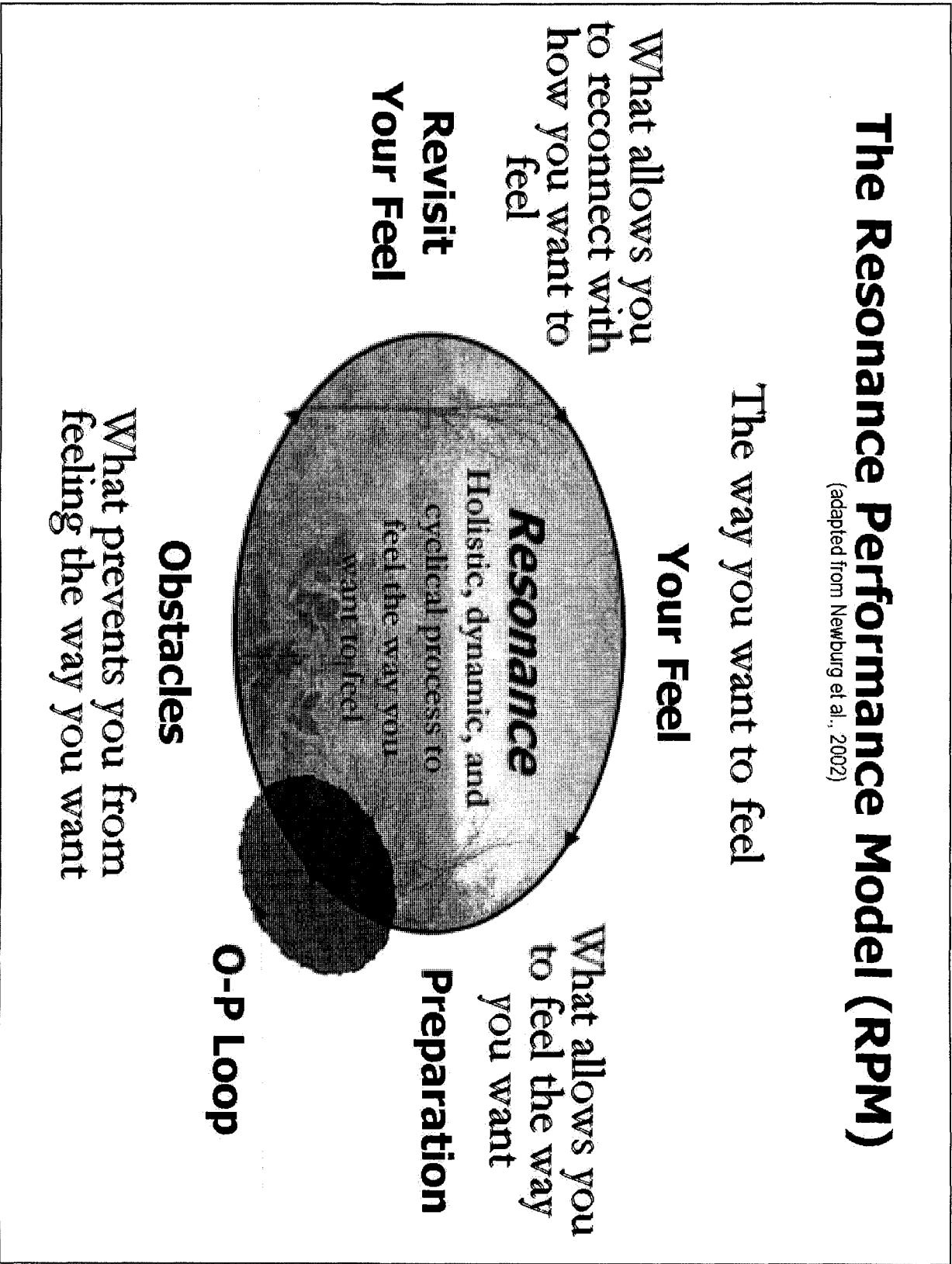
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Appendix A

The Resonance Performance Model (adapted from Newburg et al., 2002)



Appendix B

Letter of Consent for Coach

Recruitment of a coach for a 26-week study to learn and apply the process of resonance

Dear Coach,

As part of my M.A. thesis, I will be conducting a study under the supervision of Dr. Natalie Durand-Bush, a professor at the University of Ottawa who also works as a sport psychology consultant. The purpose of my study is to examine if and how a coach can learn the process of resonance through a resonance-based intervention and facilitate it among his team. In this research, “resonance” occurs when there is a connection between you and your environment; it is a process that allows you to feel the way you want to feel and manage this in the face of daily obstacles.

If you are interested, you, as well as your athletes who are willing to participate, will be asked to participate for a total period of 26 weeks. Your involvement will consist of:

- Attending a total of 10 interviews/sessions throughout the 26-week period:

Phase 1 (Pre-intervention)

One individual interview (approximately 1-2 hours)

Phase 2 (Resonance-based intervention)

Four group consulting sessions (approximately 2 hours)

Four individual consulting sessions (approximately 30 minutes)

Phase 3 (Post-intervention)

One individual interview (approximately 1 hour)

- Completing a journal twice per week, which should take between 10-15 minutes. You will be asked to submit your journal entries at the end of each week. I will pick them up at a pre-arranged time and location convenient to you.
- Reading your interview narratives to verify the information you provided and making necessary changes.
- Agreeing to being observed during your practices and games for the 26 weeks of the study.

The interviews and consulting sessions will be audio taped and scheduled at a time convenient to your team and myself. The information you will share throughout the study will remain strictly confidential. Audiotapes and transcripts of the interviews and consulting sessions will be stored in a locked filing cabinet in the resonance laboratory at the University of Ottawa for a period of five years. Only the research team will have access to the codes and data. While anonymity in the study will be assured by assigning a number to your file so that your name will not appear on or identify any transcript, complete anonymity cannot be guaranteed among the members of your team as you will be engaged in group interviews. If you choose to participate, the information that you share may be used for the purposes of publication in scientific journals. You may be quoted in presentations or publications provided you have given your permission below but your anonymity is guaranteed. You will receive, by providing a mailing address below, a copy of your interview narratives for verification. As a participant, you must be able to read and speak English as each interview will be conducted in English only.

Benefits of this study: Athletes participating in previous resonance-based interventions have benefited from it because it helped them to become aware of how they feel and want to feel and what strategies they can use to feel this way on a daily basis. Some athletes perceived an increase in their performance and well-being, as well as satisfaction and motivation to perform at their optimal level. The intervention involves multiple consulting sessions with the team, including you, the coach. Participating in this study could be a valuable learning experience for you

to better understand your athletes and improve your coaching through self-awareness and awareness of how your athletes want to feel.

Potential risks involved: There are very minimal risks involved in this study. You are free to withdraw from this study at any point during the 26 week period without any repercussion. A potential risk from this study could be discomfort when discussing how you want to feel with your team. You are free to discuss only as much as you are willing to share with the team. Another risk could be a want for additional support or to continue with the group and individual sessions once the intervention is over. Should this arise, an appropriate referral can be arranged. Please do not hesitate to make any concerns known to the researchers throughout the study.

CONSENT (COACH)

By agreeing to participate in this study, I, _____, understand that my involvement will consist of sharing personal information about my coaching experience and that the research will not pose any serious risk. The purpose of this study is not to evaluate my abilities but to gain information on how a coach can learn and experience resonance. I also understand that a long-term goal of this research is to use the information from many individuals participating in sport and physical activity to develop and validate an educational program that practitioners could use while working with athletes from different levels and sports. I am also aware that the results of this study, including some direct citations, will be presented at conferences and/or published in professional journals but that my name will not be mentioned at any time.

I understand that I am free to withdraw from the project at any time, including before or during the interviews and consulting sessions. I can also refuse to participate in certain aspects of the study, decide to withdraw shared information from the interviews/consulting sessions and journals, and refuse to answer verbal or written questions without any consequences or prejudice. My signature is given with the understanding that I do not have to give up any rights, that I have been informed of the requirements of the research and that I agree to take part in this proposed research project.

Please check one of the following options:

1. I agree to be quoted but all personally identifying information shall be removed or altered and contents of the quote shall not be revelatory of my identity ____
2. I do not wish to be quoted at all ____

Any information requests or complaints about the ethical conduct of the project may be addressed to the Protocol Officer for Ethics in Research, Tabaret Hall, 550 Cumberland Street, Room 159, Ottawa, ON, K1N 6N5, tel.: 613-562-5841, e-mail: ethics@uottawa.ca. There are two copies of the consent form: one for the coach and one for the researcher.

Researcher's signature: _____ Date: _____

Coach's signature: _____ Date: _____

Should you have any questions regarding this research project, please contact

Dr. Natalie Durand-Bush at:
Tel. number: (613) 562-5800 ext. 4281
Fax number: (613) 562-5149
E-mail address: ndbush@uottawa.ca
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OR

Bettina Callary at:

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School of Human Kinetics
Faculty of Health Sciences
University of Ottawa

Appendix C

Letter of Consent for Athletes

Recruitment of a team of athletes, in conjunction with their coach
for a 26-week study to learn and apply the process of resonance

Dear Athlete,

As part of my M.A. thesis, I will be conducting a study under the supervision of Dr. Natalie Durand-Bush, a professor at the University of Ottawa who also works as a sport psychology consultant. The purpose of my study is to examine if and how a coach can learn the process of resonance through a resonance-based intervention and facilitate it among his team. In this research, “resonance” occurs when there is a connection between you and your environment; it is a process that allows you to feel the way you want to feel and manage this in the face of daily obstacles.

If you are interested, you, as well as your fellow teammates who are willing to participate, will be asked to participate for a total period of 26 weeks. Your involvement will consist of:

- Attending a total of 6 interviews/sessions throughout the 26-week period:

Phase 1 (Pre-intervention)

One group interview (approximately 1-2 hours)

Phase 2 (Resonance-based intervention)

Four group consulting sessions (approximately 2 hours)

Phase 3 (Post-intervention)

One group interview (approximately 1 hour)

- Completing a journal twice per week, which should take between 10-15 minutes. You will be asked to submit your journal entries at the end of each week. I will pick them up at a pre-arranged time and location convenient to you.
- Reading your interview narratives to verify the information you provided and making necessary changes.
- Agreeing to being observed during your practices and games for the 26 weeks of the study.

The interviews and consulting sessions will be audio taped and scheduled at a time convenient to your team and myself. The information you will share throughout the study will remain strictly confidential. Audiotapes and transcripts of the interviews and consulting sessions will be stored in a locked filing cabinet in the resonance laboratory at the University of Ottawa for a period of five years. Only the research team will have access to the codes and data. While anonymity in the study will be assured by assigning a number to your file so that your name will not appear on or identify any transcript, complete anonymity cannot be guaranteed among the members of your team as you will be engaged in group interviews. If you choose to participate, the information that you share may be used for the purposes of publication in scientific journals. You may be quoted in presentations or publications provided you have given your permission below but your anonymity is guaranteed. You will receive, by providing a mailing address below, a copy of your interview narratives for verification. As a participant, you must be able to read and speak English as each interview will be conducted in English only.

Benefits of this study: Athletes participating in previous resonance-based interventions have benefited from it because it helped them to become aware of how they feel and want to feel and what strategies they can use to feel this way on a daily basis. Some athletes perceived an increase in their performance and well-being, as well as satisfaction and motivation to perform at their optimal level. The intervention involves multiple consulting sessions with the team, including you, the athlete. Participating in this study could be a valuable learning experience for you

to better understand your team and improve your performance through self-awareness and awareness of how your team wants to feel.

Potential risks involved: There are very minimal risks involved in this study. You are free to withdraw from this study at any point during the 26 week period without any repercussion. A potential risk from this study could be discomfort when discussing how you want to feel with your team. You are free to discuss only as much as you are willing to share with the team. Another risk could be a want for additional support or to continue with the group and individual sessions once the intervention is over. Should this arise, an appropriate referral can be arranged. Please do not hesitate to make any concerns known to the researchers throughout the study.

CONSENT (ATHLETE)

By agreeing to participate in this study, I, _____, understand that my involvement will consist of sharing personal information about my athletic/coaching experience and that the research will not pose any serious risk. The purpose of this study is not to evaluate my abilities but to gain information on how a coach can learn and experience resonance. I also understand that a long-term goal of this research is to use the information from many individuals participating in sport and physical activity to develop and validate an educational program that practitioners could use while working with athletes from different levels and sports. I am also aware that the results of this study, including some direct citations, will be presented at conferences and/or published in professional journals but that my name will not be mentioned at any time.

I understand that I am free to withdraw from the project at any time, including before or during the interviews and consulting sessions. I can also refuse to participate in certain aspects of the study, decide to withdraw shared information from the interviews/consulting sessions and journals, and refuse to answer verbal or written questions without any consequences or prejudice. My signature is given with the understanding that I do not have to give up any rights, that I have been informed of the requirements of the research and that I agree to take part in this proposed research project.

Please check one of the following options:

3. I agree to be quoted but all personally identifying information shall be removed or altered and contents of the quote shall not be revelatory of my identity ____
4. I do not wish to be quoted at all ____

Any information requests or complaints about the ethical conduct of the project may be addressed to the Protocol Officer for Ethics in Research, Tabaret Hall, 550 Cumberland Street, Room 159, Ottawa, ON, K1N 6N5, tel.: 613-562-5841, e-mail: ethics@uottawa.ca. There are two copies of the consent form: one for the coach and one for the researcher.

Researcher's signature: _____ Date: _____

Athlete's signature: _____ Date: _____

Should you have any questions regarding this research project, please contact

Dr. Natalie Durand-Bush at:
Tel. number: (613) 562-5800 ext. 4281
Fax number: (613) 562-5149
E-mail address: ndbush@uottawa.ca
School of Human Kinetics
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University of Ottawa

OR

Bettina Callary at:
E-mail address:
School of Human Kinetics
Faculty of Health Sciences
University of Ottawa

Appendix D

*Timeline for Data Collection***Phase 1**

- Week 1: Get to know the team – Observation of 1 practice
- Week 2: Interview with coach only
Interview with athletes only
Observations of 2 practices
- Week 3: Observations of 2 practices
- Week 4: Observations of 2 practices
- Week 5: Observations of 2 practices
- Week 6: Observations of 1 practice

Phase 2

- Week 7: Consulting session 1 with team, including coach
Observations of 2 practices
- Week 8: Observations of 2 practices
Consulting session 2 with team, including coach
Observations of 1 game
- Week 9: No observations
- Week 10: Observations of 2 practices
Observations of 1 game
- Week 11: Observations of 1 practice
Consulting session 3 with team, including coach
- Week 12: Observations of 2 practices
- Week 13: No observations – team off
- Week 14: Exam period – individual physical training only – no observations
- Week 15: Exam period – individual physical training only – no observations
- Week 16: Exam period – individual physical training only – no observations
- Week 17: Christmas break
- Week 18: Christmas break
- Week 19: Team Christmas camp - no observations
- Week 20: Consulting session 4 with team, including coach (wrap-up)
Observations of 1 game (tournament)

Phase 3

- Weeks 21 – 25: No observations
- Week 26: Interview with athletes only
Interview with coach only

Appendix E

Pre-Intervention Interview Guide

Interview with Coach

- Tell me about yourself and your coaching.
- How did you come to know what you know today? How do you learn in terms of your coaching? Can you give me examples? (i.e: do you learn from what went well, what did not go well, do you reflect, do you learn from reading materials, do you learn from courses or other coaches)
- Do you have a coaching philosophy? Can you explain it to me?
- How would you describe your relationship with your athletes?
- Do you think that how you feel affects how you coach? What leads you to say this?
- Do you think that how your athletes feel affects how they play/practice?
- Do you know how your athletes feel? What about how they ideally want to feel in different situations? Explain why you know or do not know this.
- Can you describe what I might see when I sit in on your practices and games?
- How do you define performance? How do you define success? How much time do you want to spend/ how much work will you commit to on sport psychology with your team?
- You might not be aware of how or why you coach how you do, but you may want to reflect on it.
- Do you have anything else to add?

Interview with Athletes

- To begin, I was hoping we could look over the High Performance Action Plan that you brainstormed last year and go over some of the points.
- You all seem very comfortable with each other and understand your teammates strengths, weaknesses and how the play the game. Can you explain how this may impact your season? Can you describe what I might see when I sit in on your practices and games?
- What do you expect from your coach? Technically, tactically, mentally, emotionally?

- Do you think your relationship with your coach is important? Why or why not? How would you describe your relationship with your coach?
- How and what do you communicate with your coach? Examples are technique, tactics, emotions
- Does how you feel affect how you perform?
- Do you think your coach knows how you feel or want to feel in practice and game situations? What leads you to say this?
- Can you explain what “feel” means? (i.e., physical, cognitive, emotional, social, spiritual)
- How do you define performance? How do you define success? How much time are you willing to spend/work on sport psychology as a team?

Appendix F

Guide for Group Consulting Session 1 Within Resonance-Based Intervention

Based on RPM (Newburg et al., 2002)

- In groups of three, each come up with reasons why you love volleyball. What is it about the sport that makes you want to do it so much?

Write down what I'm writing on the white board so that you all have it in your notebooks.

- In your groups of three, come up with words that describe what each person in your group and your coaches brings to the team? How do they make the team feel? ie Jenna is focused, Christina is energetic, coach is... I know you did this last year, but you have new members on the team now and people change a little too.
- In new groups of three, come up with words or expressions to describe how you want to feel in a practice as a team, and in a game (can be negative, like aggressive or angry if you want).
- To discuss when the words are written up: based on what you bring to the team, what can you do to help your team and team members feel how they want to feel?
- What can you do to feel these words? What strategies can you come up with to feel the way you want as a team?
- What prevents you from feeling this way? Three part answer: 1) Come up with a few obstacles that you've faced as a group and 2) explain how they affect your performance and 3) for how long (only in practice, for many practices, during games...)
- In your groups of three, what is your response to these obstacles? How can you overcome these obstacles and reconnect with how you want to feel?
- How often do you feel the way you want to feel as a team? Could you do it more often?
- Coach, what did you learn today?
- Write down the most important thing that you're taking away with you today. Will you share it?

Homework: Right now, I want you to write down two questions at the top of your page:

- 1. How did I feel today in practice/during the game?
- 2. Was it how I wanted to feel? Why or why not?

At least twice per week, at the end of practice or at the end of a game, write down the answers to these questions. This is for your own reflection, it will help you to become aware of

what was going on with you so that you can learn to manage how you felt. If you don't know, then you can't change.

With coach alone: What did you learn from this session? Did it reconfirm things for you?

Would you add anything to the list that we came up with today?

Appendix G

Guide for Group Consulting Sessions 2 to 4 Within Resonance-Based Intervention

Based on RPM (Newburg et al., 2002)

Intervention Interview 2

- Have you thought about what came up at our last meeting? If so, tell me about it.
- Did you try to use what we talked about in last week's and yesterday's games and practices?
- Describe how you felt in your games during your most resonating moments. In particular, an athlete mentioned to me that she felt like it was "rolling".
- Describe your least resonating team experience and tell me why it was a low.
Did you do anything to reconnect with how you want to feel?
- What happened in game 3 of the last match? The captain was really upset and everyone was physically and mentally exhausted. Bad serves? How did you get out of the funk?
- It is alright to be aware of how you feel, but you need strategies to implement these feelings. Let us discuss revisiting strategies that the coach brought up at end of meeting
 - going into game 4, standing to create energy, smiling faces and no negative talk?
 - Recognizing weakness, ie illness and spreading responsibility?
 - How to get out of the "I" mode?
 - How do you get in the game when you are on the bench?
- There was a lot of pressure in these games. How can you create pressure in practices?
- Probably everyone here has a slightly different way they want to feel during practice and games, and even if it's the same word, it could mean something different, right? So, do you think that all your different personalities and ways you want to feel still enable you to have one group feel?

Homework questions:

1. Look at the group RPM and fill out your own personal RPM. Note any similarities or differences. Email me the answer to this: "Name a few things really resonate with you personally from the group model and explain why" or "What would you change or add to the group model based on your personal model and why". (email to me by Wed. night)
2. Did you use any strategies from the RPM to feel the way you wanted to feel or reconnect with that feeling after an obstacle? Explain the situation and how you dealt with it. (Email to me by following Wed.)

Questions for the coach in post session meeting:

- Has your perception changed
- Has the information that you learned about the team helped you in any way?
- Have your reflections – both written and spoken (our conversations) helped you in any way?

Your homework is to tell me what you will do with the information that was discussed tonight.

Intervention Interview 3

- In the last meeting, you came up with many different strategies to help the team. We're going to go around the circle and you can briefly share. Did you think about them during the past two weeks? Maybe you want to share some of the reflections that you sent me in regards to what worked or what didn't work.
- Describe a time in the past two weeks when you felt like you were really resonating as a team. That is, when everyone felt like they wanted to and you felt in synch with the rest of the team.
- As a group, let's talk about what happened in the past two weeks. Maybe coach can express himself first. Coach, what was happening in your head, how did you feel and how did it affect the team?
- Then girls who are not the captains can talk. What was happening in your head, how did you feel and how did it affect the team? Was it bad momentum?
- Can you name me some of the important items on the list that you created to remind you to put effort into practices? Do you understand what this list is and how it will help? Have you been trying to use it?
- How can you practice pressure situations without getting in a fight? What are some of your ideas? Did you try any general/specific feedback comments in pressure situations (like we talked about last time)? Discuss line between high energy and being crazy/panic or playful and silly – based on some of the emails.
- Do all your different feelings still allow you to feel one group feel? Many of you said that you wanted to feel very similar to what was written in the group model.
- Do you think anything has changed within the team or with the coach since our last meeting? Why? For instance, I have noticed you talking a lot more in practice to understand the others. I noticed that you smiled, even when you were down, in games. Are these things new?

Homework: By Sunday, Nov. 19th, and by Sunday, Nov. 26th.

Week 1: Ask yourself each day – “how do I want to feel today”, some of you think it’s important to write it down, so do so when you wake up. Write to me about how that goes and whether it makes a difference (if you can do it everyday, if you forget, if you actively try to feel that way...)

Week 2: Coach, what do you think identity means?

A) What is the identity of your team and how does the way you feel affect the identity?

B) Tell me what you think of the reflections that you’re sending me – be honest, whether they are making a difference to you or not, and if so, how?

Just write whatever you can think of because I know this is a hard question.

Questions for the coach in the post interview meeting

What did you learn from this session?

How can you use what you learned in your coaching?

Intervention Interview 4

Let’s talk about the invitational tournament that you had... Congratulations, you did very well!

Which match was the best one? Why?

In the last match, I noticed that you laughed more than you did in any other game that I had ever watched you play. It was also an unbelievably well played match. What did you do to feel that way? How did you prepare? How did you sustain it? Can you try to repeat that type of feeling?

Since the end of November when you were last in the competitive phase, what are some of the benefits of having that time off? What are some of the drawbacks? That is, how did the holidays and then the Christmas camp affect you? Do you feel prepared to get back into the competitions? Why or why not?

What do you foresee will be the hardest obstacles coming up? How can you prepare for them?

What about the burnout that was happening in November? Can you see that happening again?

How can you work through that busy time?

Now that we are half way through the year, are you able to initiate the play and control what is happening on the court? (look at your notes in your logbooks from October)

This is our last team meeting. Next month, I would like to meet with you just to get an idea of how the whole thing went and to see if you are still doing anything that we discussed. Do you think you will continue to use the strategies that you came up with in our meetings? How?

If you want to have any one-on-one sessions, I will be available after Jan 29th. I will not run after you, so it’s up to you to email me. That said, I will gladly meet with any of you, so don’t feel bad about it, just let me know.

Questions for coach in post session meeting:

- What did you learn or take from this meeting?
- Has your perception changed from what you now know of the team?
- What will you do now that our team meetings are over to continue to help the team resonate?
- Do you think that this intervention has helped the team's performance? Well-being? Has the intervention helped your coaching?

Appendix H

Guide for Post-Intervention Interview with the Coach

Learning

- What have you learned from participating in this study?
Did you learn during the consulting sessions?
Did you learn anything new during this last phase where I was no longer present?
Did you learn from thinking in different ways about what you already knew?
Did you learn from the new experiences that your team shared during practices and games?
Did you learn from reflecting on our sessions and/or on your experiences? How? Can you give me examples?
- What do you know now that you didn't know at the beginning of the study?

RPM

- Do you think you were able to learn, develop, and apply your team's resonance process?
What about in the last phase when I no longer worked with the team as a consultant?
- Explain how you did or did not incorporate resonance in your coaching (e.g., Do you know how you want to feel and how your athletes want to feel? Can you experience this on a regular basis and manage it in the face of obstacles?).

Your coaching

- Has this intervention changed you as a coach or your coaching style or the way you approach coaching (philosophy)? Explain. Did it enhance your performance and well-being?
- Do you still think mostly in terms of technical practices and feedback?
- Do you talk differently with your athletes now than in September?
- Do you think you're the only one in charge at practices?

Your athletes

- Have the athletes changed their outlook on their responsibilities (calling each other out)?
- Do you think they act more like that clown punching bag now? Why? How?
Can they reconnect faster after obstacles? Can you trust that they will come up with solutions
You mentioned that you struggled with pushing athletes to reconnect faster to get over an obstacle, do you think you are better able to deal with it now that you know how they like/can reconnect? Do they still let each other dwell on obstacles?
Has this intervention changed the athletes/team? Did it enhance their performance and well-being?

Consultant

- Do you think it would be beneficial to have a consultant working with the team permanently to further help you to do this or learn more about resonance? How?
What impact did I have?
Do you think it helped that we had a good relationship going into this study, or do you think another person would have a different impact on the team (even if it was the same study)?
Why is what I did as valuable as a full time assistant coach?

Did you use me as a coaching tool in practices/ meetings? (as a coach to discuss coaching matters)?

Could you do this type of work by yourself with your team next year?

- Will you continue to apply resonance and use the RPM as a tool in your coaching to stay in tune with how you and your athletes want to feel? How?
- What does performance mean to you?
- Do you have anything else to add?

Appendix I

Guide for Post-Intervention Interview with Athletes

- Tell me about what's happened since we last met just after the tournament in January? Tell me about your more memorable games (recent win)? How has practice been, what were your goals/ were there any major issues?

Learning

- What have you learned in our meetings that you didn't know or realize in September?
Did you learn from the handouts I gave you?
From the reflections you sent me by email?
In strategies that you came up with outside of our meetings (like stepping in)?
- Has this intervention changed the way you play? Explain. Did it enhance your performance and well-being?
Do you think that you can now take charge of how you feel in practices and games?
How?
Do you take more responsibility individually for taking control of how you want to feel in practices and games now than at the beginning of the year? (for instance in talking to the coach about the practices over Christmas)
In the past, coach made many solutions to problems for you. Do you think that you are able to find solutions to problems (on the court and within the team) on your own? Give examples. If you can learn well by trying out these solutions, do you think you can take ownership within the group, and ultimately, learn what has to be done to be a championship team?

Resonance process

- Do you think you were able to learn, develop, and apply the team's resonance process? (e.g., know how team wants to feel in different situations, prepare for this, embrace the obstacles, and revisit when necessary).
- Did this still apply to you in the last month when I no longer worked with the team as a consultant?

Coaching

- Does your coach know how you want to feel, how to help you feel this way and revisit when you face obstacles? How has this changed since September?
- Has this intervention changed your coach's coaching or his coaching style? Did it enhance his performance and well-being?
- Do you think that your coach has learned how to talk with you in these meetings and could facilitate meetings alone without me on these matters?

Consultant

- Do you think it would be beneficial to have a consultant working with the team permanently to further help you to learn more about your process of resonance? How?
- Will you continue to apply resonance and use the RPM as a tool in your life to stay in tune with yourself, your teammates, and coach? How? Do you have anything else to add?