THE CONNECTION BETWEEN COMMUNICATION SATISFACTION AND TEAM SUCCESS IN COLLEGE ATHLETIC TEAMS

by

Anne Carlson

An Abstract
of a thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Science
in the Department of Communication
University of Central Missouri

June, 2011
This study looks into communication satisfaction between teammates and between the athletes and his/her coaching staffs to see if there is a connection between communication satisfaction and team success. It will look into the athlete’s communication satisfaction for the season as a whole. The study will also compare team and individual sports teams in these two areas to see if communication satisfaction is more or less important depending on the type of sports team.
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES</td>
<td>ii</td>
</tr>
<tr>
<td>CHAPTER 1: INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>CHAPTER 2: REVIEW OF LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>CHAPTER 3: METHODOLOGY</td>
<td>11</td>
</tr>
<tr>
<td>Participants</td>
<td>11</td>
</tr>
<tr>
<td>Materials</td>
<td>12</td>
</tr>
<tr>
<td>Procedure</td>
<td>13</td>
</tr>
<tr>
<td>CHAPTER 4: RESULTS</td>
<td>15</td>
</tr>
<tr>
<td>CHAPTER 5: DISCUSSION</td>
<td>18</td>
</tr>
<tr>
<td>Limitations</td>
<td>19</td>
</tr>
<tr>
<td>Further Research</td>
<td>20</td>
</tr>
<tr>
<td>APPENDICES</td>
<td></td>
</tr>
<tr>
<td>A. Athlete Questionnaire</td>
<td>22</td>
</tr>
<tr>
<td>B. Coaches Questionnaire</td>
<td>25</td>
</tr>
<tr>
<td>C. Letter to Coaches</td>
<td>26</td>
</tr>
<tr>
<td>D. Letter from Human Subjects</td>
<td>27</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>28</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of Male/Females (M/F) Participants from Team and Individual Sports</td>
<td>11</td>
</tr>
</tbody>
</table>
CHAPTER ONE: INTRODUCTION

When it comes to athletics, what makes one team better than another team? Most would say it is the physical ability, the bigger, faster, stronger team will be better, but what if there was more to it than that? What if a team’s success or failure could be predicted or at least affected by something other than an athlete’s physical ability? This predicting factor could be communication satisfaction. What that means is the more satisfied team members are with the communication between themselves and their teammates and themselves and his/her coaching staff the more successful the team will be. There has been little research on if communication satisfaction has any effect on athletic team success but the research that has been done in the area has found that there are connections. An example would be a study done by Campbell and Jones (2002) that found one of the best predictors of an athlete’s stress and/or satisfaction with his/her teammates is the team’s interaction and communication.

Even though there has not been a lot of research done on communication and athletic teams there has been significant research done over the connection between communication satisfaction and success in the workplace or organizational teams (Cummings & Worley, 2009). That research shows people can be more successful when they are satisfied with the communication that is taking place in a situation at work. If people are more successful when they are satisfied with communication in the workplace then there is reason to believe the same will be true in athletic teams. If this connection holds true it could mean that being the best and the most prepared team physically may not be the only thing that factors into a team’s success, communication within the team might play a role in that success. This could also explain why sometime the team that is
better physically or athletically does not always win. This study will look into whether an athlete’s communication satisfaction with teammates and/or coaches has any effect on the team’s success as a whole.
CHAPTER TWO: REVIEW OF LITERATURE

There are two main parts of a team, the coach and the athletes (or teammates). Both make up very important parts of the team and both are responsible for the team’s success or failure. These groups also have to interact and communicate with each other daily on and off the playing field. According to Warren (1988), individuals are always communicating with the people who are around them by convening their feeling and beliefs to others with everything they say or do. This being said, athletes are communicating with their coaching staff and teammates anytime they are around them (practices, meals, road trips, locker rooms, team meetings, etc.). Studies (Wheeless, Wheeless, & Howard, 1984) done in the workplace have found that communication-related variables can significantly increase one’s satisfaction with their job. This paper will be looking to also find that connection with athletic teams too. This section will discuss past research on communication between teammates; communication between athletes and coaches; differences in individual vs. team athletic teams and the connection between communication satisfaction and success in the workplace.

Communication in Athletic Teams

A study that was done on effective communication in team sports found that effective team communication is a four-factor construct (Sullivan & Feltz, 2003). The four factors are acceptance, distinctiveness, positive conflict and negative conflict. Acceptance is “communication of consideration and appreciation between teammates” (p. 1709). This was largely shown to occur though support of teammates. Distinctiveness is “communication of a shared, but unique indemnity” (p. 1710) Positive conflict is a
disruption that is dealt with in a constructive and integrative way (p. 1710). Negative conflict is dealt with in a way that is emotional, personal and confrontational (p. 1710).

Other studies (Campbell & Jones, 2002; Cratty & Hainin, 1980) have found that negative conflict can cause athletes to be unsatisfied with their teammates. A study by Cratty and Hanin (1980) done during a volleyball game showed the impact of negative conflict on a team. The superior of the two teams was having a hard time “getting going” and the researchers suggested it was because during this game 66 percent of comments were negative. As the team’s play worsened, more and more of the comments became negative. This was explained as a chain of events where poor play leads to negative comments, which leads to even poorer play by the team and the superior team eventually lost (Cratty & Hanin 1980). This is an example of a communication factor affecting a team’s physical ability. The explanation for the superior team losing was negative comments, which could lead to a team member being unsatisfied with the team’s communication.

The study stated early by Campbell and Jones (2002) found that the best predictor of an athlete’s stress or satisfaction with their team is group interaction and communication. This study also found that inappropriate behavior by other teammates caused stress in players. Another example of a stress causer was a “players’ perceptions of their own behavior upsetting other team members,” (p.91). Another important part of the study was that it was not only on court issues that caused the athletes stress within their team. Off court issues such as rooming assignments (this was an example the authors gave) also caused stress and dissatisfaction among athletes.
There has also been research done that shows that positive communication between teammates can enhance their team’s success in a positive way (Kassing, et al., 2004). Lefebvre and Cunningham (1977) found that there may be a connection between interpersonal attraction and communication ability and a team’s cohesion. A study on how interpersonal communication skills affect athletic teams found that there is a positive correlation between a team’s interpersonal communication and its level of performance (Sullivan, 1993). Spink indentified team cohesion as a characteristic with the significant potential to influence collective efficacy (1990).

Another important aspect of interpersonal communication is the athlete’s perception. Cratty and Hanin (1980) describe three variables that contribute to an athlete’s interpersonal perception of their teammates: 1) the degree they feel their teammate is helpful to their own personal success, 2) “off-the-field” contacts, this has to do with similarities they have other than the team they play on together, 3) the degree to which they found their teammate to be a threats to their personal esteem.

The reason for doing this research is because it has not been done this way before. There has been a study done on effective communication in team sports (Sullivan & Feltz, 2003), but the results of the effective communication were not compared to the team’s success that season. A study done by Campbell and Jones (2002) to look at the stresses a team sport can cause but it did not compare those stresses to the team’s success for the season. Cratty and Hanin (1980) found that negative comments can negatively affect a team’s play for a game but they did not look at a whole season. This study is going to see if communication satisfaction is correlated with success for a season as a whole. It may help find a new way that athletic teams can improve that is not based on
athletic performance. This study could also explain why teams that appear to be very athletic and on paper should be very successful, sometimes are not very successful as a team. This question is the most important part of the entire study.

**RQ1: Is there a connection between team member’s communication satisfaction with their teammates and the team’s success?**

*Communication with Athletes and Coaches*

In the book “Guide to Effective Coaching,” there are several lists (different levels of coaches) of qualities good coaches should have and communication skills shows up on each one of those lists (Jones, Wells, Peters, & Johnson, 1988). Just like between teammates, interpersonal communication is also important between coaches and athletes. There are many theories that can explain this; one is the theory of predicted outcome value (POV; Sunnafrank, 1986). According to Sunnafrank’s (1988) the predicted outcome value is positively associated with the amount of verbal communication, nonverbal expressions, initiation level of liking, attitude similarities and background similarities. If an athlete sees that they can value from the coach then they will work for them. If the athlete does not feel they can gain any value from the coach then they will not work for them.

Feedback is one area that has been known to influence an athlete’s communication satisfaction with their coach (Kassing, et al., 2004). Cox (1994) stated that when it is appropriate, rewarding behavior is very important for building communication satisfaction. There are three areas that have been looked at when it comes to feedback and athletics; amount, timing and type. Coaches need to be careful not to give too much feedback because a coach who is overly assertive with can hurt an
athlete’s self-confidence. If an athlete feels the coach gives too much feedback then they may try to cut off communication with that coach. Feedback should be given as close to the time the event occurred as possible. The more time that passes between the event and the feedback given, the less of the impact the feedback will make (Haslett & Ogilve, 2003). Lastly, the type of feedback coaches give is important. Coaches should give positive comments to their athletes, reinforcing positive behavior. These comments should not only help the athlete in his/her sports but also avoid hurting the athlete’s self-esteem and keep them from cutting off communication with the coach (Cox, 1994).

The reason for doing this study is to take a further look into the connection between coaches, athletes and team success. As all the earlier research states there have been many studies done. Just like it was stated about communication satisfaction with teammates, this could explain why some teams are not as good as they should be based on their athletic ability. It will also be interesting to see if the connection with the coaching staff is more or less important than the connection between teammates.

**RQ2: Is there a connection between team member’s communication satisfaction with their coaching staff and the team’s success?**

*Individual vs. Team Sports Communication*

According to Carron and Hausenble (1998) a group is defined as,

> A collection of two or more individuals who possess a common identity, have common goals and objectives, share a common fate, exhibit structured patterns of interaction and modes of communication, hold common perceptions about group structured, are personally and instrumentally interdependent, reciprocate interpersonal attraction, and consider themselves to be a group. (pp. 13-14)
Based on this definition, even teams that do not play “team sports” (e.g., Track and Field, Cross Country, Wrestling) would be considered a group or team. Ludwig Von Berlanffy’s (1952) systems theory also defines a group in a way that would individual sports teams. A “system is a structure of an organized set of interrelated and interacting parts that maintain their own balance amid the influences of the environment” (Henman 2003, p. 3). The individuals work as one but they need each other to win as a team, so they are interrelated. They work together at practices and come together during competition to win as a team even if they are doing the events as an individual. This means that they are interacting as a group or a team even though they are working alone.

The information stated above shows that even individuals sports still function like teams. Even though these teams function the same way in individual the athletes do not rely on their teammates to compete, which could make communication satisfaction less important. What is being looked at is if communication satisfaction is still as important with these types of teams. There have been no studies on communication that compare individual and team sports, so there is no information about the topic that can be looked at before this study.

**RQ3: Are there differences in RQ1 (Is there a connection between team member’s communication satisfaction with their teammates and the team’s success?) or RQ2 (Is there a connection between team member's communication satisfaction with their coaching staff and the team’s success?) base on whether it was a team sport or an individual sport?**
Communication within Organizational Teams

Athletics is not the only place where people work in teams. Another place where communication in teams has been studied is in organizations. According to Miller (2003) synchronized teamwork is the main way in which decisions are made, strategies are developed and performance is measured within organizations. Miller also states that the synchronized teamwork should be supported a healthy communication environment. According to Wheeless, Wheeless and Howard (1989) “job satisfaction is generally defined of as one’s affective response to various facets of the work environment,” (p. 222). This would mean that people should be satisfied at work if there is a healthy communication environment.

There have also been many different studies done that connections communication, job satisfaction and organization success. In project teams, it has been found that low and high communication frequency corresponds to lower levels of performance by the team and when there is moderate communication frequency there is higher team performance (Patrashkove – Volzdoska, McComb, Green, & Compton, 2003). This shows that teams must find just the right amount of communication that works for them. It also proves that just because there is a lot of communication it does not mean that the members of the team will be satisfied with the communication. All teams, organizational or athletic, are composed of different people and therefore in order to be successful must find the amount and type of communication that works for them.

It is not only the amount of communication that matters in workplace teams; it is also the type of communication. “How members relate to each other is important in work groups because the quality of relationships can affect task performance” (Cummings
&Worley, 2009, p. 109). Cummings and Worley go on to tell about the two dimensions to an effective group: “performance and quality of work life” (p. 109). Performance has to do with the business side, “the group’s ability to control or reduce cost, increase productivity, or improve quality,” (p. 109). The quality of work life is measured by the group member’s satisfaction, the team’s cohesion and the group member’s commitment to the organization.

Results from a study done by Pincus, Knipp and Rayfield (1990) found that there is a positive link between employees’ views of communication with both immediate supervisors and top managers and satisfaction at work. The same study also found a link between employees’ “ability to participate in the organizational decision-making process” and their satisfaction at work (p. 183). The connection between employee and immediate supervisor and/or top manager can be compared to athletic and the relationship between coaches and athletes.

Athletic teams and organizational teams have many similarities. Both are working together to accomplish a common goal, both have to overcome obstacles to meet these goals and both have people above them they must answer to (coaches, bosses and managers). According to the studies that were looked at for this section, organizational teams are more productive when they are satisfied with the communication between both their teammates and their bosses or mangers. So, if organizational teams and athletic teams function the same way there is reason to believe that if athletes are satisfied with communication on their team it should also make their team more successful.

**RQ4: Is there a link between communication satisfaction and organization success when members of the organization work in groups or teams?**
CHAPTER THREE: METHODOLOGY

In order to answer the aforementioned RQ’s a quantitative survey methodology was implemented.

Participants

Student-athletes at the University of Central Missouri were surveyed. There were 201 student-athletes that participated in the study. The teams and number of athletes from each team that participated are listed in Table 1.

Table 1

<table>
<thead>
<tr>
<th>Number of Male/Female (M/F) Participants from Team and Individual Sports</th>
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<tbody>
<tr>
<td>Sport</td>
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<tr>
<td>Team</td>
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<tr>
<td>Men’s Basketball (M)</td>
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<tr>
<td>Women’s Basketball (F)</td>
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<tr>
<td>Football (M)</td>
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<tr>
<td>Soccer (F)</td>
</tr>
<tr>
<td>Softball (F)</td>
</tr>
<tr>
<td>Volleyball (F)</td>
</tr>
<tr>
<td>Total (M/F)</td>
</tr>
<tr>
<td>Individual</td>
</tr>
<tr>
<td>Men’s Cross County (M)</td>
</tr>
<tr>
<td>Women’s Cross County (F)</td>
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<tr>
<td>Men’s Track and Field (M)</td>
</tr>
<tr>
<td>Women’s Track and Field (F)</td>
</tr>
<tr>
<td>Wrestling (M)</td>
</tr>
<tr>
<td>Total (M/F)</td>
</tr>
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</table>
Even though there are technically (by NCAA standards) indoor and outdoor Track and Field teams, just Track and Field was selected as an option because there would be too much overlap of athletes and for the most part, the same athletes compete on both the indoor and outdoor team’s. Also, most members of the Cross Country team are also members of the Track and Field team; these two teams do function as different teams so they will be surveyed separately. Cross Country runners were also asked to pick Cross Country on the survey and not Track and Field because there are not many members of the Cross Country teams. This was done in order to survey as many of them as possible (the Track and Field teams are large enough without the Cross Country runners). The coaches were told to only let the athletes that meet all the requirements take the survey. The graduate student administrating the survey also knew the requirements. Participant Requirements:

A. The athlete must have been on the roster all season (if the athlete has been on or off the roster throughout the year for any reason they will not be included)

B. Red shirt athletes will be included as long as they practiced that year with the team

C. Injured athletes will be included as long as they are still attending practice and team functions (team meetings and games)

D. Athletes determined as ineligible by the school or NCAA for any reason will not be included

Materials

There were two questionnaires: one for the athletes (see Appendix A) and one for the coaches (see Appendix B). The questionnaire for the athletes has three parts. Part
One asks what sport they play. Part Two is an 18-item 6-point Likert scale (1=strongly agree; 6=strongly disagree) that is made up of questions that will determine the athlete’s communication satisfaction with their teammates and coaching staff. The questionnaire is based off the Scale for Effective Communication in Team Sports (SECTS) developed by Sullian and Feltz (2003). A Cronbach’s alpha reliability analysis was conducted on the questions measuring teammate communication satisfaction (items 2-11) and the results indicated found a reliability of .94. In addition, a Cronbach’s alpha reliability analysis was conducted on questions measuring the athlete’s satisfaction with coaching communication (items 12-19) and the results indicated a reliability of .96. Both of these reliability tests measured well above the acceptable level. Part Three was an open ended question that asked the athletes what he/she thinks it takes for an athletic team to be successful. The coach’s questionnaire was made up of 5-items. It asked what sport they coach, what place their team took in conference (if at all), where they placed in the National meet or National standings (if at all), and included two 4-point Likert scale items (1=very successful; 4=not successful) that asked how successful they felt their team was this season and how successful they felt their team thought the team was this season.

Procedure

The survey was approved through Human Subjects at the University of Central Missouri. The letter from the Human Subjects Review Committee is attached (see Appendix D). I talked to the coaches on campus and asked if they were willing to let their team participate in the survey. The e-mail requesting their team’s participation is Appendix C. The coaches were explained all the requirements to take the survey (list above). It was also explained to the coach to not let athletes who do not meet the
requirements take the survey because it could throw off the results. The coaches were also asked to fill out a short survey that will be used to help determine how successful the team’s season was. The survey was administered by another Grad student and the coaches were asked to leave the room to assure confidentiality for the athletes.
CHAPTER FOUR: RESULTS

RQ1: Is there a connection between team member’s communication satisfaction with their teammates and the team’s success?

In order to answer RQ1 a Pearson Correlation was conducted between team success and teammate communication satisfaction. Team success was measured with a single item (#2 on the questionnaire) and teammate communication satisfaction was created by taking a mean score of 9 items (#3-11 on the questionnaire). The correlation indicated that there is a connection ($r = .42, p < .001$) between teammate communication satisfaction ($M = 1.62; SD = 0.90$) and team success ($M = 1.58, SD = 0.83$). This means is that if athletes are satisfied with the communication among his/her teammates, he/she was also likely to perceive his/her team to be successful.

The team’s success was found using the results based on how successful the athletes felt his/her season was. It was originally going to be based off of the coaching staff’s perspective but a t-test showed no significance difference ($t (200) = -.93, p = .35$) between the coaching staff’s ($M = 1.82, SD = 0.98$) and the athlete’s ($M = 1.58, SD = 0.83$) perspective of the team’s success. Therefore, the coaching staff and athletes had the same perspective of team success.

RQ2: Is there a connection between team member’s communication satisfaction with their coaching staff and the team’s success?

To answer RQ2 a Pearson correlation was conducted between team success and the athlete’s satisfaction with the coaching staff’s communication. Team success was measured with a single item (#2 on the questionnaire) and athlete’s satisfaction with the coaching staff’s communication was calculated by taking a mean score of 8 items (#12-
The correlation found a connection \( r=.44, p<.001 \) between athlete’s satisfaction with the coaching staff’s communication \( (M=1.62, SD=.90) \) and team success \( (M= 1.58, SD=.83) \). Again the athlete’s perspective of the team success was used for the same reason that was stated above. So, when athletes are satisfied with the communication between themselves and his/her coaching staff he/she is likely to perceive his/her team to be successful.

**RQ3: Are there differences in RQ1 (Is there a connection between team member’s communication satisfaction with their teammates and the team’s success?) or RQ2 (Is there a connection between team member’s communication satisfaction with their coaching staff and the team’s success?) based on whether it was a team sport or an individual sport?**

To find results are RQ3 an independent samples t-test was done between communication satisfaction with teammates and the team’s overall success. To find team’s success a single item (#2 on the questionnaire) was used and teammate communication satisfaction was created by taking a mean score of 9 items (#3-11 on the questionnaire). The t-test found \( t(200)=2.22, p=.03 \). Teammate communication satisfaction for individual teams \( (M=1.82, SD=1.01) \) and for team sports \( (M=1.52, SD=.83) \). There was statistical difference between individual and team sports when it comes to teammate communication satisfaction and the team’s success. Even though team sports are more satisfied, both types of team’s are still reporting very high levels of satisfaction with their teammates.
An independent samples t-test was also done find results for the second part of RQ3, difference between the two types of teams and the athlete’s communication satisfaction with the coaching staff and the team’s success. Team success was measured using a single item (#2 on the questionnaire), to find the athlete’s satisfaction with his/her coaching staff’s communication the mean score of 8 items (#12-19 on the questionnaire) was used. The t-test found no statistical significant difference in ($t(200)=.77$, $p=.44$) athlete’s communication satisfaction with their coaching staff for individual sports ($n=68$, $M=1.74$, $SD=1.10$) and for team sports ($n=133$, $M=1.62$, $SD=1.02$).
CHAPTER 5: DISCUSSION

The research and findings support previous research. This study does not prove the communication is the reason a team is successful or not successful but what is does show is that teams that are more successful have athletes on them that are more satisfied with the communication that is taking place than teams that are not successful. What this shows is that athletes being satisfied with the communication that is taking place on his/her team can lead to the team being more successful. Campbell and Jones (2002) found that the best predictor of an athlete’s stress (dissatisfaction) or satisfaction with their team is group interaction and communication. The study also found that athletic teams that are satisfied with the team’s communication are more successful. Sullivan (1993) found a positive correlation between a team’s interpersonal communication and the team’s level of performance, meaning the more positive the team’s interpersonal communication is the more successful the team will be, this also lines up with the results of the study.

As it was stated in the review of literature there have been several other studies done on effective communication in athletic teams (Cratty & Hanin 1980; Sullivan & Feltz 2003), these studies also found a connection between communication satisfaction and team success. What those studies did not do was to make the connection for a season as a whole. This study expends on what had been found in those studies and found a connection between communication satisfaction and success a whole season. This is important because it gives a better look at how the team really functioned. To just look at one game, as the study Cratty and Hanin (1980) did with a men’s volleyball game, is really just a snap shot of the season as a whole.
In addition another way this study expanded on past research was that it looked at the differences between team and individual sports. A study by Turman (2008) left out individual sports, the study stated that “football and basketball teams were selected because of the interdependent action required by the athletes during competition, rather than independent team based sports in which athletes compete individually toward a team goal,” (p. 167). This study found there was difference between the two when it comes to importance of communication satisfaction but communication satisfaction is still very important to both types of teams. What this means is that even though individuals may not need his/her teammates to compete being satisfied with the communication between them is still important for overall team success.

Limitations

The biggest limitation this study run into was not being able to get every athlete from every team to take the survey. The survey was given out after the season was over, so, in most cases only the returners for the next season took the survey. That left out two groups of athletes, seniors and athletes choosing not to return to the team. In most cases the seniors are the leaders on the team, they would be the ones that have been in the program and around the coaches the most. It was also pointed out by some of the coaches that the seniors who did not take the survey were the starters/main players on the team.

The other group that was missing from the results was athletes who just choose to not return to the team next year. This was not reported very often by coaches to be an issues but it did come up a couple times. In most cases athletes leave a team because they are not happy with some aspect of the team. The reason these athletes are not returning
to the team may not have been related to communication but it also could have been. If communication issues were the reason these athletes left the team then the study could have come out differently if they had been surveyed. It is possible to have solved this problem by having the athletes take the survey just before the end of the season so the whole time would have still been together.

**Future Research**

There are several ways this study could be differently or changes that could be made to it to further the research in the future. One option would be to give the survey to a wider range of teams. This survey was only giving to athletes at the University of Central Missouri. UCM has a tradition of having very successful athlete teams. Getting more schools involved would help get a better range of traditionally successful and unsuccessful team.

Another way this study could be done is to give the survey over several years to the same team. Some of the athletes would change due to graduation but the coaching staff would stay the same. If there are different levels of success (very successful, not successful) and no change in the level of communication satisfaction it would show that communication does not play apart in team success. If the communication satisfaction levels go up and down as the level of success goes up and down that would show that communication satisfaction does play a role. This would be hard to do because it would be impossible in a college setting to know if a coaching staff would be the same for several years.

What athletes and coaches can take away from this study is communication can be an important part of a team’s success. Even if it is not the reason a team is successful
there is a connection between teams that are successful and the athlete’s being satisfied with the team’s communication. This is also important to see that even though it may not be as important for individual teams to be satisfied with their team communication as team sports, individual sports still found it to be very important to them. Even though these athletes do not compete interdependently with their teammates it is still important to them to be satisfied with team communication.
APPENDIX A

Athlete Questionnaire

1. What sport do you play (if you are on more than one team please pick the team you spend the most time with and answer all question according to that sport, if you are a member of both the Cross Country and Track and Field team please pick Cross Country):
   a. Baseball
   b. Men’s Basketball
   c. Women’s Basketball
   d. Bowling
   e. Men’s Cross Country
   f. Women’s Cross Country
   g. Football
   h. Soccer
   i. Golf
   j. Softball
   k. Men’s Track and Field
   l. Women’s Track and Field
   m. Volleyball
   n. Wrestling

2. How successful do you feel your team season was?

   Very successful  1  2  3  4  Not successful

3. I receive useful and constructive feedback from my teammates.

   Strongly Agree  1  2  3  4  5  6  Strongly Disagree

4. I receive feedback that helps me improve my performance from my teammates.

   Strongly Agree  1  2  3  4  5  6  Strongly Disagree

5. My teammates give me praise and recognition when I deserve it.

   Strongly Agree  1  2  3  4  5  6  Strongly Disagree

6. I feel a strong sense of teamwork and corporation with my team.

   Strongly Agree  1  2  3  4  5  6  Strongly Disagree
7. I can talk with my team whenever I need to and they will listen.
   Strongly Agree  1 2 3 4 5 6  Strongly Disagree

8. I feel I am open to my teammates talking to me when they need to.
   Strongly Agree  1 2 3 4 5 6  Strongly Disagree

9. My teammates treat me fairly.
   Strongly Agree  1 2 3 4 5 6  Strongly Disagree

10. My teammates and I treat each other fairly.
    Strongly Agree  1 2 3 4 5 6  Strongly Disagree

11. My teammates make competing for this team personally satisfying.
    Strongly Agree  1 2 3 4 5 6  Strongly Disagree

12. I receive useful and constructive feedback from my coaching staff.
    Strongly Agree  1 2 3 4 5 6  Strongly Disagree

13. I receive feedback that helps me improve my performance from my coaching staff.
    Strongly Agree  1 2 3 4 5 6  Strongly Disagree

14. My coaching staff gives me praise and recognition when I deserve it.
    Strongly Agree  1 2 3 4 5 6  Strongly Disagree

15. I can talk with my coaching staff whenever I need to and they will listen.
    Strongly Agree  1 2 3 4 5 6  Strongly Disagree

16. My coaching staff treats me fairly.
    Strongly Agree  1 2 3 4 5 6  Strongly Disagree

17. My coaching staff treats the whole team fairly.
    Strongly Agree  1 2 3 4 5 6  Strongly Disagree
18. My coaching staff makes competing for this team personally satisfying.
   Strongly Agree  1 2 3 4 5 6  Strongly Disagree

19. I believe my coaching staff can help me benefit as an athlete.
   Strongly Agree  1 2 3 4 5 6  Strongly Disagree

20. What do you think it takes for an athletic team to be successful?
APPENDIX B

Coaches Questionnaire

1. What team do you coach (if you coach more than one team please fill out one survey for each team):
   a. Baseball
   b. Men’s Basketball
   c. Women’s Basketball
   d. Bowling
   e. Men’s Cross Country
   f. Women’s Cross Country
   g. Football
   h. Soccer
   i. Golf
   j. Softball
   k. Men’s Track and Field
   l. Women’s Track and Field
   m. Volleyball
   n. Wrestling

2. Where did your team place in the conference? __________

3. Where did your team place in National (if at all)? __________

4. How successful do you feel your team season was?
   Very successful 1 2 3 4 Not successful

5. How successful do you think your athletes felt the team’s season was?
   Very successful 1 2 3 4 Not successful
APPENDIX C

Letter to Coaches

Dear (Coach’s name),

Congratulations on to you and your team on your season. My name is Anne Carlson; I am a Grad Student in Mass Communication at UCM and was also a member of the Jennies Track and Field team. I am working on my Thesis, which is looking into whether or not there is a connection between communication satisfaction and team success in athletic teams. I would greatly appreciate your help by allowing me to survey you and your team.

The survey evolves two questionnaires. One will be filled about by you and the other will be filled out by your athletes (each will fill out their own questionnaire). If you let me know what many athlete you have I will put the questionnaires in your mailbox. Then when you and your team are done I can pick them up if you’ll let me know when and where works best for you. After the data is collected and recorded I can give you the aggregate data for your team. If you have any questions please let me know. I look forward to working with you and your team.

Thank you for your time and help,

Anne Carlson

Carlson@ucmo.edu
APPENDIX D

Letter from Human Subjects

July 3, 2013

Anne Carlson
123 A Meadow Lane
Warrensburg, MO 64093

Dear Ms. Anne Carlson:

Your research project, 'The Connection Between Communication Satisfaction and Team Success,' was approved by the Human Subjects Review Committee on 2/9/2011.

Please note that you are required to notify the committee in writing of any changes in your research project, and that you may not implement changes without prior approval of the committee. You must also notify the committee in writing of any change in the status of the role of participating in the research project.

Should any adverse events occur in the course of your research (such as harm to a research participant), you must notify the committee in writing immediately. In the event of any adverse event, you are required to stop the research immediately unless stopping the research would cause more harm to the participants than continuing with it.

At the conclusion of your project, you will need to submit a completed Project Status Form to this office. You must also submit the Project Status Form if you wish to continue your research project beyond its initial expiration date.

If you have any questions, please feel free to contact me at the number above.

Sincerely,

[Signature]

Janesa Partition, Ph.D., RN
Associate Dean of the Graduate School
jpartisan@ucmo.edu

ccl: Wendy B."
REFERENCES


