

# Communications within Women's College Basketball

Maya Estrada





# Preliminary Information

# Communication Member Roles

**Facilitator:** Leads and guides the conversation, keeps everyone on track, and ensures that everyone has a chance to speak.

**Recorder:** Takes notes during the discussion and summarizes key points and decisions.

**Timekeeper:** Keeps track of time and ensures that the conversation stays within the allotted time frame.

**Gatekeeper:** Monitors participation and ensures that everyone has an equal opportunity to contribute.



# Communication Skills

**Active Listening:** Paying attention to what others are saying, asking clarifying questions, and demonstrating understanding.

**Empathy:** Understanding and considering others' perspectives and feelings.

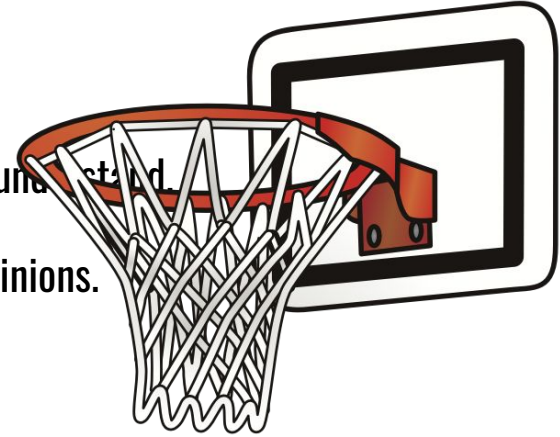
**Clarity:** Communicating clearly and concisely, using language that everyone can understand.

**Respect:** Treating others with respect, even if you disagree with their ideas or opinions.

**Feedback:** Providing constructive feedback that is helpful and actionable.

**Flexibility:** Being open to new ideas and adapting to changing circumstances.

**Nonverbal Communication:** Paying attention to body language, tone of voice, and other nonverbal cues.





# **Roles & Skills Within: Junior College Women's Basketball**



**Players**

# Players as Communicators

**Facilitator:** During timeouts, the team captain or another designated player can lead the discussion and ensure that everyone has a chance to speak.

**Recorder:** During halftime, a player can take notes on the team's performance and summarize key points and adjustments.

**Timekeeper:** Players can help keep track of the shot clock and game clock to ensure that they stay within the allotted time.

**Gatekeeper:** During team discussions, players can encourage quieter or less confident teammates to speak up and contribute.



# Players Using Communication Skills



**Active Listening:** Players can listen to their coach's instructions and feedback during timeouts and halftime, as well as to their teammates' ideas and concerns during team discussions.

**Empathy:** Players can consider their teammates' perspectives and feelings, and offer support and encouragement when needed.

**Clarity:** Players can communicate clearly and concisely on the court, using signals and calls that their teammates understand.

**Respect:** Players can treat their opponents, teammates, and game officials with respect, even if they disagree with a call or decision.

**Feedback:** Players can provide constructive feedback to their teammates during team discussions, offering suggestions for improvement in a helpful and respectful manner.

**Flexibility:** Players can adapt to changing circumstances on the court and adjust their game plan as needed.

**Nonverbal Communication:** Players can use body language, eye contact, and facial expressions to communicate with their teammates on the court.





**Coaches**

# Coaches as Communicators

**Facilitator:** The coach can lead team meetings, guide the discussion, and ensure that everyone has a chance to speak.

**Recorder:** The coach can take notes on the team's performance during games and practices, and summarize key points and adjustments during timeouts and halftime.

**Timekeeper:** The coach can keep track of the game clock and shot clock to ensure that the team stays within the allotted time.

**Gatekeeper:** The coach can encourage quieter or less confident players to speak up and contribute during team meetings.



# Coaches Using Communication Skills



**Active Listening:** Coaches can listen to their players' ideas and concerns during team meetings, as well as to their opponents' strengths and weaknesses during games.

**Empathy:** Coaches can consider their players' perspectives and feelings, and offer support and encouragement when needed.

**Clarity:** Coaches can communicate clearly and concisely during timeouts and halftime, giving their players specific instructions and feedback.

**Respect:** Coaches can treat their opponents, players, and game officials with respect, even if they disagree with a call or decision.

**Feedback:** Coaches can provide constructive feedback to their players, offering suggestions for improvement in a helpful and respectful manner.

**Flexibility:** Coaches can adapt their game plan to the strengths and weaknesses of their opponents, as well as to changing circumstances on the court.

**Nonverbal Communication:** Coaches can use body language, eye contact, and facial expressions to communicate with their players during games and practices.



# Game Officials

# Game Officials as Communicators

**Facilitator:** The game officials can lead discussions with the players or coaches when needed, ensuring that everyone has a chance to speak.

**Recorder:** The game officials can take notes on any rule violations or fouls, and summarize key points during official timeouts.

**Timekeeper:** The game officials can keep track of the game clock and shot clock, ensuring that the game stays within the allotted time.

**Gatekeeper:** The game officials can ensure that both teams have an equal opportunity to play, and that no player or coach dominates the conversation or game.



# Coaches Using Communication Skills

**Active Listening:** Game officials can listen to players and coaches who may have questions or concerns about calls or decisions.

**Empathy:** Game officials can consider the impact of their decisions on the game and on the players and coaches involved.

**Clarity:** Game officials can communicate clearly and effectively with players and coaches, explaining their decisions and any rule violations.

**Respect:** Game officials can treat all players and coaches with respect, regardless of their team affiliation or skill level.

**Feedback:** Game officials can provide feedback to players and coaches on their behavior during the game, and offer suggestions for improvement.

**Flexibility:** Game officials can adapt to changing circumstances on the court, and adjust their decisions and calls accordingly.

**Nonverbal Communication:** Game officials can use body language and signals to communicate with players and coaches during the game.





**Spectators**

# Spectators as Communicators

**Facilitator:** Spectators can facilitate discussions about the game among themselves, ensuring that everyone has a chance to share their thoughts and opinions.

**Recorder:** Spectators can take notes on the game's progress and key moments, sharing their observations with others.

**Timekeeper:** Spectators can keep track of the game clock and shot clock, and help remind others when a timeout or halftime is approaching.

**Gatekeeper:** Spectators can ensure that everyone has an enjoyable and respectful experience at the game, and intervene if someone's behavior becomes disruptive or disrespectful.







# Spectators Using Communication Skills

**Active Listening:** Spectators can listen to others' opinions and perspectives on the game, and show interest in what others have to say.

**Empathy:** Spectators can consider the emotions and experiences of the players and coaches, and show compassion and understanding when appropriate.

**Clarity:** Spectators can communicate their thoughts and opinions clearly and effectively, using language that is appropriate for the situation.

**Respect:** Spectators can treat all players, coaches, and other spectators with respect and kindness, regardless of their team affiliation or personal opinions.

**Feedback:** Spectators can offer feedback to others on their behavior and attitudes during the game, and encourage positive behavior and sportsmanship.

**Flexibility:** Spectators can adapt to changing circumstances during the game, and be open to different outcomes and opinions.

**Nonverbal Communication:** Spectators can use positive body language and gestures to show support and enthusiasm for their team and the game.



# Poor vs. Effective Communication



## Helpful

- **Effective communication roles can ensure that all team members have a voice and are able to contribute to the success of the team.**
- **Active listening can help team members understand each other's perspectives and work together more effectively.**
- **Clarity in communication can reduce misunderstandings and ensure that everyone is on the same page.**
- **Respectful communication can build trust and positive relationships among team members.**
- **Feedback can help team members learn from mistakes and improve their performance.**
- **Flexibility can allow team members to adapt to changing circumstances and find creative solutions to problems.**
- **Positive nonverbal communication can boost team morale and create a sense of unity.**



## Harmful

- Poor communication roles can lead to confusion, frustration, and conflicts among team members.
- Ignoring or dismissing others' perspectives can create tension and hinder progress.
- Unclear communication can result in misunderstandings and mistakes.
- Disrespectful communication can damage relationships and decrease trust among team members.
- Harsh or overly critical feedback can hurt team members' self-esteem and motivation.
- Rigid thinking and an unwillingness to adapt can prevent the team from finding innovative solutions to problems.
- Negative nonverbal communication can create a hostile or unwelcoming environment.



# Areas of Improvement



# Ways to Improve Communication for Team Success

- 1. Establish clear communication roles for all team members, including players, coaches, and game officials.**
- 2. Encourage active listening during team meetings and on the court, ensuring that all team members have a chance to contribute and feel heard.**
- 3. Use clear and concise language when communicating game strategies and plays.**
- 4. Implement feedback sessions after games to discuss areas for improvement and give constructive criticism.**
- 5. Promote a culture of respect and positivity, where team members feel comfortable sharing their thoughts and ideas without fear of judgment or criticism.**
- 6. Incorporate nonverbal communication techniques, such as hand signals and eye contact, to enhance on-court communication.**
- 7. Practice situational communication to prepare for unexpected circumstances during games, such as injuries or changes in game strategy.**



## Works Cited

Denham, B. E., & Borland, J. F. (2018). Leadership communication and team cohesion in NCAA women's basketball. *Communication Research Reports*.

Haynes, A. B. (2020). *Female Communication and Sport: A Review of the Literature*. Sport, Education and Society.

Kassing, J. W. (2018). *Communication in sports: Insights for coaches and athletes*. Routledge.

Kluka, D. A., & Whitbred, R. C. (2019). Female coaches' communication and career development in NCAA women's basketball. *Journal of Applied Sport Management*.

Koivula, N., & Hassmen, P. (2008). Perceived coaching behaviours and college athletes' intrinsic motivation: A structural equation analysis. *International Journal of Sport Psychology*.



## Works Cited (cont.)

Larson, L. R., Keiper, M. C., & Kellerman, K. (2019). The Role of Communication in Athletic Identity Among NCAA Division I Women's Basketball Players. *Communication & Sport*.

Lee, J. W., & Park, S. (2020). Exploring the role of coach-athlete relationship in team sport: Application of social exchange theory. *Journal of Hospitality, Leisure, Sport & Tourism Education*.

Mageau, G. A., Vallerand, R. J., Rousseau, F. L., Ratelle, C. F., & Provencher, P. J. (2005). Passion and gambling: Investigating the divergent affective and cognitive consequences of gambling. *Journal of Applied Social Psychology*.

Robinson, M. J., & Acosta, R. V. (2018). The communication of NCAA Division I women's basketball players: A look at leadership and followership. *Journal of Intercollegiate Sport*.

Wyrick, K. L., & Willoughby, L. M. (2019). The relationships among coach leadership, athlete communication, and team cohesion in NCAA Division I women's basketball teams. *Journal of Sport Behavior*.