

## THE MULTI-PROFESSIONAL TEAM APPROACH TO TRAINING

Brig J.A. JANSEN VAN RENSBURG (South Afr)

### 1. INTRODUCTION

When discussing the topic of multi-professional support it is necessary to start at a basic philosophy of team events. This philosophy might differ from coach to coach or from professional to professional, however the end result might be the same. The different professions a range of theoretical frameworks to choose from, depending on their situation or own level of expertise. One of the main factors in this philosophy is the understanding between the coach and the different professions. This does not mean that every team must have a multi-professional team to support it but the coach must have the insight to utilize the information originating from the different professions.

The coach and the multi-professional team must be able to reflect a mutual basic philosophy. This philosophy becomes the vantage point of all actions taken. It guides the team and should be their most unrelenting critic! From the above discussion it is clear that the philosophy is individualised and therefore the JANSEN / SINCLAIR MODEL will be presented as an example from which readers can deduct their own approach.

The JANSEN / SINCLAIR MODEL evolved during 1995 season of the Northern Transvaal Carlton Cup league in South Africa. The atmosphere of the Rugby World Cup during this season in South Africa influenced the approach and highlighted dimensions of the philosophy.

### 2. THE JANSEN / SINCLAIR MODEL

The model which will be presented is dynamic and adaptable to accommodate different circumstances and reposition itself as new knowledge is acquired.

#### 2.1 THE JANSEN / SINCLAIR MODEL.

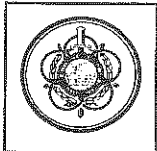


The model utilises information, methods, techniques or approaches from different resources and theories according to the needs of the situation, this is called eclecticism. The writers prefer this frame of reference because it offers the flexibility needed in directing sport teams.

The second premises is the holistic nature of the model. This means that the model addresses sport teams from the widest possible angle and understands that the end result is more than the sum total of all the elements. This might be an unfamiliar statement at this stage, in a practical sense this means

1 + 1 = 3.

The four pillars of the model will now be discussed.



### 2.1.1 VALUES

Our philosophy with regard to the game is value driven. These values confront players, management and other role-players constantly, with the end result that a specific culture is established which projects these values. Readers might not agree with the content of the values but the flexibility of the model allows you to establish your own content in relationship to your circumstances. When using the model this facet should be analyzed properly to link up with aspects such as the history of the team. A procedure to establish these values was developed, but the content of this procedure falls outside the scope of the current discussion.

We base our work on the following values:

#### 2.1.1.1 A HEALTHY LIFE-STYLE

If any athlete is serious about his participation and if he sets high goals for himself he should realise the responsibility to maintain a healthy life-style. Management, supporters and other role-players should buy into this and support the players.

Management should set the example! The following areas are priority areas:

- Nutritional value and quantity of food intake.
- Alcohol intake.
- Weight control.
- Tobacco.
- Sexual behaviour.
- Interpersonal relationships.
- Rest and recreation.
- Relationship with creator.
- Positive attitude to live.
- Physical exercise.
- Financial planning.
- Well balance interests.

#### 2.1.1.2 MUTUAL RESPECT

There are numerous people and parties involved in a team. Each of these entities has a particular reason for getting involved, which necessitates an openness between the people, through which mutual respect can develop. It is so important to realise that respect must be gained. Your position, status, or autocratic behaviour will not secure respect. Respect is born from a positive regard towards people enabling you to communicate your knowledge, skills, and capabilities to the advancement of these people. Respect in sport will always be coupled to good judgement. This position of respect is of paramount importance to all the bearers of leadership positions.

#### 2.1.1.3 SPORT IS ONLY A PART OF LIFE

This statement seems so clear cut but as a value it presents an acknowledgement of the complexities of modern life. The participant's long-term career, his relationship with his girlfriend or wife, for example, plays a determining role in his motivation. This factor, if ignored, communicates an atmosphere of insensitivity which is a demotivator. For sport to represent a meaningful input in life, the athlete must be able to relate lessons learnt, from the sport arena, to general life. When this happens sport becomes a positive experience which contributes to the broader personality development of the player.



#### **2.1.1.4 FAIRNESS TO ALL PARTIES**

Fairness to all parties is one of the most difficult values to uphold. The main reason for this is that fairness is in the eye of the beholder. A possible solution to this difficult aspect is to employ participative decision making as far as is possible. It might be a longer process, but the gain lies in the fact that people are better motivated to achieve if they buy into a decision.

#### **2.1.1.5 COMMITMENT**

The players and officials have to commit themselves to the demands that will be made of them. This involves time, patience, tenacity, energy and a will to be part of the game. Excellence in commitment is achieved by a sense of genuineness. The committed individual is always prepared to walk the extra mile.

#### **2.1.1.6 DISCIPLINE**

The basis of discipline is self-discipline. The coach, captain or any other leader needs a basis of self-discipline to work with any team. It should be remembered that to reach a higher level in sport participation already shows a basis of self-discipline. This basis must be reinforced and cultivated through example can not be over emphasised. Officials easily fall into the trap where they criticize players for bad discipline while they themselves do not live up to high standards of discipline. The main areas which must be addressed are : Time rulings; General behaviour; Neatness; Language and adherence to decisions.

#### **2.1.2 PLANNING**

Planning, planning and re-planning is the name of the game. Planning can be discussed on three levels viz strategic planning, operational planning and tactical planning.

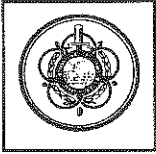
##### **2.1.2.1 STRATEGIC PLANNING**

This refers to the long-term direction of the union, province, club or team. If the sport organisation cascades down in this way, there should be a link between the different levels of planning. In South Africa for example there should be a link between the vision expressed on national-, provincial- and club levels. On the other hand, it is inevitable that any decision taken on the higher levels will have an influence on the lower levels of the organisation. A clear example of these phenomena is the movement to greater professionalism at national level in South Africa. This immediately caused a ripple right through the different levels in the rugby organisation. To formalise the strategic planning it is necessary to bring the different role-players together. From this session the following product should flow: a statement of the VISION, MISSION, AIM, VALUES AND GOALS. To arrive at this product an in-depth analyses should be made of the organisation. The content of this analysis is not part of the current paper's scope, but the information can be acquired from the writers.

Strategic planning spells out the broad direction and does not get bogged down by detail. Strategic planning is done with the future in mind but it should always keep the past in mind, with special reference to upholding the culture. This should at least be done annually.

##### **2.1.2.2 OPERATIONAL PLANNING**

Operational planning refers to the planning which is necessary to run the organisation from season to season. During this planning the officials play an important role to create a positive atmosphere for the players to play their sport. The psychologist must facilitate the process and help management to identify and address crucial matters. This planning should be activated during the end of the off



season and after that weekly. A proper agenda with minutes and action plans is of paramount importance to transform these meetings from social get-togethers to meaningful planning sessions. During these sessions officials must stick to clear communication, proper decision making and time limits! The day to day management should be directed from this forum.

### **2.1.2.3 TACTICAL PLANNING**

We address four levels of tactical planning viz:

Planning by a technical committee,

Planning directly before a match,

Planning during the match,

Planning after the match.

#### **2.1.2.3.1 PLANNING BY THE TECHNICAL COMMITTEE**

The following people have sitting on the technical committee:

Coaches,  
Managers,  
Psychologist,  
Physiotherapist,  
Dietician,  
Biokineticist,  
Any other professional needed.

The activities of the technical committee is discussed under the heading development.

#### **2.1.2.3.2 PLANNING DIRECTLY BEFORE THE MATCH**

This includes planning and organising on the managerial level for the specific game, team selection, opponent analyses, weather, field, play patterns etc.

#### **2.1.2.3.3 PLANNING DURING THE MATCH**

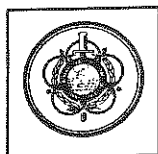
Planning during the match is primarily in the hands of the captain and the vice captain. Some observations might be made by the coaches which can be passed on to the minimised because that is the purpose of the captain on the field. It should only be utilised to give "outside perspective".

#### **2.1.2.3.4 PLANNING AFTER THE MATCH**

Proper debriefing after the match is an integral part of sport planning. In this sense the psychologist should lead the coaches when and how to do it. If the time and place is ill-chosen it can do more harm than good. This is particularly important after a game was lost. We use the following activities in the after match planning:

### **3. DEFUSION**

During any match there is an accumulation of emotions which must be defused or demotivation. The defusion also helps the sport player to rest more effectively on a mental and emotional level after the



match. The defusion must be done very skilfully by the psychologist, especially in the initial phases. Players do not want to feel "shrunked". Once they have experienced the positive effects it becomes much more easy. To do it in a skilful way the psychologist should make it part of normal conversation in a natural way without any fuss or gimmicks. If coaches want to use this procedure they must undergo a basic defusion training session. This is a skill which you cannot learn through reading.

\* **ANALYSES.** All the facets of the game are analyzed. Different methods can be applied: statistics, video, reports, interviews ... The important result is to draw conclusions which directs the planning that follows after the game.

\* **REFRAMING.** Reframing is a method used to reset the impressions, thoughts and experiences which were formed during the game. This step is done jointly by the coach and psychologist.

\* **REFREEZING.** This activity ends the game off and directs the players into the future.

The activities which were discussed do not necessarily follow directly after the game, or do they not follow in an particular sequence.

#### 4. DEVELOPMENT

We view the team-sport player as a developing individual who must be empowered to actualise his full potential. In this regard there are always two sets of information to be kept in mind viz:

The current level of abilities and

The potential level of abilities.

The difference between these states of functioning is the developmental challenge. This approach dictates open-mindedness, honesty, open communication and a belief in human potential. It might happen that a particular player needs specific training, attention or environment outside the abilities offered by his current coach, psychologist, physiotherapist ... Under these circumstances officials must show the insight to lead the person in making the appropriate decisions.

The technical committee sits weekly during season. The main aim of these sessions is to integrate the work being done by the different professionals. Important decisions are taken and tasks delegated. The facilitation of this committee is being dealt with in a follow-up paper.

#### 5. APPLICATION

The Jansen/Sinclair Model was developed from a military frame of reference. Through participation in sport: values, planning, development and diffusion are illustrated to the soldier. The importance of these four factors is stressed in the lives of participating soldiers.

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