

# Sports Performance Identity – Observation Index (SPI-OI)

Team name	
Date	
Observer name	

## *Introduction and Instructions*

### **Purpose**

The SPII is an observational framework designed to help coaches and support staff recognise the visible behavioural signatures of strong shared team identity during training and competition.

### **Rating guidance**

Observers rate the dominant behavioural pattern shown by the team during a session or match. Focus on repeated behavioural patterns rather than isolated incidents.

1	2	3	4	5
Fragmented or weak shared identity	Weak identity behaviours more common	Mixed or inconsistent	Strong identity behaviours more common	Strong cohesive shared identity

## ***Your observed ratings***

1. Working for the team	/15
2. Connection and belonging	/15
3. Playing together	/15
4. Staying connected under pressure	/15
5. Shared leadership	/15
6. Collective standards and regulation	/20
<b>Maximum possible score: 95</b>	<b>/95</b>

## 1. Working for the team

### Willingness to work and sacrifice for the group (Putting the team first)

1	2	3	4	5
Players avoid difficult work, conserve energy for themselves, or visibly prioritise personal success over team needs		Effort and sacrifice are inconsistent across individuals or situations		Players willingly make unrewarded runs, cover for teammates, and sacrifice personal opportunities for collective success

### Response to fatigue and physical adversity (Working when it gets hard)

1	2	3	4	5
Players visibly disengage when tired, stop tracking back, or reduce effort after setbacks		Collective effort fluctuates depending on momentum or individuals		Players maintain collective effort, recovery runs, and support behaviours even under fatigue

### Trust in teammates under pressure (Relying on one another)

1	2	3	4	5
Players avoid involving teammates in risky moments or attempt to solve situations individually		Trust varies depending on game context or individuals involved		Players continue trusting teammates and sharing responsibility under pressure

Observation notes

## 2. Connection and belonging

### Emotional connection between teammates (Connecting socially)

1	2	3	4	5
Minimal interaction, emotional withdrawal, visible cliques, or isolated individuals		Interaction is inconsistent or limited to smaller subgroups		Frequent interaction, humour, encouragement, and visible emotional connection across the group

### Inclusion and belonging (Bringing everyone in)

1	2	3	4	5
Fringe players, substitutes, or quieter individuals are ignored, excluded, or disconnected from the group		Inclusion occurs inconsistently across situations or individuals		All players, including substitutes and quieter members, are actively included in communication and group interaction

### Collective celebrations and rituals (Showing togetherness)

1	2	3	4	5
Positive moments produce little shared reaction or fragmented responses		Some collective responses occur but inconsistently		Goals, successes, and key moments trigger collective celebrations, rituals, or visible togetherness

Observation notes

### 3. Playing together

#### Information sharing and communication (Talking together)

1	2	3	4	5
Silence, late communication, blame, or limited information sharing between teammates		Communication occurs but becomes inconsistent under pressure		Players communicate proactively, share information quickly, and support collective coordination

#### Role discipline and tactical alignment (Organising together)

1	2	3	4	5
Players abandon roles, overplay individually, or ignore agreed structures		Tactical discipline is maintained inconsistently		Players maintain coordinated roles, shape, and collective tactical discipline under pressure

#### Collective fluency and anticipation (Moving together)

1	2	3	4	5
Players appear disconnected, reactive, or 'not on the same wavelength'		Coordination appears intermittently		Players anticipate one another's movements and adjust behaviour fluidly as a collective

Observation notes

### 4. Staying connected under pressure

#### Response to mistakes and setbacks (Resetting together)

1	2	3	4	5
Mistakes trigger blame, visible frustration, emotional withdrawal, or collapse in communication		Recovery is inconsistent across players or moments		Players recover quickly, encourage one another, and re-engage collectively after setbacks

#### Emotional regulation under pressure (Holding emotional control together)

1	2	3	4	5
Negative emotions visibly spread through the group and disrupt collective functioning		Emotional control fluctuates depending on circumstances		Players maintain composure, constructive body language, and emotional stability under pressure

#### Persistence during adversity (Staying in the fight together)

1	2	3	4	5
Heads drop, posture deteriorates, and effort declines when momentum turns against the team		Persistence varies across phases of play		Players maintain determination, connection, and collective intent during adversity

Observation notes

## 5. Shared leadership

### Shared leadership and guidance (Leading together)

1	2	3	4	5
Responsibility is avoided or dominated by a small number of individuals		Some players step forward but inconsistently		Multiple players contribute leadership, guidance, and support across situations

### Players stepping forward under pressure (Taking responsibility together)

1	2	3	4	5
Players withdraw responsibility or wait for coaches/leaders to act		Initiative appears inconsistently or only from certain individuals		Different players step forward constructively during difficult moments

### Distributed communication and support (Supporting one another actively)

1	2	3	4	5
Communication and direction come from only one or two individuals		Shared support and guidance appear intermittently		Guidance, encouragement, and direction are shared broadly across the group

Observation notes

## 6. Collective standards and regulation

### Accountability to standards (Protecting standards together)

1	2	3	4	5
Poor standards are ignored, challenged defensively, or blamed on others		Accountability occurs inconsistently		Players constructively reinforce agreed standards and behaviours with one another

### Ownership of mistakes and feedback (Owning mistakes honestly)

1	2	3	4	5
Players deny mistakes, deflect responsibility, or react negatively to feedback		Responses to feedback are inconsistent		Players acknowledge mistakes openly and respond constructively to peer feedback

### Constructive challenge and voice (Challenging constructively)

1	2	3	4	5
Players avoid difficult conversations, stay silent about poor standards, or react defensively to challenge		Constructive challenge occurs inconsistently or only from certain individuals		Players challenge behaviours and standards constructively while maintaining cohesion and respect

### Collective self-regulation (Regulating the team together)

1	2	3	4	5
Players rely heavily on coaches or dominant individuals to organise behaviour, standards, or emotional control		Players sometimes self-regulate but still depend heavily on external direction		Players collectively regulate standards, organisation, and emotional responses without excessive external intervention

Observation notes