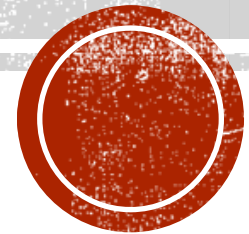# TEAM BUILDING FOR THE INDIVIDUAL SPORT ATHLETE

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TEAM BUILDING

- What is it?

- Why is it important?

- What are the components?

- How to develop?

- Intentionality behind what you do

TEAM BUILDING FOR THE INDIVIDUAL ATHLETE

- 1. Individual Values and the Team Building Process

- 2. Building Bridges → From Team to Individual

- 3. The Role of Social Support in Team Building

- 4. Team Building Through Goal Setting

- 5. The Role of the Coach

- 6. Team Building Interventions

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TEAM BUILDING

- Physical Development

- Intellectual Development

- Emotional Development

- Moral Development

JEAN M. TWENGE, PHD

- iGen

- Shift from intrinsic to extrinsic

- How to build friendships
- How to have a conversation
- Adjust your style to connect

- What does this generation need from us?

A LITTLE BACKGROUND...

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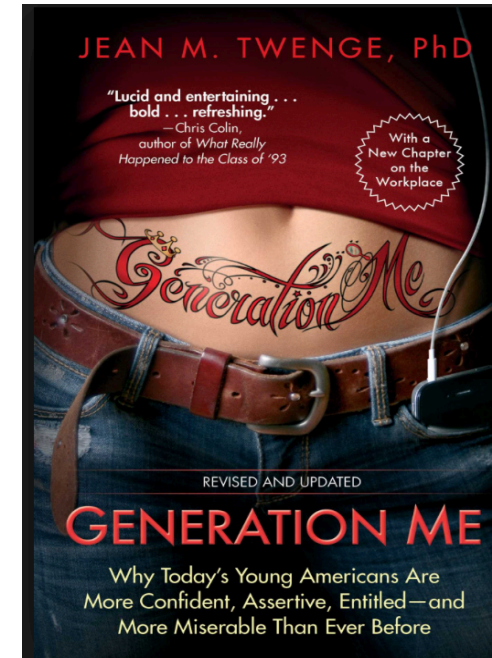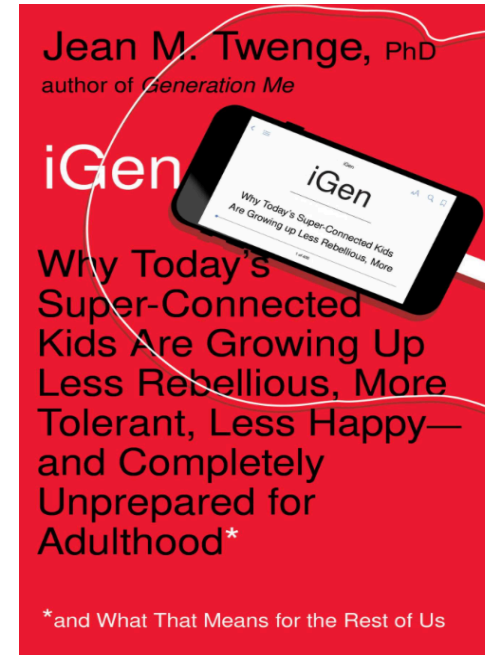
TEAM BUILDING MODEL

1. Group Environment – (input)

2. Group Structure – (input)

3. Group Process – (throughput)

= Cohesion (output)

(Carron & Spink, 1993)

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TEAM BUILDING MODEL

1. Group Environment → Group norms and individual positions

2. Group Structure → Distinctiveness

3. Group Process → Individual sacrifices and communication/interaction

(Carron & Spink, 1993)

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GROUP STRUCTURE GROUP NORMS EXAMPLES

- Buddy system/accountability partner

- Mini-group competition for lateness

- Weekly workout partner to help monitor work ethic

- Warm-up and cool-down leaders

- Rotate through athletes leading exercises

- Ab buddies

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GROUP ENVIRONMENT DISTINCTIVENESS EXAMPLES

- Develop a group name

- Have group music/theme song

- Snow cone Friday/bagel Saturdays

- Make up individual positive empowering nicknames

- Group water bottles

GROUP PROCESSES
INTERACTION/COMMUNICATION
INDIVIDUAL SACRIFICES EXAMPLES

- Encouragement peer/partner feedback on effort or technique

- Pair up with different members on the team for stretching/drills/workouts/circuits

- Arrange rides to/from practice and meets

- Talk to teammates outside of practice

(ex. Talk in the hallway, sit with them at lunch, be inclusive)

- Ask team members to write down and share sacrifices

teammates have made for the group that they observed

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1. INDIVIDUAL VALUES AND THE TEAM BUILDING PROCESS

▪ Values- Defined as core beliefs that guide behavior, form the basis of goal setting and motivation, and serve as standards to evaluate behavior.

(R. Kelly Crace & Charles J. Hardy (1997) Individual Values and the team building process, Journal of Applied

Sport Psychology, 9:1, 41-60.)

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INDIVIDUAL VALUES AND THE TEAM BUILDING PROCESS

- 1. Individuals learn about what they value

- 2. Learn and understand the values of the team

- 3. Identify factors that promote team building from a values perspective

- 4. Develop strategies to improve mutual respect and cohesion

(R. Kelly Crace & Charles J. Hardy (1997) Individual Values and the team building process, Journal of Applied Sport Psychology, 9:1, 41-60.)

2. BUILDING BRIDGES →
FROM TEAM TO INDIVIDUAL

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MODEL OF SOCIAL IDENTITY

- 1. In-group ties, perceptions of similarity, bonding and belongingness with other group members

- 2. Cognitive centrality, the importance of being a group member

- 3. In-group affect, positive feelings associated with group membership

(Carmeron, J.E. (2004). A three-factor model of social identity. Self and Identity, 3, 239-262.)

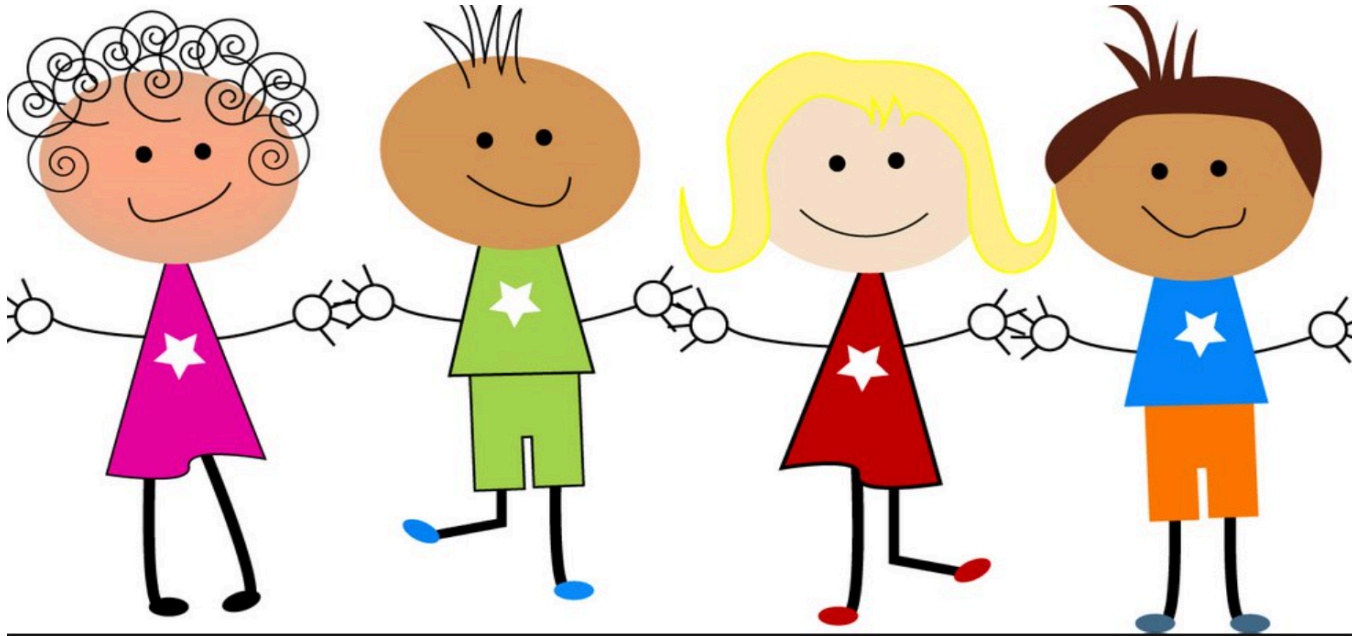# SOCIAL IDENTITY IN SPORT TEAMS

INTERDEPENDENCE AND SOCIAL IDENTITY

WHAT DOES THIS MEAN FOR SPORT?

Strength in Team = Strength in Individual

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3. THE ROLE OF SOCIAL SUPPORT IN TEAM BUILDING

Positive Social Support = Impacts physical and mental well-being

3. THE ROLE OF SOCIAL SUPPORT IN TEAM BUILDING

1. Listening Support

2. Emotional Support

3. Emotional Challenge

4. Reality Confirmation Support

5. Task Appreciation Support

6. Task Appreciation Challenge

7. Tangible Assistance Support

8. Personal Assistance Support

(Lawrence B. Rosenfield & Jack M. Richman (1997). Developing effective social support, Journal of Applied Sport Psychology, 9:1, 133-153.)

3. THE ROLE OF SOCIAL SUPPORT IN TEAM BUILDING- TEAM CHARACTERISTICS

1. A clear, elevating goal

2. Competent team members

3. Unified commitment

4. Collaborative climate

5. Standards of excellence

6. External support and recognition

7. Principled leadership

(Lawrence B. Rosenfield & Jack M. Richman (1997). Developing effective social support, Journal of Applied Sport Psychology, 9:1, 133-153.)

4. TEAM BUILDING THROUGH GOAL SETTING

4. TEAM BUILDING THROUGH GOAL SETTING

- 1. Goal setting with and outside of sport

- 2. How team goal setting enhances team cohesion and team performance

- 3. Team goal-team performance relationships

- 4. The nature of group goals and why they work

(W. Neil Widmeyer & Kimberly Ducharme (1997). Team building through team goal setting, Journal

of Applied Sport Psychology, 9:1, 97-113.)

4. TEAM BUILDING THROUGH GOAL SETTING

- 1. Establish long term goals first

- 2. Establish clear paths to long term goals

- 3. Involve all team members when establishing team goals

- 4. Monitor team progress towards team goals

- 5. Reward team process toward team goals

- 6. Celebrate accomplishment of team goals

(W. Neil Widmeyer & Kimberly Ducharme (1997). Team building through team goal setting, Journal of Applied Sport Psychology, 9:1, 97-113.)

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5. THE ROLE OF THE COACH

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- 1. Communicate in a way that is easy to understand
- 2. Share your own experiences and knowledge
- 3. Increase self awareness (know thyself)
- 4. Personal coaching style

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5. THE ROLE OF THE COACH

- 1. Start with a compliment

- 2. Give your future orientated instruction (emphasize what you want to happen)

- 3. End with another positive (supportive/encouraging/motivating) statement

5. THE ROLE OF THE COACH

- 1. "Winning" in terms of max effort and making improvements. Focus is having fun, joy of being on a team, learning new sport skills and developing the self (self-worth, self-identify).

- 2. Coach-athlete interactions are based on a positive approach model

- 3. Norm is to help and support one another (social support) to enhance team cohesion and team commitment

- 4. Accountability and commitment to team

- 5. Coaches self-monitor and align coaching behavior with positive approach guidelines

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SUMMARY

- One thing that you have learned

TEAM BUILDING INTERVENTIONS

QUESTIONS?

Thank you!
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