CHAPTER 10

Team building in youth sport

Lea-Cathrin Dohme, Jordan S. Lefebvre, Gordon A. Bloom

Cardiff Metropolitan University, Cardiff, Wales, United Kingdom
McGill University Montreal, Canada

Contents

Introduction 165
Conceptual background 166
A direct approach to team building: personal-disclosure and mutual-sharing 167
An indirect approach to team building: the four-stage team building model 168
Key literature on team building for youth sport 169
Physical education 169
Exercise 170
Sport 172
Developmental considerations 175
Plan and promote team building 176
Democratic leadership style 176
Clarify athlete roles and responsibilities 177
Create a supportive and positive team environment 178
Future research directions 179
Conclusion 179

Introduction

Positive team dynamics are considered one of the most fundamental attributes of successful teams or groups, ranging from domains that include the military, business organizations, physical education, exercise, and sport. In fact, some of the most successful sport teams such as the New Zealand All Blacks, New York Yankees, Montreal Canadiens, and Manchester United F.C. have attributed their success to well-developed team chemistry (Burke, Davies, & Carron, 2014). Specifically, strong team dynamics can help groups achieve common goals, improve performance, and enhance well-being (Bloom, Loughead, & Newin, 2008; Carron, Colman, Wheeler, & Stevens, 2002). One method of developing team dynamics is through the group intervention approach of team building (TB). Stevens (2002) defined TB as “the deliberate process of facilitating the development of an effective and close group” (p. 307). Similarly, Brawley and Paskevich (1997) described TB as a process that can increase group effectiveness, enhance team satisfaction,