

CHAPTER 10

Team building in youth sport

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

^aCardiff Metropolitan University, Cardiff, Wales, United Kingdom

^bMcGill 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, Loughhead, & 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,