Team Building in Sports Using Theories, Practical Approaches and Construction Models

- Tsz Lun (Alan) Chu
- Dr. Karen H. Weiller-Abels
- Dr. Tao Zhang
- Dr. John Collins

University of North Texas, Denton, TX

- Evelyn J. Gordon

Texas Tech University, Lubbock, TX

2015 SHAPE America Convention
3/19/2015

1

Overview

- What is cohesion?
  - Team/Group

- Stages of team development
  - Activity

- How do I know my team's cohesion?
  - Questionnaire

- How do I build team cohesion in different situations?
  - Construction models
  - Coaching strategies

2

Team/Group Cohesion

Dr. Tao Zhang

What is a Group?

"A group is not a mere collection of two or more individuals…

- a group comprises two or more people,

- involves **interaction** between people, demands an awareness of some form of **common fate or goals**,

- has a **specific structure** such as the role and status of individuals within the group and group norms"

(Hagger & Chatzisarantis, 2005)

4

What is a Group?

"A group is two or more individuals in face-to-face **interaction**,

- each aware of his or her membership of the group,

- each aware of the others who belong to the group,

- each aware of their positive **interdependence** as they strive to achieve **mutual goals**"
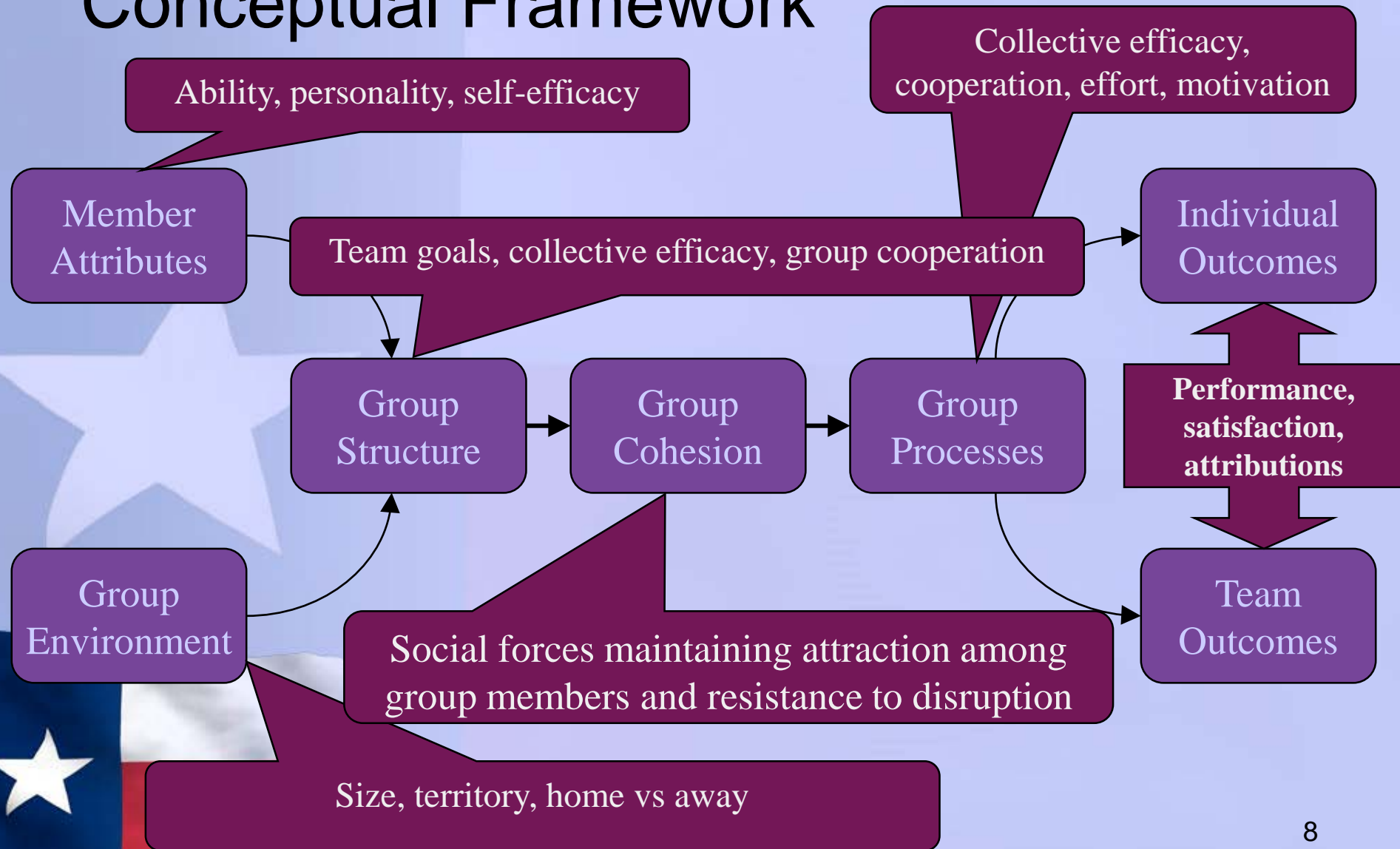
(Johnson and Johnson, 1987)
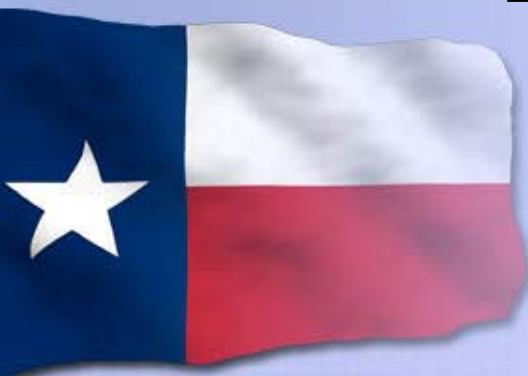
What is a Team?

- A specialized, relatively organized, task focused group
  - Features (same as any groups):
  - Interaction
  - Interdependence
  - Structure
  - Goals
  - Cohesion

- Types of teams/groups…..
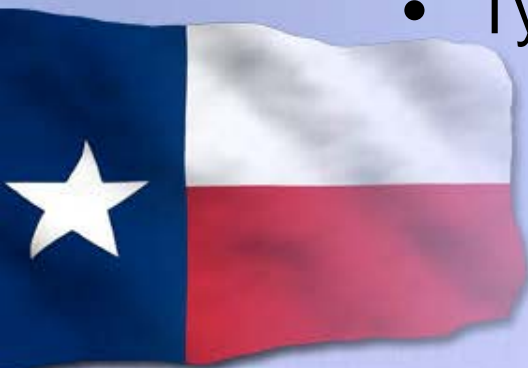
| Type & Subtypes	Function	Examples
Management		
Executive	Plan, direct	Board of directors, city council
Command	Integrate, coordinate	Control tower, combat center
Project		
Negotiation	Deal, persuade	Labor-management, international treaty
Commission	Choose, investigate	Search committee, jury
Design	Create, develop	Research and development team, marketing group
Advisory	Diagnose, suggest	Quality circle, steering committee
Service	Provide, repair	Fast food, auto service team
Production	Build, assemble	Home construction, automotive assembly
Action		
Medical	Treat, heal	Surgery, ER
Response	Protect, rescue	Fire station, paramedics
Military	Neutralize, protect	Infantry squad, tank crew
Transportation	Convey, haul	Airline cockpit, train crew
Sports	Compete, win	Baseball, soccer

Carron and Hausenblas' (1998) Conceptual Framework

Ability, personality, self-efficacy

Collective efficacy, cooperation, effort, motivation

Member Attributes

Team goals, collective efficacy, group cooperation

Individual Outcomes

Group Structure

Group Cohesion

Group Processes

Performance, satisfaction, attributions

Group Environment

Social forces maintaining attraction among group members and resistance to disruption

Team Outcomes

Size, territory, home vs away

What is cohesion?

- Tendency of a group to stick together

- Whole is greater than sum of parts (1+1>2?)

- DISPOSITIONAL view – complimentary or clashing personalities

- SITUATIONAL view – groups go through stages and people conform

Definitions of Group Cohesion

- Carron, Brawley, and Widmeyer (1998) defined **group cohesion** as

- "a **dynamic** process that is reflected in the tendency of a group to stick together

- remain united in the pursuit of its **instrumental objectives** and/or for the **satisfaction of member needs**"
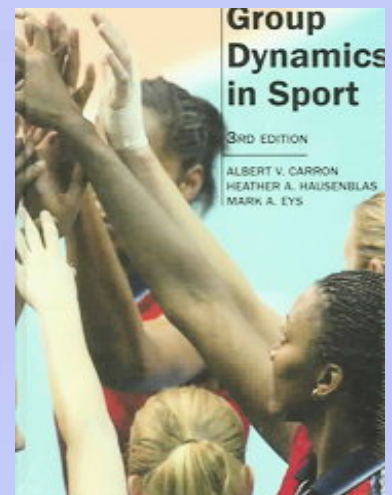
What is Group Cohesion?

Group cohesion has been conceptualized in many ways

- Cohesion = Attraction: Festinger and his colleagues considered cohesion to be a form of attraction

- Members of cohesive groups tend to like their fellow members

- Hogg: social attraction (depersonalized liking for others in our group) vs. personal attraction (liking for specific individuals)

11

Carron et al.'s (1985) Conceptual Model of Group Cohesion

Reasons for involvement

Dimensions of cohesion	Task	Social
Individual attraction to group	Individual attraction to group - Task	Individual attraction to group - Social
Group integration	Group integration - Task	Group integration – Social

12

Group Cohesion

- Four dimensions: ATG-S; ATG-T; GI-S; GI-T.

- The concept of cohesion has been an important factor in the study of group behavior and its significance is often a source of **motivation** for group leaders.

- Cliches such as **"Together We Stand, Divided We Fall"**, **"There is No I in Team"**, or **"Players Play, Teams Win"** are often used to show individuals the importance of team cohesion.

Cohesion - Attraction, Liking

Attraction between members

Attraction to the group-as-a-whole

Attraction → Cohesion

14
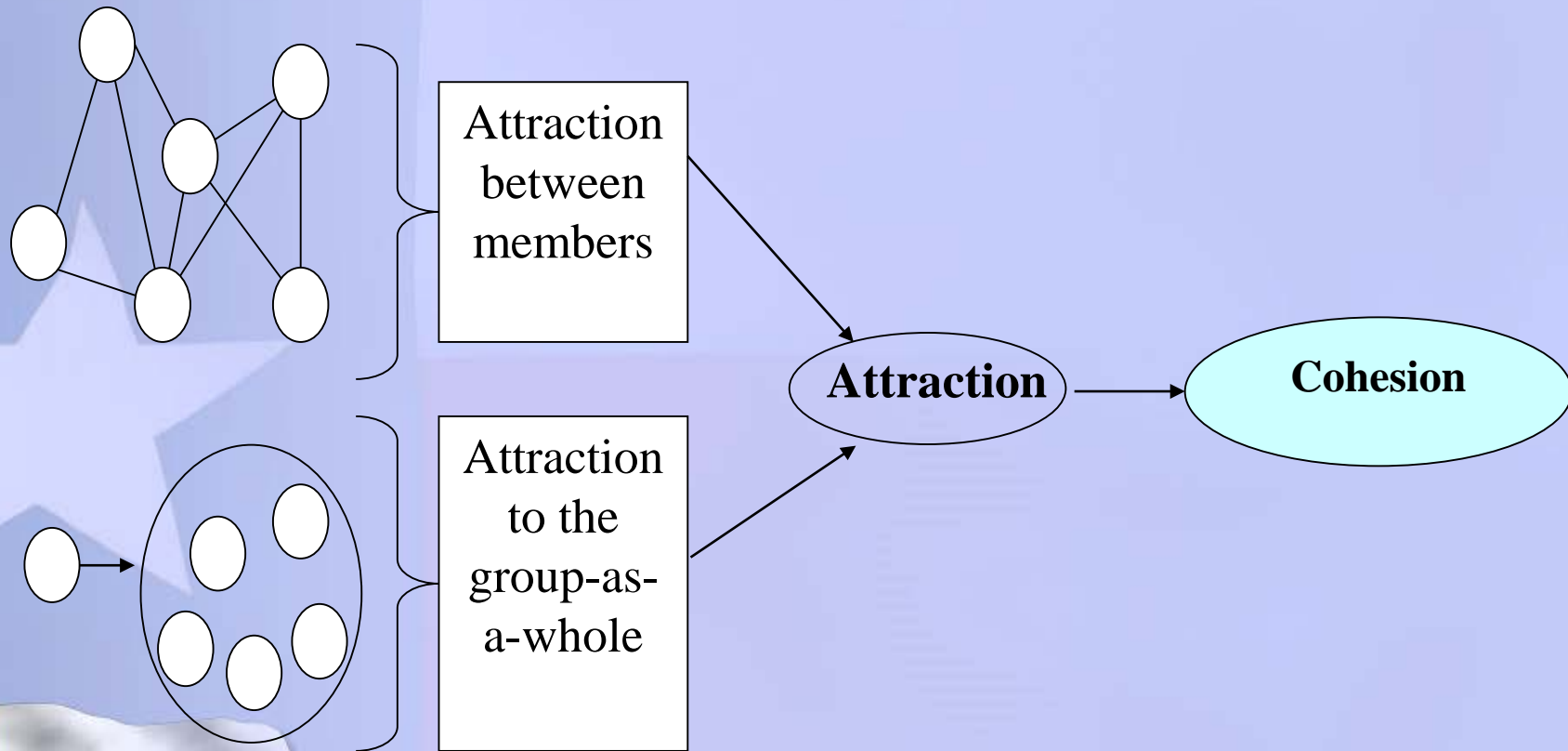
Antecedents of Cohesion
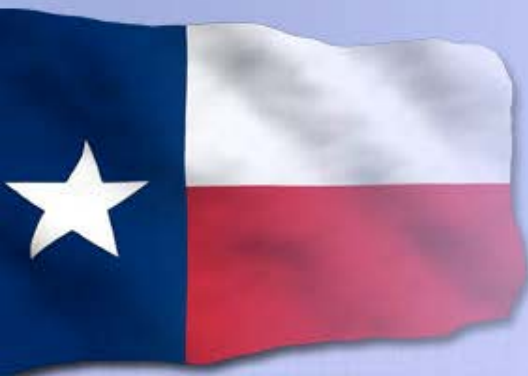
Carron's general conceptual model of cohesion offered <u>four general antecedents of cohesion:</u>

1. Environmental
2. Personal
3. Leadership
4. Team Factors

Cohesion - Teamwork

- The combined activities of two of more individuals who coordinate their efforts to achieve goals

- Collective efficacy: a high level of confidence about success at the tasks the group accepts

Cohesion - Teamwork
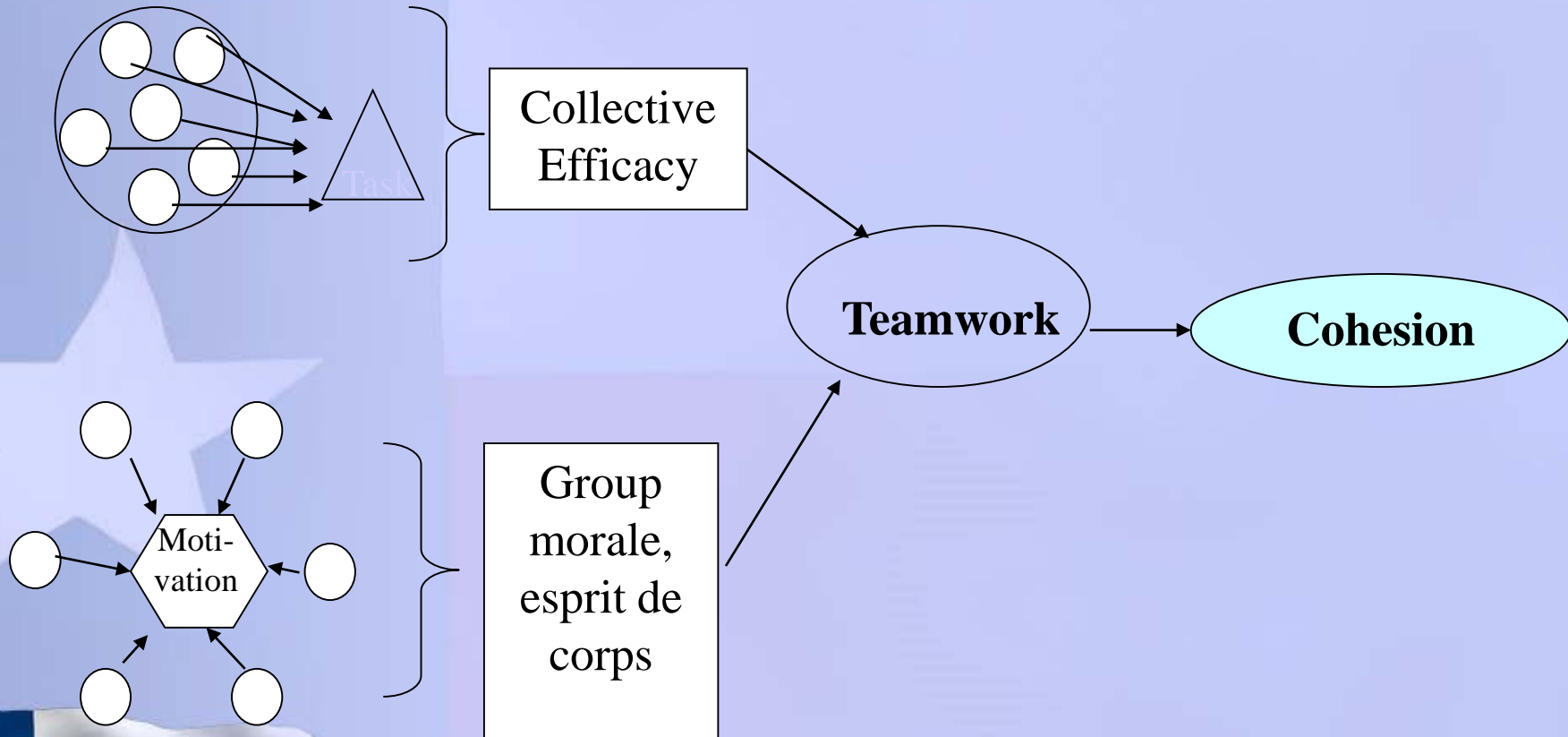
Stages of Team Development

Evelyn J. Gordon
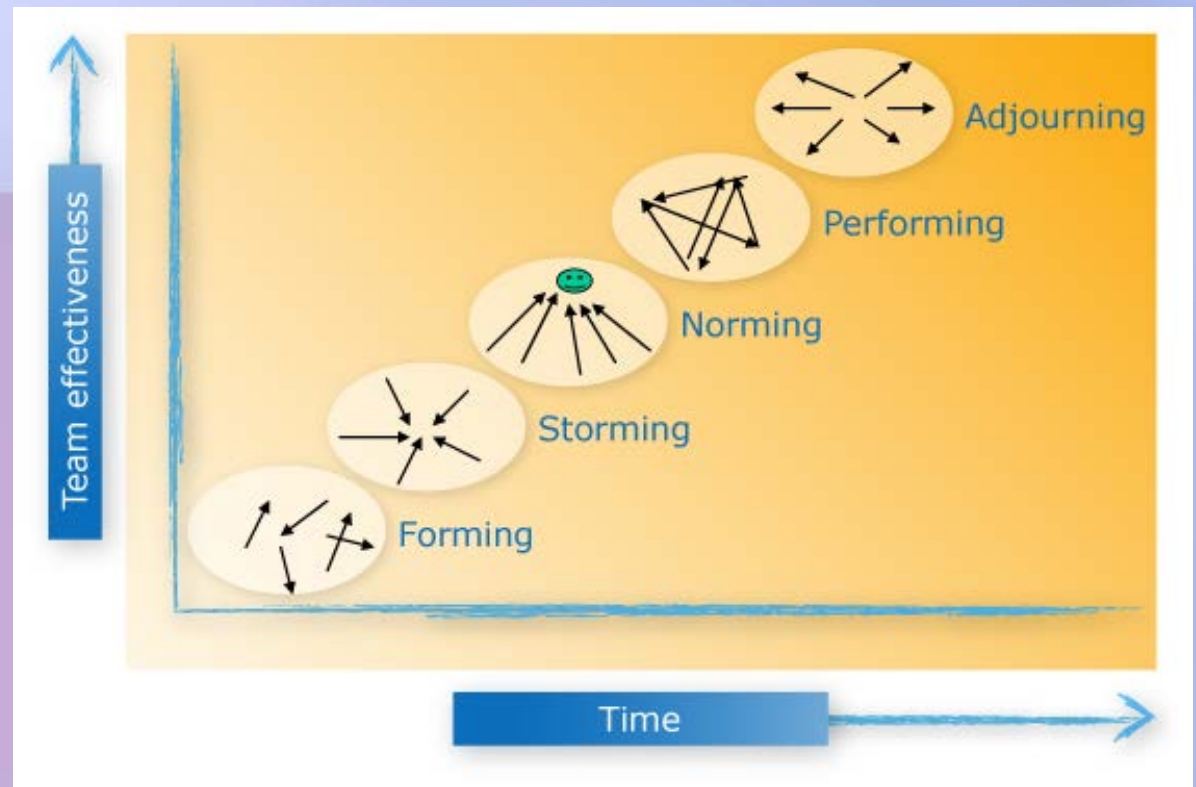
Tuckman's Stages of Team Development

1. Forming
2. Storming
3. Norming
4. Performing
5. Adjourning

Forming Phase

- The forming process is the initial stage in which teammates are busy trying to find their niche in the group

- Forming is characterized by shyness, uncertainty, and hesitancy within the group. Phase where maintenance should be a concern (Atherton, 2010)

20

Forming Issues

- Too many extroverted team members (leadership issues)
- To eager to agree

Aggressive

Passive

Passive-Aggressive

1- FORMING

Storming

- During the storming phase, group conflict will arise.
- Conflict arises as the team members become content with each other.

2- STORMING

Storming Issues

- Disagreements between
  - Teammate-teammate
  - Teammate-coach

- Lack of communication
  - No clear goals
  - No clear objectives
  - No clearly defined roles

Norming

- Cohesion and harmony occur. Based on past successes, failures, and conflicts, the team's goals are realized and become the basis for the teams' future outcomes (Farrell, Schmitt, & Heinemann, 2001)

- Relationships are established and team member's strengths and weaknesses are made known and recognized by the rest of the team members (Cox, 1998)

Norming Issues

- No true role development
- Communication
- Bad behaviors
- Cliques

Performing

- Characterized by flexible and efficient roles. Focuses energy toward the assignment or main goal (Smith, 2005).

- Competition mode occurs.

- Team is industrious, adaptable, and allows for adjustments in the areas of the team where weakness may occur (Swinton, www.mftrou.com).

Performing Issues

- May slip back into storming phase if:
  - Teammates are not allowed to have a voice at team meetings.
  - Goals and roles are not being implemented
  - Team commitment is not being emphasized

Adjourning

- The end or moving on of some teammates.

    (a) an explanation of why the ending has occurred

    (b) what occurs next

    (c) the opportunity to express what was learned over the course of the season (reflection)

    (d) the opportunity to celebrate the team's achievements

    (e) and recognition of those achievements must occur

    (Giesen & Osborne, 2008)

Adjourning Issues

- The adjourning phase can be a scary time for team members with many feelings surfacing:

  - Anger
  - Sorrow
  - Apprehension
  - Lack of closure

(American Group Psychotherapy Association, 2007)

What Can Coaches Do Activity

1. Forming
2. Storming
3. Norming
4. Performing
5. Adjourning

Forming
Team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers.

Storming
Members start to communicate their feelings but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility.

Norming
People feel part of the team and realize that they can achieve work if they accept other viewpoints.

Performing
The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.

Adjourning
The team conducts an assessment of the year and implements a plan for transitioning roles and recognizing members' contributions.

Practical Construction Models for Cohesion
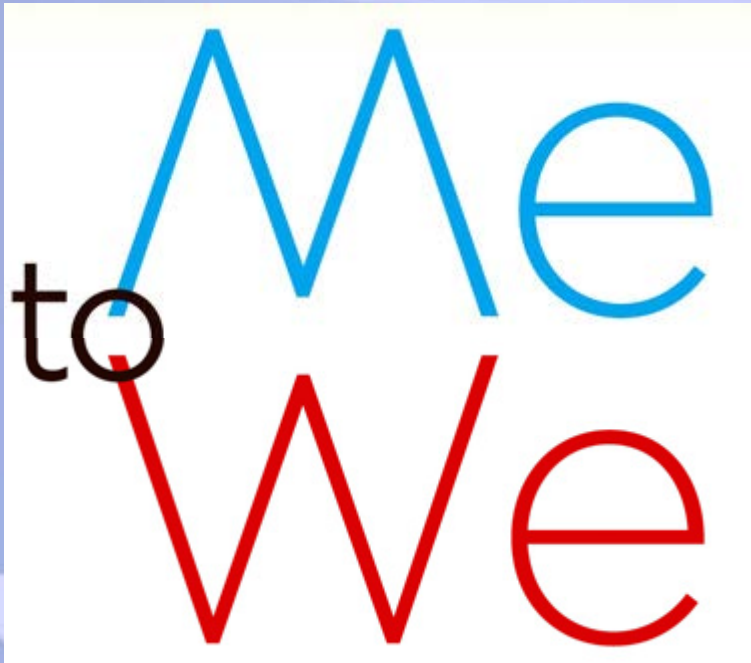
Alan Chu

Why Construction Models?

- A coach is the definer, shaper and provider of the sport experience for the athletes
  - Teaches goals and purposes of sport
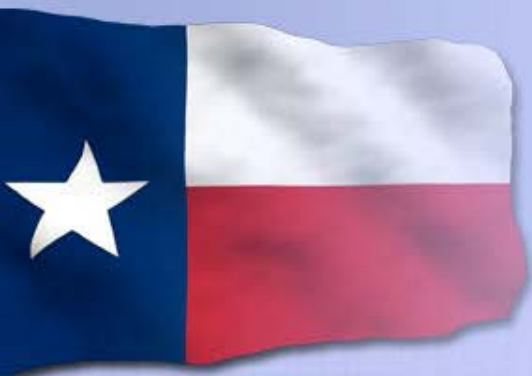   - e.g. Teamwork
  - Philosophy of coaching

- "Construction Model for Positive Coaching" (McGuire, 2005)

- Help athletes prepare for the upcoming challenges, striving together, supporting and believing in each other

How Do I Use It?

To build **team cohesion,**

- What I will NEVER do

- What I will do GENERALLY

- What I will do WEEKLY

- What I will do DAILY

Components

- Respect
- Work ethic
- Leadership
- Communication
- And many more…you name it

How Do Construction Models Fit In?

- Team building not only with athletes, but also
  - Parents
  - School teachers
  - Administrators
- All together build the team!

Team's Four Components

Players
* Honor Family
* Maintain Grades
* Play Basketball
* Raise Money

Parents
* Support Program
* Booster Club
* Statistics
* Video
* Duty As Assigned

TEAM

Coaches
* Manage Program
* Ensure Safety
* Teach Skills
* Administer Game
* Off Season Events

Administrators
* Enforce policy
* Facilities
* Scheduling
* Parental buffer

Philosophy Based on
Purpose, Trust and Respect

Develop Your Own Model
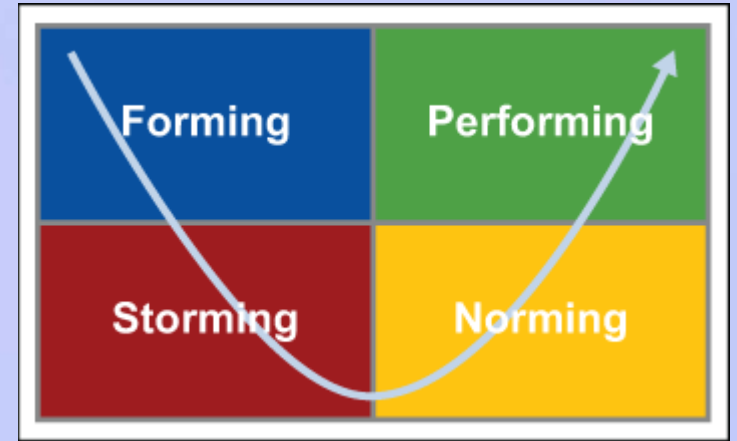
- Groups of 3-5
  - Similar team development stages

- Components
  - Individual attraction to group – Task
  - Individual attraction to group – Social
  - Group integration – Task
  - Group integration – Social

So… What does this mean to me as the **COACH**?

Review and Strategies

Dr. Karen H. Weiller-Abels

I Joined the Team because…

- **I expect to receive certain outcomes**
  - Group will stick together
  - Group will pursue its goals
  - My affective needs are being met
- **The value of the outcomes for me if I join and continue with this team (Attraction to Group – ATG)**
  - *Why will I stay in the group (on the team?)*
    - *Motives to stay – group attractiveness to me*
    - *Why might I leave – attractiveness of other teams*

- Individual vs group *(member's perception of the group – group integration)*
- Task concerns vs social orientation (*individual attraction)*

(Carron et al, 1998; Cartwright, 1968) 38

Group Cohesion

Group Integration

Individual Attraction to Group

Social

Task

Social

Task

Integration – degree of group unification
Attraction –why I would remain in the group

(Carron & Brawley, 1985) 39

Task Cohesion – exists when group unites around task it was organized to perform

Social Cohesion – exists when group unites around social (nontask) functions (Mikalachki (1969)
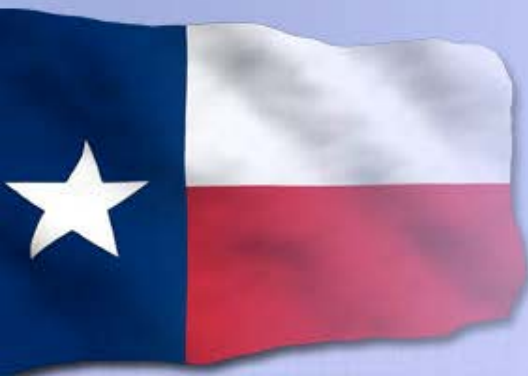
  ATG – T- how attractive is this team and its goals for me?

  ATG – S – how I feel about my personal acceptance and social interaction with team

  GI –T - What is my perception of the similarity & bonding with our team as a whole?

  GI – S – How close is our team as a social unit?

(Anderson, 1975, Carron, et al., 1985)

Measuring Group Cohesion

- **Sports Cohesiveness Questionnaire** (**SCQ**)
  - Rainer Martens (1971)
  - Focus on social cohesion

- **Group Environment Questionnaire** (**GEQ**)
  - Albert Carron (1985)
  - 18 Likert-scale items
  - Individual and group scores for task and social cohesiveness
  - GEQ has strong reliability and validity

41
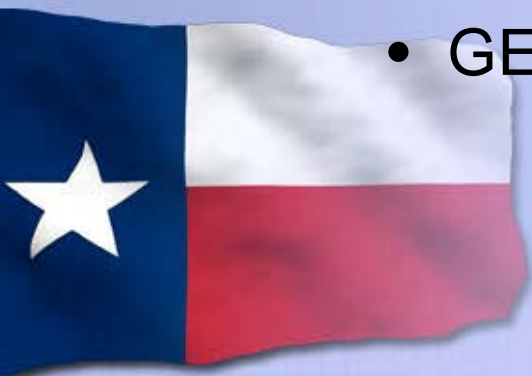
GEQ Scoring

- Individual attractions to group – Task
  - 2*, 4*, 6*, 8*

- Individual attractions to group – Social
  - 1*, 3*, 5, 7*, 9

- Group integration – Task
  - 10, 12, 14*, 16, 18*

- Group integration – Social
  - 11*, 13*, 15, 17*

42

ACTIVITY

Divide into 4 groups
❖ Middle school
❖ High School
❖ Collegiate
❖ Club/select/higher

Identify who you think you have on your team via GEQ
❖ Team environment- develop of "we"
❖ Team roles –responsibilities of each player
❖ Include team leaders in decision making
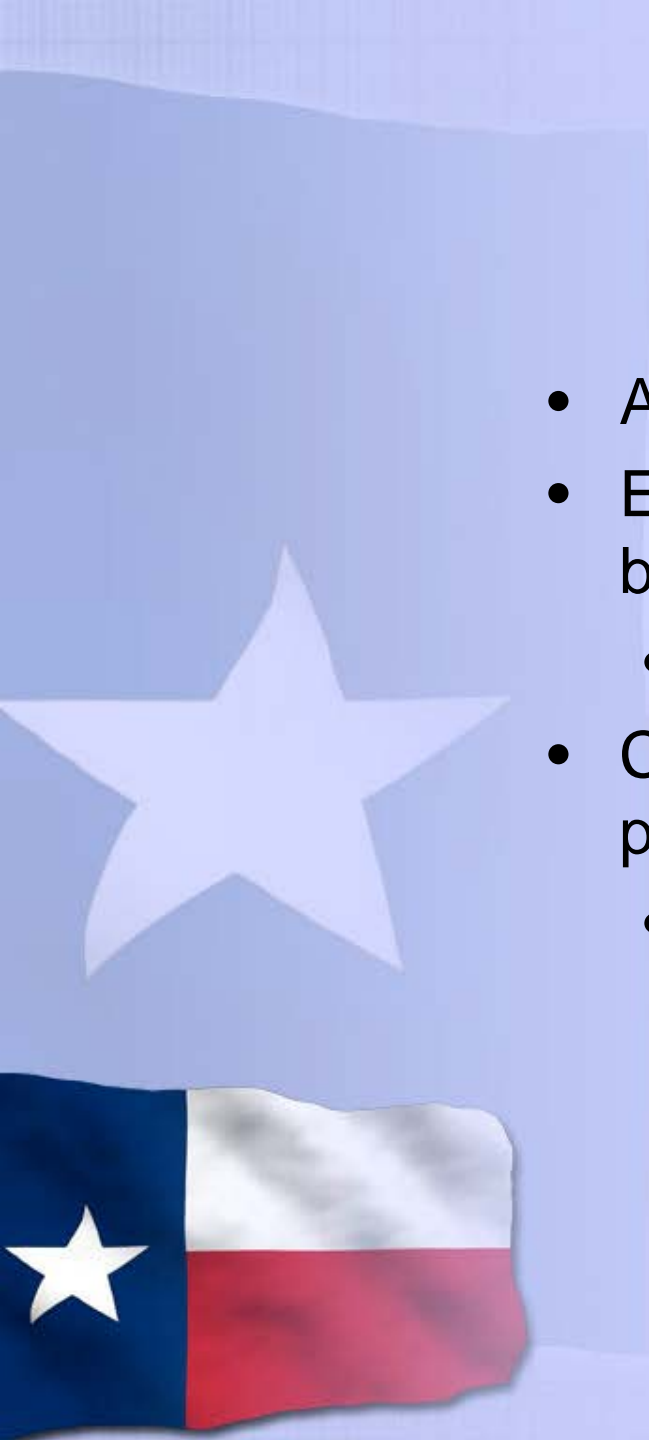❖ Develop team norms
❖ Team processes

Do you?

- Provide team building activities/games?
  - What are some examples?
- Provide specific positive and corrective feedback?
  - What are some examples?
- Allow players to have 15 minutes prior to practice to "socialize?"
  - How do you do this?
- Allow for peer support and praise during practice/game?
  - Examples?

(Loughead & Bloom, 2013) 44

Some things you can try

- Social/cohesion activities
  - 30 second conversation between pairs of athletes with prompt question to help athletes get to know each other.
  - High 5, fist bump for good effort (coach can stimulate – all doing good job – give fist bump to teammate!)
  - Appreciation circle – end of practice
  - Acknowledge support of teammates
- Task-oriented activities
  - Cooperative learning or group goals (not starter vs non-starter)
    - All working toward mastering new skill

- Athletes volunteer to demonstrate a skill
- Explain why a technique or strategy is being used
  - All positions are important
- Challenge athletes to improve on THEIR prior performance
  - Not "pitting" athlete against athlete

In closing…

- Cohesion is a vital component in team development.

- Team cohesion is a process that develops and takes time and careful implementation.

- The use of construction models can ensure cohesion takes place not just with the "team," but with multiple individuals involved.

- As a coach and educator, having a plan of action can facilitate team cohesion and success.
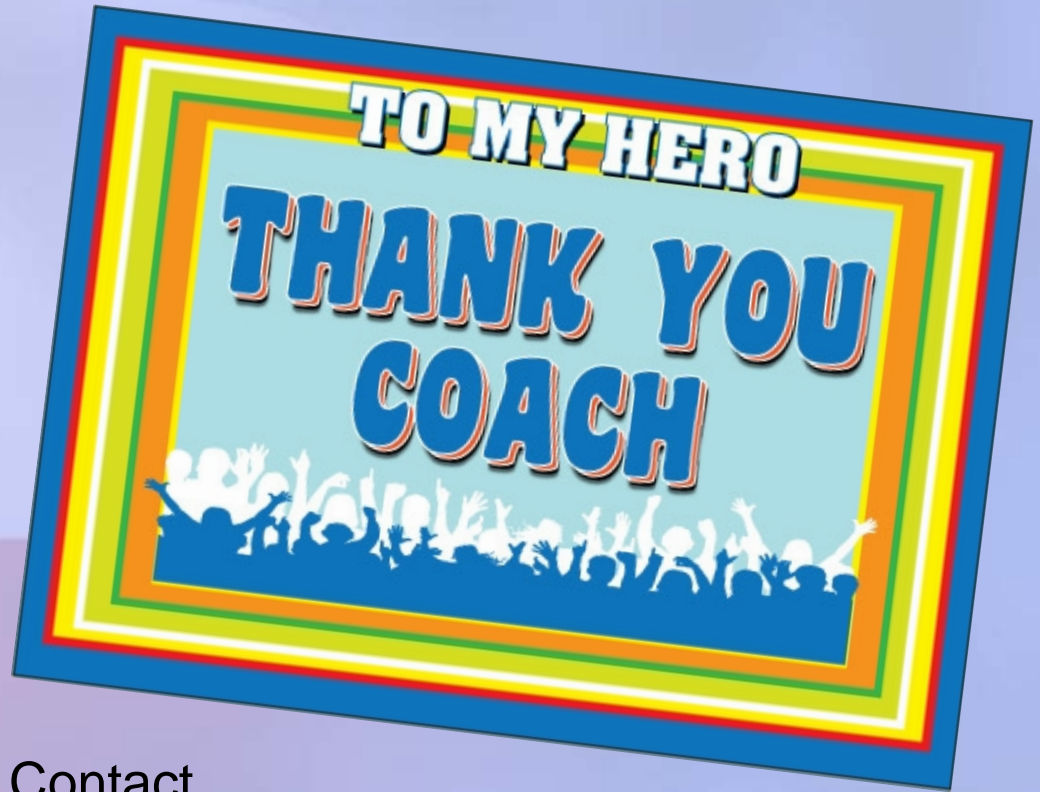
Speakers' Contact

Tsz Lun (Alan) Chu	Alan.Chu@unt.edu
Evelyn J. Gordon	Evelyn.Gordon@ttu.edu
Dr. Karen H. Weiller-Abels	Karen.Weiller@unt.edu
Dr. Tao Zhang	Tao.Zhang@unt.edu