

Principles of Effective Team Building Interventions in Sport: A Direct Services Approach at Penn State University

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Team building is an ongoing, multifaceted process where group members learn how to work together for a common goal, and share pertinent information regarding the quality of team functioning for the purpose of establishing more effective ways of operating. This article describes a "hands on" approach to conducting team building interventions in sport. Drawing on research from organizational development and group dynamic theory in sport, as well as information derived from interviews with coaches and athletes, key principles associated with successful team building interventions are presented and discussed. Core components to consider in building a successful team include having a shared vision and unity of purpose, collaborative and synergistic teamwork, individual and mutual accountability, an identity as a team, a positive team culture and cohesive group atmosphere, open and honest communication processes, peer helping and social support, and trust at all levels. Recommendations for conducting effective team building interventions are offered, along with miscellaneous team building activities, and suggestions for coaches that can impact the team building process. Key words: collaboration, teamwork, shared principles, common goals, individual and mutual accountability, team identity, group cohesion, ongoing communication.

TEAMWORK

Coming together is a beginning;
Keeping together is progress;
Working together is success.

—Henry Ford

In recent years, team building has become one of the most popular and widely used interventions for improving management relations and organizational effectiveness in business and industry. Most commonly, team building has been used to help group members learn to cooperate with

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one another so they can share their skills, knowledge, and resources more effectively, enabling the group or organization to run smoother and more efficiently (Patten, 1981). In most organizations, the main reason for building a strong team is the need for interdependence (i.e., to improve performance and develop a sense of teamwork and solidarity within the group). Teams must develop the right chemistry and mix of skills necessary to do an effective job.

Team building is not something that occurs overnight. Rather, it is a dynamic process that evolves over time, and is influenced by a variety of personal, situational, and team factors. In sport, teams are made up of a collection of interdependent individuals, coordinated and orchestrated into various task efficient roles for the purpose of achieving goals and objectives that are deemed important for that particular team (Yukelson, 1984). Over the course of a season, goals and roles change, individuals and teams mature, interpersonal concerns fluctuate, as do people's perceptions of what it is that is going on around them. The importance of team building is to develop those skills and behaviors that will foster optimal team functioning. Patten (1981) noted,

Although a team is always in the process of becoming something other than what it is when viewed as a snapshot at some given point in time, it is wise to think of a well built team as one encompassing any group of individuals whose social-emotional bonds have been tightened and whose technical and social skills have been sharpened in order to fulfill individual and organizational purposes. (p. 261)

Zander (1975) maintained that team unity is one of the cornerstones upon which effective team performance is built. Moreover, it has been noted that one of the most gratifying experiences a coach or athlete can have is to be a member of team that gets along well and works together efficiently in a cohesive, task-oriented manner (Orlick, 1986; Yukelson, 1984). Cohesion has been defined as "a dynamic process that is reflected in the tendency for a group to stick together and remain united in pursuit of its goals and objectives" (Carron, 1982, p. 124). Cohesion in sport is a multidimensional construct, containing both task and social orientations, as well as individual and group perceptions about the degree of unification that exists within the group (e.g., group integration) and members feelings about the group itself (e.g., individual attractions to the group). Whereas task cohesion refers to activity of the group in relation to accomplishing its goals and objectives, social cohesion refers to activities associated with developing and maintaining harmonious social relationships (Carron, Widmeyer, & Brawley, 1985).

Unfortunately, for many coaches, developing, nurturing, and maintaining team unity can be a rather difficult task. Sometimes, individuals do not feel valued, appreciated, accepted, and/or respected. This can subsequently lead to problems in performance and feelings of withdrawal or resentment. In addition, factions and cliques can divide team loyalties, individuals can become disconnected from the realities of teamwork,

drives and motivation can shift direction and/or intensity, and, as a consequence, chaos can prevail.

Over the past 12 years, I have worked closely with many coaches, athletes, and athletic teams. Although much of my work with intercollegiate student-athletes centers around mental training as it pertains to life skill development and the psychology of excellence, my work with teams inevitably comes down to issues revolving around group cohesion, team building, and team performance. Since communication is directly related to group cohesion and team effectiveness, and success is highly dependent upon teamwork and having consensus on group goals and objectives, I spend a great deal of time with teams discussing strategies for developing and maintaining group cohesion, as well as methods for improving harmonious team relations. As such, team building becomes an important intervention because it facilitates teamwork, group problem-solving skills, team solidarity, and cooperative goal-directed action (Etzel & Lantz, 1992).

As an example, a few years ago, our volleyball coach was concerned about the personality, leadership, and make-up of next year's team. Three of the six starters were going to be seniors; the most talented and influential player was going to be a junior. All four were great people individually; however, each had a strong personality with a propensity to try and exert too much power and control over the group. Although the previous year's team was 17-1 during the season, they never really came together as a team. They would play well against weaker opponents, but struggle against stronger opponents, eventually falling apart in the play-offs. A recurring problem was the team's inability to put away opponents after winning the first two sets. During critical times, communication would tend to break down, individuals would have trouble letting go of mistakes, people were quick to point fingers, pass blame, and nobody stepped up to assume a true leadership role. Caught up in individualism, selfishness, and petty jealousies, the whole group atmosphere seemed to deteriorate. For the upcoming year, the coach wanted to be sure interpersonal concerns and individual accomplishments would not override team goals and philosophies. Under these circumstances, team building would be an appropriate intervention to facilitate group solidarity, positive team chemistry, and cooperative team-oriented behaviors.

Surprisingly, other than a few books written by successful coaches reflecting on how they developed championship teams (Riley, 1993; Walsh, 1990), not much has been written about specific team building interventions in sport (Etzel & Lantz, 1992; Halliwell, 1989; Orlick, 1986). As a result, I have investigated the areas of organizational development and group dynamics in business and industry for some direction (DePree, 1989; Katzenbach & Smith, 1993; Patten, 1981; Zander, 1971, 1982), along with the sport psychology literature on group cohesion, leadership, and team dynamics (Carron, 1982, 1993; Chelladurai, 1993; Widmeyer, Brawley, & Carron 1992; Orlick, 1990; Yukelson, 1984, 1993). In addition, I interviewed coaches and athletes for their opinions and

perspectives on the subject. Consequently, the purpose of this article is to identify key components associated with team building in general, then offer practical suggestions for conducting effective team building interventions with sport teams. The manuscript is entitled a "direct service approach" because it is meant to reflect a "hands on" approach in working directly with coaches and athletes in incorporating the process associated with team building (as opposed to an indirect approach where a consultant might train a coach or trainer to do the intervention or work indirectly behind the scenes through the coach or team).

Team Building and Organizational Development

Murray and Johnson (1975) proposed that athletic organizations could greatly enhance the productivity of their teams if they conformed to principles from organizational development and group dynamic theory. Patten (1981) has done extensive research in the area of team building and organizational development. His findings led him to the conclusion that, in healthy organizations, group goals and objectives are widely shared, needs and feelings of employees are regarded as important and of central concern, employees talk openly about issues that affect them directly, and conflict is dealt with in an open and constructive manner. Collaboration and teamwork are the norm, with work conducted in an atmosphere of trust and mutual respect (Patten, 1981). In contrast, things that were found to undermine collaborative group behavior were ineffective planning and/or problem-solving skills, lack of clarity about work roles, rebellious attitudes toward authority, perceived feelings of inequality or influence within the group, and problems with interpersonal communication.

Zander (1982) has presented a number of specific techniques for team building. One of the most fundamental strategies is to develop a sense of team identity. Recognizing the importance of developing pride in group membership, Zander recommended that attempts be made to highlight the distinctiveness of the group, while striving to foster a "we" feeling among team members. This can be accomplished by emphasizing the unique history and traditions surrounding the team, by developing clearly defined team goals and role expectations, by promoting collaboration and cooperation within the group, and by instilling in each team member a sense of responsibility for team success.

Katzenbach and Smith (1993) interviewed numerous groups from a variety of different companies to find out what differentiates successful from unsuccessful teams in real world settings. In general, they found successful teams were made up of group members who possessed complementary skills, were committed to shared values and common purposes, and were able to work in unison to translate these shared purposes into achievable performance goals. Bound together by commitment and mutual accountability, the best teams were found to invest a tremendous amount of time and effort talking, exploring, shaping, and concurring on meaningful pursuits they could call their own.

Along these lines, many successful organizations link managers and

employees together through the use of mission statements and/or team covenants (Covey, 1989; DePree, 1989). A mission statement is an agreement among group members that spells out the meaning and purpose behind a group's existence. In effect, it is a personal constitution that governs the actions of a team, and binds people together in organization and attitude (Riley, 1993). Similarly, a covenant is a solemn unconditional agreement among group members, affirming certain things each member will do to help the team achieve its goals and mission (DePree, 1989).

As an example, before Pat Riley was hired by the New York Knicks, the team suffered from something he called "the disease of me." The team was plagued with too many selfish attitudes, individuals only looking out for themselves, players not liking one another, and, perhaps more importantly, players not respecting one another (Riley, 1993). Based on the mission statement "Success Through Unselfishness," Riley and the Knicks sought to reinstalled a sense of pride, dignity, and integrity into the organization. Committed to bringing in players who wanted to win, they sought out "Showtime Warriors," individuals who were willing to work hard and sacrifice superficial self-interests for the betterment of the team. They developed a core covenant that revolved around teamwork, superior physical conditioning, an incredible work ethic, and a solid defense characterized as being relentless, aggressive, and dominating.

According to Riley, an important motivational factor behind the Knicks mission statement and core covenant was positive peer pressure, characterized by teammates looking after one another and reinforcing appropriate team-oriented behaviors (e.g., mutual monitoring and mutual reinforcement). Ongoing discussions about tolerance, trust, individual accountability, and mutual respect prevailed. The spirit of understanding became the norm rather than the exception. They got behind one voice, defined themselves as a family, worked together to achieve team goals and objectives. Consequently, the core of the team became stronger, rebels became more cooperative, and everyone on the team began to take a genuine interest in the productivity and morale of the group. As a result, the team pulled together to play very well throughout the rest of the season and were particularly impressive during post-season play.

By the same token, DePree (1989) made the case that successful organizations are driven by strong leaders that empower group members to enact the values and core covenants from which the institution is run. According to DePree, group synergy comes from leaders developing a clear vision and well-thought-out strategy of what the organization ought to be by having carefully conceived and communicated plans and by getting individuals to develop a vested interest in achieving these plans (DePree, 1989). Research has shown that when subordinates have task-relevant knowledge and are actively involved in the process of shaping task-relevant strategy, group performance and task confidence among group members improves (Latham, Winters, & Locke, 1994).

Believing it is important for coaches and athletes to work together to preserve a common team goal, Bill Walsh, former coach of the San Fran-

cisco 49ers, often solicited the input of his players both prior to and during games. He felt half-time was a particularly important time for the open exchange of ideas from his players regarding what's going on in the game (Walsh, 1990). More recently, in an interview following the Houston Rockets 1995 repeat as NBA Champions, most valuable player Hakeem Olajawon attributed much of the team's success and chemistry to the leadership provided by Coach Rudy Tomjanovich. In conjunction with the team's mission (repeat as NBA Champions), Coach Tomjanovich set up a team credo for each playoff series (e.g., "Be Humble and Hungry"), solicited players' input, and occasionally allowed them an opportunity to decide what plays to run in crucial situations. This form of collaborative teamwork is similar to the concept of transformational leadership (Martens, 1987), whereby coaches and athletes reciprocally influence one another in their quest to achieve team goals and objectives. Consequently, in many situations, group effectiveness can be enhanced when leaders involve subordinates in decisions that affect them directly (Chelladurai, 1993; DePree, 1989; Latham et al., 1994). Open channels of communication allow athletes a chance to respond to demands placed on them, so they can subsequently carry out responsibilities to the best of their capabilities.

Well-renowned consultant Steven Covey is another proponent of using mission statements to develop teamwork. In fact, drawing on Covey's (1989) highly acclaimed book "The Seven Habits of Highly Effective People," Hanson (1993) provides a very good structure from which a consultant can develop appropriate team building interventions. Habit 1 is *Being Proactive*, which involves having a vision and getting people to take responsibility for their own thoughts, actions, and behaviors. Habit 2 is *Begin With the End in Mind*. This involves goals, mission statements, and philosophical orientations. Since teams tend to come together when they have a shared purpose, the consultant can help the team develop a mission statement that reflects the values the group stands for and the goals the team is striving to achieve. Habit 3, *Put Things First*, involves discipline and organizational planning. It represents a systematic action plan detailing how the values and behaviors underlying the group's mission statement will be put into action on a daily and monthly basis. Once goals have been decided upon, individuals must conform to the values underlying the group's mission statement, and be held accountable for their own actions.

The next three habits are more interpersonally oriented and have very important implications for maintaining and developing team harmony. Habit 4 is *Think Win/Win*. When communicating with one another, group members should look for a solution that allows both sides to profit. All too often, breakdowns in communication stem from people getting defensive about something that is said, or caught up in power struggles where one side wins and the other loses. According to Covey, the first step to achieving win-win outcomes is highlighted in Habit 5, *Seek First to Understand, Then to Be Understood*. In fact, Covey calls this "the

single most important principle he has learned in the field of interpersonal relationships" (Covey, 1989, p. 237). Team members should be taught to listen and communicate in an open, authentic, and empathetic manner. According to Hanson (1993), we spend too much time telling people what to do and not enough time listening to what is truly being said. A good rule of thumb is to listen with the intent to empathize, not with the intent to reply.

The adoption of these five habits will result in the condition of teamwork or *Group Synergy* (Habit 6), which is what team building is all about, the ability of individuals to work together in a harmonious fashion toward a common goal. According to Hanson, this condition of creative cooperation will provide the team with the best chance to have a successful and enjoyable season. Habit 7, *Sharpen the Saw*, is the habit of personal renewal. Individually and collectively, all team members need to determine what activities they want to engage in that will keep them physically, psychologically, socially, and spiritually fresh and renewed over the course of the season. In particular, steps must be taken to avoid the detrimental effects of apathy or burnout.

In summary, Covey (1989) proposed that organizational behavior is individual behavior collectivized. In agreement with DePree (1989), he felt that team unity and synergistic empowerment can be created by developing shared principles and covenants to live by, by soliciting input and involving group members in decisions that affect them directly, by cultivating appropriate interpersonal communication skills, and by getting everyone to work together toward a common goal, thus ensuring a win/win situation for all involved.

Drawing from business and industry, team building comes from a clear vision of what the group is striving to achieve and is tied to commitment, teamwork, collaboration, and mutual accountability. Consequently, a well-designed team building effort must focus on communication, teamwork, and performance as its primary goals. In healthy organizations, there are shared values and principles to live by, employees talk openly about issues that affect them directly, needs and feelings of employees are regarded as important and of central concern, and everyone works together to achieve a common goal. Furthermore, conflict is dealt with openly and honestly, and collaboration is the norm rather than the exception. Recognizing that things change over the course of a year, ongoing assessment and group discussions about how things are progressing, both in terms of team efficiency and quality of interpersonal relations, are essential.

Coach and Athlete Perspectives on Team Building in Sport

Although business and industry have provided useful information about leadership and team building, we need more information about how these processes apply to sport. Therefore, I interviewed coaches and athletes at Penn State University to get their opinions on the subject.

In interviewing coaches and athletes for this article about their perspectives on team building, a number of commonalities emerged. While

many athletes talked about the importance of communication, trust, and respect, a common theme among coaches was to equate team building with the concept of group synergy. Similar to the notion of teamwork, group synergy involves blending the talents and strengths of individuals together into a force that becomes greater than the sum of its parts (Etzel & Lantz, 1992; Riley, 1993; Walsh, 1990). Bobby White, member of the 1986 National Championship Penn State Football Team, summarized it best when he noted, "Teamwork and group solidarity is what it is all about for there is no 'I' in team; we were able to achieve our goals by everyone committing themselves to excellence, working hard, working together, being there for one another, and becoming one as a team" (Bobby White, 1993, personal communication).

Still other coaches made reference to successful teams being like close-knit families. Rene Portland, coach of the Penn State Lady Lion Basketball Team, said her team is very much like a family where each individual has her own personality and identity, yet each person must be willing to sacrifice self-interests for the betterment of the team. Each of her teams is governed by a set of principles and core values that characteristically reflect family, tradition, and a sound work ethic. There is a strong tradition to uphold, individual and team responsibilities, personal give and take, and enormous pride associated with being a member of the group. Coach Portland also places a premium on group goals and communication. She said it is important to keep the team focused on team goals and objectives, and to continually talk about the process of what it takes as a team to achieve them.

As for group synergy, she made the analogy of "blood being thicker than water" where freshmen, sophomores, juniors, and seniors have their own personalities, needs, and desires, yet everyone must bond together as a cohesive family unit, working in unison toward a common goal. Similar to virtues expounded by DePree (1989), she also stated that senior leadership is a very important part of the process in developing group synergy. After three years in the program, the seniors are expected to set a precedent for the younger players. Knowing what is required to be a "Lady Lion" both on and off the court, their blood gets transfused into younger teammates, passing on the tradition, values, and work habits that are needed to excel in the quest for a national championship.

In terms of her own coaching style, she believes it is important to treat everybody fair, not necessarily equal. Recognizing that each athlete reacts to certain things differently, she feels it is important to understand what makes each person tick and be able to push the appropriate button when necessary. Along these lines, recruiting the right student-athlete is an important consideration that can greatly affect the team building process. Coach Portland looks for prospective student-athletes who buy into the philosophy "Team Is a Family," that is, individuals who are going to fit in with the group and are willing to honor the goals and tradition of the program. Each individual has a responsibility and obligation to uphold

the tradition and values of the program. She noted that recruiting the wrong person can destroy the chemistry of the team.

Similarly, Char Morett, former Olympian and current coach for the Penn State Field Hockey Team, stated that the most important part of team building is making everyone feel like they are an important part of the team. She also said it's a total positive experience, not just winning games, but really making the student-athlete feel that what they do in practices, in competitions, in the classroom, and how they interact with each other on and off the field all directly relate to team building and team unity. When asked how she goes about developing this positive team culture, she said success comes through trying to accomplish certain things: First, individuals must take pride in being a member of the team, making a commitment to excellence, a commitment to each other, doing everything possible to make the program the best in the country. Second, she is a strong believer in individual and team goals. Third, a premium is placed on quality practice. It is expected that everyone will come to practice with the intent of working hard and wanting to get better. Fourth, each team must develop its own identity and personality as a team. On the field, she wants her teams to develop the attitude they are not going to accept anything less than excellence in the way they practice and compete. Teammates are expected to encourage, support, and help one another improve and get better. Similarly, she likes her team to project the image of being a "classy group of women" in the way they carry themselves and talk to one another both on and off the athletic field. Finally, in terms of her own coaching style, Coach Morett inspires her student-athletes to reach for their best by showing a genuine concern for what goes on in their lives academically, athletically, personally, and socially. She openly expresses how much she appreciates the commitment they have made to the program and the effort that they give. She stated she truly enjoys their company and the time she spends with them.

From a different perspective, although Women's Swim Team Coach Bob Krimmel acknowledges team building is an ongoing process that begins the first day of practice, he feels the team really comes together on the first road trip of the season, where individuals are forced to interact with one another for an extended period of time outside their familiar environment. He said that, as a coach, it becomes interesting to observe how teammates interact with one another on bus rides, at airports, during meals, or in hotel rooms, and how the interpersonal virtues of communication, group decision making, and compromise unfold. In some cases, it is the first time seniors and freshmen have had an opportunity to eat a meal together, or socially interact. As a result, they find out things about each other they typically wouldn't know, and gain a deeper appreciation and understanding for the trials and tribulations they may be experiencing.

Finally, another coach talked about the importance of keeping individuals focused on group goals and objectives while providing opportunities for the team to bond together socially outside the gym. Recognizing the interrelationship between task and social cohesion, Salima Davidson,

1993 Big Ten Player of the Year and two-time NCAA All-American in Women's Volleyball, noted:

This year's team had a special chemistry both on and off the court that helped contribute to the success of our team. On the court, everyone was on the same page, working hard to achieve a common goal, playing together as a cohesive unit with great heart, desire, enthusiasm, and confidence. Off the court, we did things together and enjoyed each other's company. I know this contributed to the success of our team. As a team, we must acknowledge each other's strengths and weaknesses, tolerate each other's little idiosyncrasies, show respect for one another, and recognize that everyone has something special within them to offer if we simply listen and be there for each other in an authentic genuine way, without passing judgment. (Salima Davidson, 1994, personal communication)

If I were to summarize my interpretations of the comments made by coaches and athletes, I would conclude that team building is a dynamic process that unfolds over time and is the result of coaches and athletes working together to achieve team goals and objectives, having a positive team atmosphere conducive for goal attainment, and a mechanism in place to openly and honestly discuss the quality of group functioning and team efficiency. Similar to processes associated with cohesion, it involves getting people to unite behind common goals and making people feel like they are an important part of the team (i.e., creating harmony and cohesion within the group so the team can achieve its goals and objectives). From a leader's perspective, it involves melding the skills and talents of individuals together in a synergistic way so the team becomes stronger than the sum of its parts. Recognizing that team building is a multidimensional construct influenced by a variety of personal, situational, and team factors, there needs to be an agreed-upon vision that everyone knows, common goals and complementary roles, collaborative and synergistic teamwork, individual and mutual accountability, a positive team culture and cohesive group atmosphere, a system of communication that enhances task and social cohesion, peer helping, and social support.

Core Components to Consider in Building a Successful Team

Shared Vision and Unity of Purpose. From my perspective, team building starts with the coach sharing a vision of what could be if everyone puts his/her skills, abilities, and resources together to achieve team goals and objectives. Beginning with the end in mind, the coach should disseminate information regarding goals, roles, expectations, and operating procedures from which the team will be governed. Furthermore, since team building is a collaborative effort, and research indicates that successful teams develop direction by working together to shape a meaningful purpose (Katzenbach & Smith, 1993), the coach should solicit input from group members regarding their perceptions of what needs to be done for everyone to come together and be an effective team. From this, roles get defined, group norms for productivity get outlined, individuals come to know what to expect, and team members have shared ideals or covenants to live by (Riley, 1993; Yukelson, 1984).

Similarly, successful teams thrive on high performance standards and have specific performance goals in mind. Research in the area of group goal setting and collective efficacy indicates that, as members feel more confident in the group's coordinative capabilities, they will be more motivated to work on behalf of the group, be more committed to accomplishing group goals, and persist in the face of perceived difficulties (Weldon & Weingart, 1988; Zaccaro, Blair, Peterson, & Zazanis, 1995).

Collaborative and Synergistic Teamwork. In addition to this shared vision and consistency of purpose, there needs to be synergistic teamwork. Each individual must have a fundamental understanding of his/her own abilities and roles and those of everyone else around him/her. Role clarity is very important, as is role importance and role acceptance (Carroll, 1993). In addition, there needs to be strong internal leadership within the team (e.g., people stepping up, doing whatever is necessary to carry out the team's mission). Everyone must be on the same page, working together with a collective desire of wanting to be successful.

As mentioned earlier, mission statements and team covenants are very helpful in getting everyone to work together for the betterment of the team. In a constructive way, mission statements help to synchronize the efforts of team members by encouraging everyone on the team to support each other and the goals the group is striving to achieve. Perhaps more importantly, they provide for goal-directed discussions as to how the group can work together more productively or function more effectively at any given point in time. A shared vision that has meaning and purpose creates synergistic empowerment, which in turn unleashes the energy, talent, and capacities of all involved.

Individual and Mutual Accountability. Likewise, an important ingredient to any team building endeavor is individual and mutual accountability. Individually and collectively, team members must make a commitment to do everything in their power to be the best they can possibly be, and recognize that the team comes first. There is no "I" in team; everyone must be held accountable for his/her own actions, and accept responsibility for group outcomes. There must be dedication, commitment, and sacrifice (i.e., unless a person is truly committed, they will not sacrifice), belief in what the team is striving to accomplish, and trust at all levels.

From a motivational standpoint, in order to build upon the team concept, it is suggested a reward system be set up that rewards the team, not individuals. This way, team members will have a vested interest in group outcomes. As an example, if a team holds an opponent to a certain defensive goal for a game, the team could receive a sticker to be put on their team goal board. A criterion could be set up where the team would get a cherished reward if they earn enough stickers (e.g., a spontaneous day off from practice is a strong motivator for many intercollegiate student-athletes; other high incentive rewards could include early release from practice, fun social gathering, etc.).

A Positive Team Culture and Cohesive Group Atmosphere. Putting a

vision into action requires the coach to develop and maintain a positive team culture and cohesive group atmosphere conducive for success. To have a truly cohesive group, each individual must be willing to place the welfare of the team ahead of personal goals. A coach must have players available who are dedicated, devoted, willing to work hard, and committed to doing everything possible for the betterment of the group itself.

Team culture refers to the psychosocial factors that influence team chemistry and group synergy, such as internal leadership within the team, team motives, team identity, team spirit, and collective efficacy (Martens, 1987; Zander, 1982). It has been noted that when team culture is not adequately developed, or is incompatible with the direction the team is heading, the team will most likely function below its performance capabilities (Martens, 1987). As such, the coach needs to be aware of the prevailing attitudes and feelings that exist within the team at all times (Yukelson, 1984). Moreover, every team member should be made to feel valued, appreciated, and empowered.

Team Identity. A key ingredient for any successful team building endeavor is the importance of developing pride in group membership and a sense of identity as a team. Although there may be certain traditions to uphold and principles to live by, it should be pointed out that every team has its own unique personality and distinct characteristics that separate it from others. Consequently, every effort should be made to bring out each team's unique qualities and distinctiveness. Although methods for promoting team identity have been noted elsewhere (DePree, 1989; Katzenbach & Smith, 1993; Riley, 1993; Zander, 1982), underlying issues to keep in mind include motivational incentives, shared ideals and covenants to live by, commitment to team goals, mutual accountability, pride in performance, and how the team comes together as a unit.

Open and Honest Communication Processes. Since team building involves bringing coaches and athletes together to accomplish a mission, it is important for coaches and athletes to learn how to express their thoughts and feelings effectively about various issues that affect them directly. To achieve these ends, a premium must be placed on learning how to communicate more effectively. Elsewhere, it has been noted that effective communication is based on trust, honesty, mutual sharing, and mutual understanding (Yukelson, 1993). If a group is to function effectively, members must be able to communicate openly and honestly with one another about the efficiency of group functioning and/or quality of interpersonal relationships. Effective communication is apparent when team members listen to one another and attempts are made to build on each other's strengths and contributions (Sullivan, 1993). Regular team meetings to share information and discuss what is going on in the team lends depth and creativity to decision-making processes, and builds trust, support, mutual respect, and mutual understanding (Orlick, 1986; Yukelson, 1993).

Peer Helping and Social Support. Finally, an area that has great application for team building interventions is that of peer helping and social

support. This refers to teammates helping one another, being there for one another, picking each other up, particularly in time of need. At the intercollegiate level, there are so many opportunities for teammates to help one another, particularly older athletes helping younger athletes adjust to the demands and rigors of life as an intercollegiate student-athlete. By reaching out and providing genuine support, peers can be a great source of technical, informational, or emotional support for one another (Hardy & Crace, 1991).

Along these lines, sport teams are very much like families. Each individual has his/her own personality and needs, yet no matter what happens, good or bad, everyone sticks together for the betterment of the team. Teammates may not like each other, they may not agree with each other, they may have very little in common with one another, yet they know they belong to each other and are bound together by these family ties. This point was well illustrated when Penn State Ice Hockey Coach Joe Battista reflected on what made a previous year's team so special:

This is one of the best teams we have ever had in terms of camaraderie and team chemistry. The last team we had like this was the 1990 national championship team. At the beginning of the year, the make-up of the team was challenged with eleven freshmen making the roster. As the season progressed, the chemistry of the team became real tight, we became more and more of a family, almost like a brotherhood. The team did everything together, they would eat together, socialize together, pick each other up in practice, genuinely ask how each other is doing, and, in general, interact like a close knit family. (1994, personal communication)

Accordingly, athletes should be provided opportunities to get to know one another in and out of sport. Whether it is tightening socio-emotional bonds (Patten, 1981) or sharpening technical and social skills (Carron, 1993), athletes on close-knit teams seem to enjoy being together on and off the athletic field (Partington & Shang, 1992). In close teams, there is honesty on a personal level, camaraderie and feelings of genuine support on a group level. Informal activities outside of practice and competitions, such as team meals, team recreational activities, social functions, and even practical jokes that are in the spirit of fun, are important considerations in developing team unity, team spirit, social support, and personal bonding.

Thus, depending on the team and the situation the team finds itself in, different core components of team building will come to the forefront. Ultimately, in intercollegiate situations, it is the coach who is responsible for overseeing and developing group synergy and team chemistry. In addition to creating and maintaining harmony within the team, the coach must blend the talents of individuals together into complementary task-efficient roles, and integrate the group into a smooth-working unit that performs with a sense of pride, enthusiasm, and collective identity. Equally important is the role of strong leadership within the team to keep the chemistry and spirit of the group together. As such, the chances for a successful team building effort are increased when both coaches and ath-

letes are free to discuss the possibilities for change openly and honestly among themselves, and have had an opportunity to identify and become aware of the constraints with which the team must work.

Conducting Effective Team Building Interventions

In conducting team building interventions, three important prerequisites to consider are assessment, awareness, and confidentiality. First, the team building consultant should avoid coming in with any preconceived notions, or thoughts of presenting some type of "canned program" to the team. Rather, they should design an intervention based on the goals and current needs of the team or organization they are dealing with. Thus, the team building consultant needs to spend a great deal of time being around the team, observing, listening, talking with coaches, athletes, trainers, and support staff to become more aware of the organizational dynamics surrounding the team. Along these lines, it is very important to be cognizant of issues and barriers involved with gaining entry and developing rapport (Ravizza, 1988). According to Orlick and Partington (1987), the team building consultant must be likable, flexible, knowledgeable, accessible, a good listener, and able to fit in well. Visibility and being perceived as an integral part of the support staff are very important components in terms of building credibility, trust, and legitimacy in the eyes of the team. Furthermore, the team building consultant needs to be aware of his/her own strengths and weaknesses, as well as competent at being a detached observer. Additionally, an area of utmost concern is the issue of confidentiality (Etzel & Lantz, 1992). The team building consultant should be careful not to share what has been said in team meetings with other individuals or teams, for this is the quickest way to lose the trust and respect of the team with which you are currently working.

Typically, the first thing I do is assess the situation. This is perhaps the most important part of any good team building intervention. Depending on the situation I am dealing with (i.e., pre-season team building workshop, maintenance program as the season progresses, or crisis intervention to solve a particular problem), I try to find out as much as I can about the organizational dynamics surrounding the team. This, along with visibility and a number of contact hours, increases my awareness of what needs to be done to do an effective job. Fortunately, being connected to the Penn State athletic program for ten years, I have the luxury of having considerable background information regarding the athletes and teams I work with, as well as the tradition that surrounds each team.

Before the season, I take the time to talk to each coach to find out what his/her goals, operating procedures, and group norms for productivity will be, in addition to any other concerns he/she may have. Furthermore, I want to know something about the atmosphere and environment surrounding the group itself, including the quality of interpersonal relationships, who the formal and informal leaders are, and the degree of peer helping and social support that exists within the team. From this, the coach and I develop a plan to help everyone involved, including coaches,

athletes, trainers, and support staff, come together as a team. This might include a coach-athlete relations plan with special emphasis on the athlete's needs and coaching preferences for the upcoming season; an athlete-athlete relations plan that encourages athletes to be more positive, supportive, and respectful of each other's rights and preferences; and a coach-sport psychologist plan so there is a mechanism in place from which to get feedback and be kept abreast of things that develop as the season progresses (Halliwell & Orlick, 1992; Yukelson, 1993).

It is also important to meet with the team to assess their goals, expectations, perceptions, and concerns. Typically, I begin with a brief educational overview of what mental training is all about, and how team building fits into the picture. Simply stated, I note the objective of a successful team building program is to enhance team chemistry while getting everyone to work together toward common goals. In addition, I like to provide a sound foundation in mental skills training, teaching various concepts associated with the psychology of excellence and ways to maximize team productivity (Orlick, 1992; Katzenbach and Smith, 1993). I have also found it helpful to discuss Tuckman's (1965) four-stage model of group development (e.g., forming, storming, norming, and performing) to point out evolutionary processes teams typically go through (Henschen & Minor, 1989).

The next order of business is to brainstorm ideas regarding what it will take for the team to be effective in the upcoming season. Drawing on the work of Zander (1982), we might talk about a number of things related to "TEAM" such as team goals, team motives, team strengths, team challenges, or dynamics surrounding team structure. This could include a discussion about the attitude and spirit the team wants to project throughout the course of the season (e.g., team identity), attributes and characteristics that will help contribute to the success of the team (e.g., shared values), the importance of having clear goals and complementary roles, and perceived obstacles that might interfere with the goals the team is striving to achieve. In addition, we might discuss what teammates and coaches need from each other to develop a positive group atmosphere conducive for team success, what it means to have effective leadership within the team, and how to develop a system of communication that facilitates group synergy and team chemistry. In the process of operationalizing what each construct means to them, the team generates a list of needs to be addressed, which, in turn, serves as goals to work on. From this, I attempt to individualize a team building program specifically for them.

As an example, one team listed support, communication, and team unity as interpersonal goals to work on for the season, to complement their long-range task-oriented goals of winning the Big Ten Championship and qualifying for the NCAA tournament. Support was operationalized as sticking up for one another, giving a great deal of reinforcement and encouragement to each other, building a supportive atmosphere based on compassion and mutual understanding. With regard to communication,

athletes expressed a desire to have the coaches work on improving their listening skills, as well as being more positive in the way they give constructive feedback. On the other hand, coaches talked about the importance of mutual accountability and athletes not taking constructive feedback so personally. Athlete-to-athlete communication was also an important consideration (e.g., being able to give and receive feedback constructively without some type of negative repercussion from a teammate). In terms of team unity, although it is important to do things together and bond as a team outside of sport socially, the athletes felt it was also important for all team members to retain their own sense of individuality, and be able to have personal time available to do things for themselves. Finally, in terms of task cohesion, we broke the season into segments (i.e., pre-conference, conference, and tournament play) and developed a goal-setting program highlighting what it would take for the team to grow and develop throughout the course of the season.

After a thorough discussion of team building as it relates to them, I then help the team develop goals, mission statements, and action plans for success. In planning things the team is going to work on, I feel it is important that the team building consultant strive to have a partnership with coaches and athletes so they feel a sense of empowerment and ownership over the plan (Halliwell, 1989). In order to achieve these ends, a technique I have found to be quite useful is that of performance profiling (Butler & Hardy, 1992; Janssen, Weichman, Leffingwell, Ryder, Harrison, & Williams, 1994). Derived from personal construct theory (Kelly, 1955), performance profiling is a goal-setting technique that draws upon the thoughts and feelings of group members in brainstorming ideas and formulating strategies with regard to what it will take for the team to be successful in the upcoming season. Initially, the task for the group is to identify and select qualities they feel are associated with peak performance and team efficiency (e.g., quality practices, hard work and effort, teamwork, team unity, etc.). Through ongoing communication and assessment of physical, technical, and mental skills, the process of performance profiling forms the basis for future goal setting, goal monitoring, and goal evaluation sessions.

Essentially, I begin by asking the team to brainstorm ideas regarding what it will take for them to be an effective team during the season. Projecting to the end of the year, I have the team reflect upon the following question: "What can and what do you want to accomplish this season, and what will it take to get there?" Occasionally, I might use Ravizza and Hanson's (1995) end-of-the-year banquet exercise to achieve the same objective (e.g., "If your coach or athletic director were speaking about the character, personality, and/or accomplishments of this year's team, what would he/she say?"). Based on either of these questions, the team generates a list of attributes or characteristics associated with the persona they want to carry with them throughout the year. They would then rate on a scale of 1-10 where they are presently at on each of the identified constructs (e.g., benchmarks) and develop strategies or action plans for

success that will subsequently be monitored and evaluated on a regular basis.

For instance, our field hockey team came up with the following constructs they felt were important in order to be successful: better intensity and quality of effort during practice; consistent focus in practice and in games; unselfish team play; confidence and mental toughness; better communication (i.e., coach-athlete, athlete-athlete); and team unity. Each construct was rated on a scale of 1-10, then became operationalized with specific action plans and strategies for success. For instance, strategies for improved practice behaviors included each individual taking responsibility to be mentally prepared for each practice, use of pre-performance routines to improve consistency and focus, spirited communication and intensity during drills, implementation of peer evaluation and self-monitoring techniques to make sure everyone was on task. This information was then used as an assessment and communication tool for subsequent goal evaluation sessions throughout the course of the season. The strength of performance profiling is that it represents an excellent empowering technique from which to develop individual and mutual accountability.

Once goals are set, we then create a mission statement and team covenant which every member of the team signs. Since groups unite behind common goals, a mission statement and corresponding team motto or credo that reflect the attitude, focus, and image the team wants to project give team members something to identify with, and a persona to carry with them on a daily basis. In essence, a mission statement is a psychological contract among group members that says: "This is who we are and this is what we are all about." In addition, mission statements provide an excellent means for developing individual responsibility and a sense of mutual accountability (Katzenbach & Smith, 1993). Mission statements such as "Success through Unselfishness," "Championships Start with Tough Defense," "Effort is Everything," or a team credo, "Be Relentless and Resilient" (W. Halliwell, personal communication, October, 15, 1993), are very helpful in keeping teams focused on what they are trying to achieve.

Resolving Conflicts in Season

Oftentimes, the best laid plans can have roadblocks. Hence, it is not uncommon for me to intervene when groups are not functioning up to their potential. Several teams I have worked with have had their fair share of interpersonal communication problems and conflict. Problems have ranged from interpersonal jealousies within the team to role conflict, perceived injustices, coach-athlete and athlete-athlete inequities. Over the course of a long season, roles and team structure can change, team members may lose sight of what the goals for the team are, tensions can build, and, subsequently, communication can break down and interpersonal conflict may prevail. Learning how to communicate effectively is an important first step in preventing and solving problems (Yukelson, 1993).

In order to help a team get back on track, I typically pose the following

question: "What kinds of things hold the team back from achieving its goals?" Typical responses might include any one of the following: immaturity, interpersonal jealousies, selfishness, lack of loyalty to the team, inability to totally commit to the team, lack of team unity. Drawing on the work of Orlick (1986), I point out that team harmony is a realistic goal only if coaches and athletes make a commitment to it. I might then ask, "What do you think needs to be done to create the right atmosphere again on the team where everyone is pulling together to achieve team goals and objectives?" The objective is not to come up with definitive answers; rather, it's to open up communication channels so possible solutions can be generated and discussed.

By learning appropriate communication skills, coaches and athletes can become better equipped at personally solving the problems that arise within the team (Yukelson, 1993). As mentioned earlier, athletic teams are very much like families; hence, some degree of tension, frustration, conflict, or even misunderstanding is normal and unavoidable. Conflict is a part of everyday life, and team members need to learn how to deal with it in a constructive and effective manner.

A role-playing technique I have found to be effective in helping individuals learn how to communicate and express themselves in a more assertive manner is the DESC Formula (Connelly & Rotella, 1991; Greenberg, 1990). First, the individuals *Describe* or paint a verbal picture of the other person's behavior or the situation to which they are reacting (e.g., "What I see happening is . . ."; "When you criticize my performance in front of teammates, . . ."). Then they *Express* their feelings regarding the other person's behavior or the situation that was just described (e.g., "I get angry and frustrated when you talk behind my back"; "I feel lonely and unappreciated when you fail to include me in plans for Friday night"). Encourage the use of "I" statements whenever possible. Then, they *Specify* what changes they want to take place (e.g., "When you see a mistake, I would prefer you give me feedback in a more constructive, non-threatening manner"; "I would appreciate it if you did not talk behind my back"). Finally, they should identify *Consequences* to expect if response is not met (e.g., "If you don't get off my case, I will ask coach to meet with us to straighten this out").

Reflective listening is another powerful communication tool that can be used to resolve conflict (Yukelson, 1993). In essence, reflective listening involves the creative use of questioning, clarifying, encouraging, paraphrasing, and summarizing as communication skills that demonstrate you are listening, are empathetic, and understand what is being said. Perhaps the following reflective storytelling probes will help with your reflective listening skills: "From your point of view, what happened? How did it make you feel? Why did it bother you? What would make the situation better for you? What are you willing to do to solve the problem?"

Hence, when dealing with conflict, coaches and athletes should be taught to keep certain principles in mind: affirm the dignity and value of every individual; acknowledge each other's concerns and needs in a re-

spectful manner; express and respond to feelings appropriately; develop the capacity for empathy through active listening, perspective taking, and the inclusion of multiple points of view. Whatever the problem, there must be recognition and affirmation that the team comes first.

Thus, it is important for coaches and athletes to learn how to express their thoughts and feelings about various issues that affect them directly. Open lines of communication can alleviate many potential problems. Since communication has been shown to be directly related to team development (Halliwell, 1989; Orlick, 1990), it is essential that everyone pulls together and is committed to the goals the team is striving to achieve, including the goal of improved interpersonal relations. The following are some suggestions that may help improve communication among coaches and athletes (Orlick, 1990; Yukelson, 1993):

- Recognize individual differences and show respect for the rights, opinions, needs, and feelings of others (e.g., respect is a great motivator).
- Make sure everyone pulls in the same direction (e.g., team comes first).
- Listen to others, they will listen to you. Put yourself in the other person's shoes, try to understand where he/she is coming from (e.g., empathy, mutual understanding).
- Learn how to give/receive feedback/criticism constructively (avoid taking things personally).
- Learn how to tolerate each other better, accept each team member for who he/she is.
- Keep confrontations private, deal with the person directly.

Other Miscellaneous Team Building Activities That Can Help

Team Disclosures. Have the team go around a circle discussing individual and team assets/strengths. Begin by having the team discuss individuals and teams they admire most and why. Then, have them list the attributes and characteristics that contribute to the success of this ideal athlete and/or team. Then, go around the group and have the team share things they admire about each other. Along these lines, questions such as "I would like to be known as the type of athlete who . . ." or "What attitudes displayed by other athletes impress you most?" are good self-disclosure activities for teammates to get to know something about one another. As a variation, have each individual discuss experiences they learned from being a member of the previous year's team. Incoming freshmen can talk about their unique needs and concerns, older more experienced team members can provide support and encouragement as well as valuable insight with regard to what it will take for the team to accomplish its mission.

Team Identity. Ask the team to respond to the following question: "When other teams observe you, what do they see?" This form of reflective thinking helps the team formulate and develop thoughts about its

own identity as a team. Ask for suggestions as to the kind of image they want to project as a team. Have them come up with a specific and descriptive team credo that reflects the image and attitude the team wants to project (i.e., Relentless and Resourceful, Resilient and Tenacious, Disciplined and Committed, etc.).

Pre-season Goal-setting Activity. On a sheet of paper, have each individual (1) list three goals for the upcoming season (e.g., Big Ten Championship, be a close-knit team, better interteam communication); (2) list things they perceive hold the team back from achieving its goals (e.g. backstabbing, selfishness, lack of dedication, inability to totally commit to the team); and (3) list things they have to do personally to add to the betterment of the team (e.g., be more of a leader, be more conscious of how I say things, hang out more with the team). This exercise is designed to unravel factors that might influence the chemistry of the team.

Outdoor Recreational Team Building Pursuits. A number of teams enjoy participating in various outdoor adventure team building activities. In conjunction with Bob Ricketts, faculty member in the Department of Exercise and Sport Science at Penn State University, student-athletes are taken through a sequence of activities where group members have to work together to accomplish a specified task. When groups of teammates are presented with the challenge of working together to get across a river or over a wall, the concept of group titles or interpersonal status fades into the background for they must then learn how to divide up responsibilities and work together with a sense of cooperative independence to accomplish the group task (Cashel, 1994). As a result of participating in group problem-solving situations, student-athletes learn important group dynamic principles with regard to goal planning, group decision making, communication, cooperation, and trust. The key to success in any of these outdoor adventure team building activities is sound planning, open communication, teamwork, shared leadership, and compassion for others (Ricketts, 1994).

Suggestions for Coaches That Can Impact Team Building:

Get to Know your Athletes as Unique Individuals. Take the time to get to know something personal and special about each athlete. Find out what his/her goals are, and show genuine concern and interest in their life outside of sport.

Develop Pride in Group Membership and a Sense of Team Identity. Recognize the importance of individuals taking pride in group membership and find creative ways to develop a sense of identity as a team. Goal boards, mission statements, team covenants, and team credos are very helpful.

Team Goals and Team Commitment. Develop a comprehensive goal-setting program with your athletes. Clarify how adherence to team standards facilitates group productivity and team effectiveness. Athletes should make a commitment to their goals and act consistently within them.

Provide for Goal Evaluations. Remember that goals need to be periodically evaluated and adjusted based on progress that is being made. Hence, keep an eye on your goals, develop a method to chart and monitor their progress (e.g., performance profiling). Communication, ongoing evaluation, and feedback are essential.

Role Clarity. Clarify role expectations and help each individual feel like he/she is a valued member of the team. In addition, have teammates become acquainted with each other's responsibilities. This will help build mutual understanding and appreciation for the job being done.

Periodic Team Meetings to Discuss how Things are Progressing. Set aside a designated period of time at least once a week to talk openly and honestly about things that directly or indirectly affect the team. As Orlick (1986) astutely notes, the more open and honest you can be with one another, the better are your chances of getting along and achieving team goals and objectives.

Player Counsel. A very successful program implemented by many of our coaches at Penn State is the establishment of a player counsel. Regularly scheduled breakfast or lunch meetings with team leaders and/or representatives from each class (i.e., freshman, sophomore, junior, senior) or subgroup (offense, defense, specialty teams, etc.) keeps the coach informed of prevailing attitudes, needs, and feelings that exist in the group.

CONCLUSION

In sport, team building involves bringing coaches, athletes, managers, and support staff together to share resources and exchange ideas in order for the group to accomplish agreed-upon goals and objectives. Team building is a collaborative effort that usually begins in pre-season when the chemistry of the team is first being formed, and evolves over the course of a season as team members come to know one another and develop a vested interest in team outcomes. Since things change over the course of a season, and every team and every situation is different, team building should be looked at as an ongoing process, one where group members continually share and evaluate information regarding the quality of team functioning for the purpose of establishing more effective ways of operating.

The objective of a successful team building program is to enhance group productivity, team chemistry, and group synergy. Important considerations include having a shared vision and unity of purpose, synergistic goals and complementary roles, individual and mutual accountability, and a positive team culture conducive for team success. Furthermore, there needs to be open lines of communication, and ongoing goal-directed discussions understood and shared by everyone on the team.

In conducting team building interventions, make sure you understand the situation you have been called in to deal with. Recognize each situation is unique and different, and a dynamic interplay of interpersonal and situational variables usually affect the team building process. Communicate, talk with coaches and athletes, stay in close contact with the

team so you keep abreast of things as they develop. Furthermore, make sure you take time to evaluate the effectiveness of your intervention. Similarly, create opportunities for coaches and athletes to provide feedback on the team building intervention.

From a personal and practical standpoint, it is my experience that team building works best when the sport psychologist is immersed and involved with the team throughout the season. When this occurs, the team building consultant gets a feel for the ebb and flow of emotions and experiences the team goes through throughout the course of the season. Some of my most profound interventions have come the day after a hard-fought loss, helping the team work through their emotional frustration and disappointment, eventually getting them to refocus their collective energy back onto the task at hand.

Recognizing it is not practical for many practitioners to have direct access to teams all of the time, it is vital that the team building consultant provide educational skills so the team can empower and help themselves. A well-designed team building effort should be directed at coaches and team leaders, helping them develop skills in the following areas: group goal-setting techniques, feedback and reinforcement principles, interpersonal communication skills, problem-solving and conflict-resolution techniques, methods for developing group cohesion and teamwork, and how to motivate others (Katzenbach & Smith, 1993; Patten, 1981; Yukelson, 1984, 1993). DePree (1989) notes that group effectiveness comes about through leaders enabling or empowering others to reach their potential. As such, coaches should tap into the skills, resources, and ideas of team members, involving group members in decisions that affect them directly. Furthermore, coaches can inspire confidence in group members by clarifying role expectations and by helping each individual feel like their contributions and efforts are valued and appreciated.

In conclusion, similar to processes that go on in a family, team building requires a group climate of openness and honesty where airing problems and matters of concern is not just appropriate but encouraged. It has been stated that the more open and honest you can be with each other, the better are your chances of getting along and achieving both individual and team goals (Orlick, 1986). Terry Orlick expounds by saying: "Harmony grows when you really listen to others and they listen to you, when you are considerate of their feelings and they are considerate of yours, when you accept their differences and they accept yours, and when you help them and they help you" (Orlick, 1990, p. 143). Thus, it is important to have a system of communication in place that enhances both the goals the team is striving to achieve and the atmosphere the group desires. There should be honesty on a personal level and a feeling of camaraderie and togetherness on a group level.

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Team Building Through Team Goal Setting

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Little is known about how team goal setting contributes to the products of the team building process—team cohesion and team performance. This article outlines (a) the nature and extent of group goal setting that occurs within and outside of sport, (b) why team goal setting can enhance team cohesion and team performance, (c) the findings of research into the team goal-team cohesion and the team goal-team performance relationships, and (d) factors which modify these relationships. Based upon the research presented, it is proposed that when implementing a team goal setting program, sport psychologists should (a) establish long-term goals first, (b) establish clear paths to long-term goals, (c) involve all team members in establishing team goals, (d) monitor team progress toward team goals, (e) reward team progress toward team goals, and (f) foster collective efficacy concerning the accomplishment of team goals. The paper concludes with recommendations for future research on team goal setting.

Sport researchers are increasingly interested in explaining why individuals select different physical activities, persist in those activities and complete them with varying degrees of interest. Similarly, coaches and teachers are concerned with facilitating individual and team sporting behavior to maximize both enjoyment and performance outcomes. Both the researchers and the practitioners have identified goal setting as a technique capable of influencing motivated action.

The majority of goal setting programs that have been researched and/or implemented in sport have involved the goals of individual athletes. Since the focus of this edition is *team building*, this chapter will focus on *team*

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