

TEAMWORK INTELLIGENCE

1. THE FOUR DIMENSIONS OF TEAM BUILDING

The Physical Dimension

The physical dimension of teamwork combines the capabilities to perform the technical tasks of a sport, the physical fitness elements, and the self-discipline to provide energy, enthusiasm, and encouragement to members of the team. The second component of this dimension is the willingness and ability to challenge team violations or lack of adherence to the team's norms.

Intellectual Dimension

This dimension requires you to dedicate time to learning the intricacies of your sport, relationships with your teammates, and the systems and processes that design your team. The intellectual dimension is involves making decisions and teaching the culture.

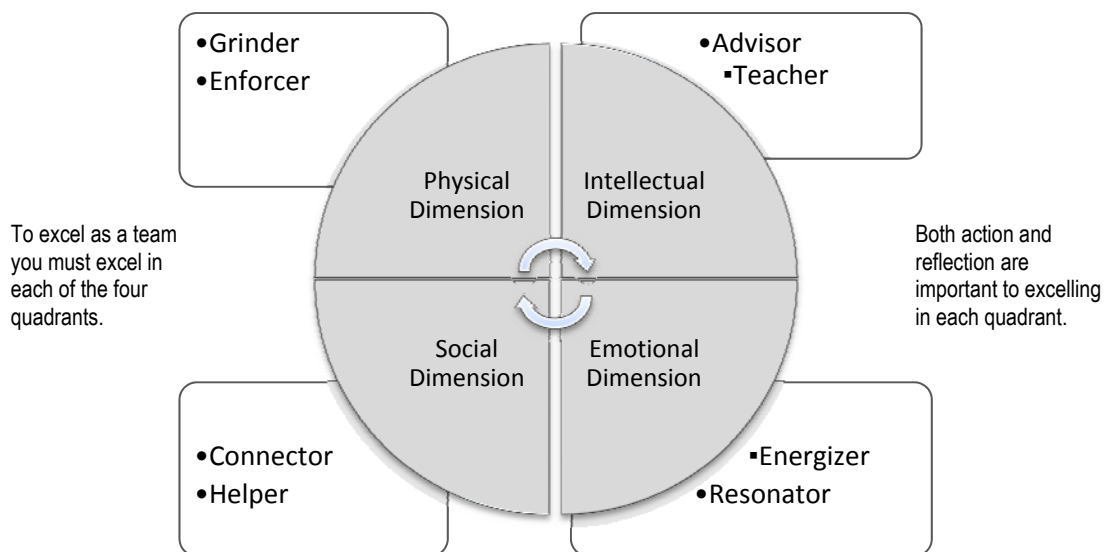
Emotional Dimension

The emotionally intelligent student-athlete is aware of how his or her emotions affect their teammates as well as their own attitudes and behaviors. Emotionally intelligent team players understand how emotions and moods—both positive and negative—affect team building and team performance.

Social Dimension

The social dimension of teamwork requires you to work hard to build relationships with and among all team members. The cohesion of the team is an important factor driving all high-performing teams. The socially intelligent team member is constantly searching for ways to foster positive relationships with teammates and is willing to step in and help others build relationships too. The teammate with superior social skills finds ways to engage teammates providing a sense of connection and belonging.

2. MAKING THE TEAM: DOBBS' 8 ROLES OF TEAMWORK



A role is an assortment of responsibilities and expectations embedded in a formal or informal social position. Somewhere in **The 8 Roles of Teamwork** you will find aspects more closely aligned with your

disposition and preferences. Search for a small role in which you feel comfortable walking and talking the part. This role should be in alignment with who you are; a social role you can easily engage in while meshing with others playing their different, but supporting roles. After mastering the initial role seek to enlarge your contributions to the team. Add another role, usually one less comfortable but yet complimentary to your capabilities and the team’s needs.

ACTION ORIENTATION AND PEOPLE ORIENTATION

Each of these four domains has two primary behaviors, an **action** orientation in which the student-athlete’s behavior is characterized by a highly-focused approach to tasks and a people orientation in which the student-athlete’s behavior is characterized by a focus on **interpersonal relations**. The essence of each orientation is that some student-athletes tend to focus more closely on the team’s performance on the technical aspects of the sport, while others are equally concerned with the manner in which the team members adapt to team dynamics. When all is said and done, **the Eight Roles of Teamwork provide a tangible way of translating intention into performance.**

SOCIAL IDENTITY / PERSONA

Every student-athlete has a self-image, an image that includes the identifying factor that “I am an athlete.” In addition, belonging to a team is an important source of pride and self-esteem. Each role is given a persona in order to give it identity and in order that it may embed in the mind as something of value. The nature of playing a role within the team structure gives the player a sense of a social identity—a **persona**—such as, “I am a resonator” which is anchored in a cluster of actions a player enjoys doing and is a vital part of how they see themselves. The role helps to increase the player’s self-image in the team setting.

No one’s personality can be *completely* described in 8 role-based personas—we’re all extraordinary complex beings. But the personas’ do provide an accurate indicator of where a player has potential leadership strengths, as well as highlighting areas of weakness too. Given the choice, most student-athletes are willing to devote great amounts of social energy to interacting with teammates and will, if the environment encourages it, experiment with leadership actions; actions that align with their perceived persona. One’s identity is a powerful force for thinking and acting like a leader. Use flow chart below to find your role.

