



**LiFE***sports*  
LEARNING IN FITNESS AND EDUCATION

# Technical Report: *LiFEsports* Survey Tools

The *LiFEsports* Initiative  
College of Social Work  
The Ohio State University

*LiFEsports* Survey Tools  
**Teamwork Scale for Youth**



THE OHIO STATE UNIVERSITY  
COLLEGE OF SOCIAL WORK

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The LiFE<sup>sports</sup> Initiative

# Teamwork Scale for Youth

## I. Definition of Construct

Teamwork is defined as a youths' ability to collaborate and work with others to achieve a common goal in the group/team context (Anderson-Butcher, Riley, Amorose, Iachini, & Wade-Mdivanian, 2014). Specifically, the construct of teamwork involves members of a group/team who are willing to appropriately interact with one each other by demonstrating prosocial behaviors such as problem solving, negotiating, supplying feedback, and illustrating responsibility and accountability (Anderson-Butcher et al., 2014; Baker, Horvath, Campion, Offermann, & Salas, 2004).

## II. Relevance for Practice

Youth development prevention and intervention programs often aim to develop the concept of teamwork because, as a skill set, teamwork is believed to be transferable, and therefore, is imperative for success in a multitude of contexts of one's life (Baker et al., 2004; Cater & Jones, 2014). As such, teamwork is considered central to effective group/team collaboration and cooperation.

## III. Scale Description and Instructions

### A. Items

1. I feel confident in my ability to work in a team.
2. I know how to give my team members feedback that will not hurt their feelings.
3. I ask others for feedback.
4. I make an effort to include other members of my group.
5. I value the contributions of my team members.
6. I treat my team members as equal members of the team.
7. I am good at communicating with my team members.
8. I feel confident in my ability to be a leader.

### B. Response Options

- 1.= Not at all true
- 2.= A little true
- 3.= Somewhat true
- 4.= Pretty true
- 5.= Really true

### C. Instructions for Respondents

Please read each statement and decide if the statement is “not at all true” for you, “a little true” for you, “somewhat true” for you, “pretty true” for you, or “really true” for you. Fill in the circle that best shows your answer.

### D. Instructions for Scale Administrators

Once each student has a survey, explain that the purpose of the survey is to learn more about their ability to work as a teammate or group member. They should mark one answer per statement, selecting the choice that best reflects how they feel.

## IV. Scoring Procedures

An average of the response scores from the eight (8) items should be calculated and used as an indicator of teamwork, with higher scores reflecting greater levels of teamwork.

**V. Psychometric Properties of the Scale**

The revised Teamwork Scale for Youth was developed from the original scale of the same name which was a ten-item scale used to assess various elements of teamwork (Anderson-Butcher, Wade-Mdivanian, Paluta, Lower, Amorose, & Davis, 2014). The purpose of revising the original scale was to expand on the initial psychometric work, and therefore enhancing the scale’s validity and reliability of measuring the concept of teamwork.

The Teamwork Scale for Youth was administered to a sample of 460 youth. Confirmatory factor analyses examined the factor structure and measurement invariance of the scale across time.

Correlations between teamwork and perceived social competence and commitment scores were also examined. For further detail analysis of the psychometric properties for the scale, please refer to the published manuscript by Lower et al., (2015) titled “Validity and Reliability of the Teamwork Scale for Youth” which appears in the journal *Research on Social Work Practice*.

**VI. Summary**

The results of the psychometric testing indicate support for the Teamwork Scale for Youth to measure teamwork for practice and research youth development initiatives.

**VII. Recommended Citation of Scale**

When using the Teamwork Scale for Youth for program evaluation or research purposes, please use the following citation:

Lower, L., Newman, T., & Anderson-Butcher, D. (2015). Validity and reliability of the teamwork scale for youth. *Research on Social Work Practice*, 1-10.

## References

- Anderson-Butcher, D., Riley, A., Amorose, A., Iachini, A., & Wade-Mdivanian, R. (2014). Maximizing youth experiences in community sport settings: The design and impact of the LiFE Sports camp. *Journal of Sport Management, 28*(2), 236-249.
- Baker, D.P., Horvath, L., Campion, M., Offermann, L., & Salas, E. (2004). *Adult literacy and life skills survey: Teamwork framework*. Retrieved from [https://www.ets.org/Media/Tests/ETS\\_Literacy/ALLS\\_TEAMWORK.pdf](https://www.ets.org/Media/Tests/ETS_Literacy/ALLS_TEAMWORK.pdf)
- Cater, M. & Jones, K. (2014). Measuring perceptions of engagement in teamwork in youth development programs. *Journal of Experiential Education, 37*(2), 176-186.

LiFE*sports* is a university-wide Initiative at The Ohio State University focused on promoting quality youth development experiences through sport, recreation, and play. For more information, please visit our website at: [www.osulifesports.org](http://www.osulifesports.org) or contact us at [LiFESports@buckeyes.ath.ohio-state.edu](mailto:LiFESports@buckeyes.ath.ohio-state.edu).