

Increasing Teacher Team Effectiveness by Evidence Based Consulting

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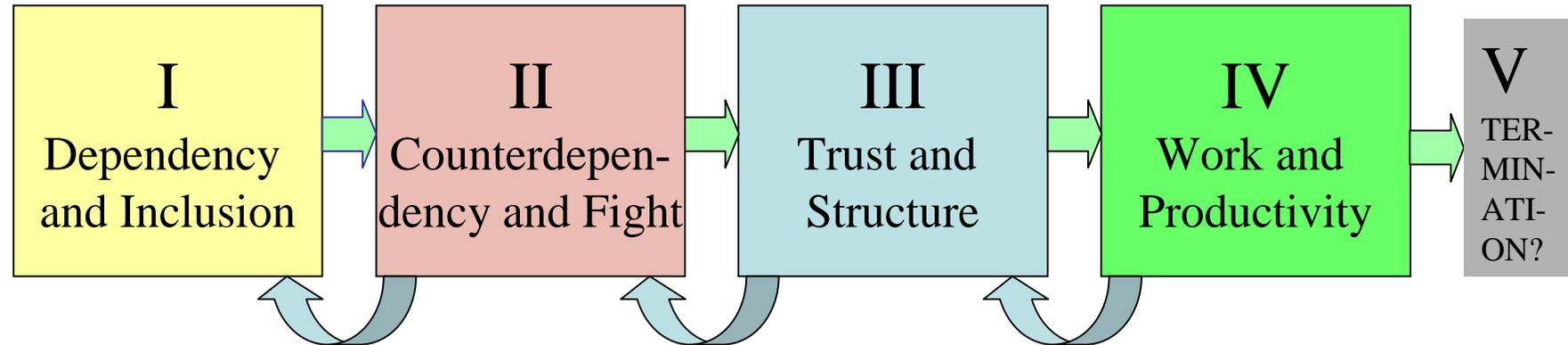
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The Integrated Model and GDQ

- “ Group Development Questionnaire, GDQ, is a questionnaire that operationalize the Integrated Model of Group Development
- “ GDQ has been systematically reviewed and has gained a substantial body of supporting evidence for it´s validity concerning the productivity and effectiveness of what teams accomplish (Wheelan & Hochberger, 1996)
- “ Teams that has reached higher stages of development according to GDQ has for instance shown:
 - . To have higher performing students in schools (Wheelan & Kesselring, 2005)
 - . To have a more lean production in the financial and service sector (Wheelan, 1994)
 - . To have more surviving patients in intensive care units (Wheelan, Burchill & Tillin, 2003)

The Integrated Model of Group Development



- ÉMember dependency on the leader
- ÉTendency to be tentative and polite
- ÉFew if any challenges to leader or other members
- ÉIndependent action is rare
- ÉWork occurs but at low levels

- ÉCharacterized by conflict among members and between members and leaders
- ÉStruggle with role definition and goals
- ÉCoalitions form among members sharing similar ideas and values
- ÉFirst steps to create structure for the group and role clarification

- ÉThere is trust among members and the leader
- ÉA mature process about deciding group goals, structure and procedures
- ÉInformation is shared rather than used for power struggles
- ÉThe groundwork for group function is laid while relationships are strengthened

- ÉEffective work begins as an idea and ends with a product
- ÉCommunication on ideas and information is open between all members
- ÉWork occurs in a time bound frame
- ÉGroup members use all available resources, to complete the task

Research

- “ An earlier Meta-analysis (Salas, Rozell , Mullen & Driskell, 1999) suggests that team building methods in general has a somewhat random effect on team effectiveness
- “ A Recent Meta-analysis (Klein, DiazGranados, Salas, Le, Burke, Lyons & Goodwin, 2009), suggests however that team-building that focuses on goal setting and role clarification do have an effect on team performance, however a moderate one. The largest effect is in large groups (n>10 members)
- “ GDQ-based interventions also seem to have a systematic effect according to a studie with control and experiment groups (Buzaglo & Wheelan, 1999). GDQ based interventions usually contains goal setting and role clarification, but also leader dependency issues, trust, communication and feedback

Research question:

To what extent does GDQ-based team development result in more effective teams?

The Teacher Teams

- “ The consulting project involved 35 Teacher teams in two senior high schools.
- “ The teams was given process consultation for approx. 1 year by GDQ-certified consultants. There were 7 consultants working with the teams.
- “ All the teams was offered support from a consultant and started the team development, but 7 of the 35 teams did not carry out the project as intended. 2 of them were stage IV groups.

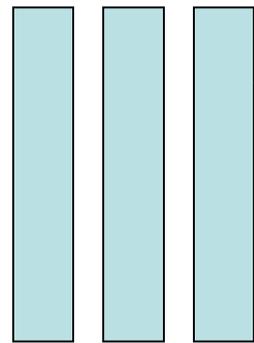
The Consultation Process

- “ All the groups had a budget of 20 hours of consultation each, plus a GDQ-measurement before and after the project. The average amount of meetings during the project was 6 . 8, and meeting time was 2 . 3 hours.
- “ The consultation starting and ended with a GDQ-survey. At the start the team was invited to take part in identifying it's own growth needs and make an action plan.
- “ Further on, process consultation was given with the purpose to support and strengthen the team's ability to cooperate effectively
- “ Examples of focal areas was goal-setting, role clarification, decision-making, functional sub-grouping, leadership issues

The design of the project

Knowledge:

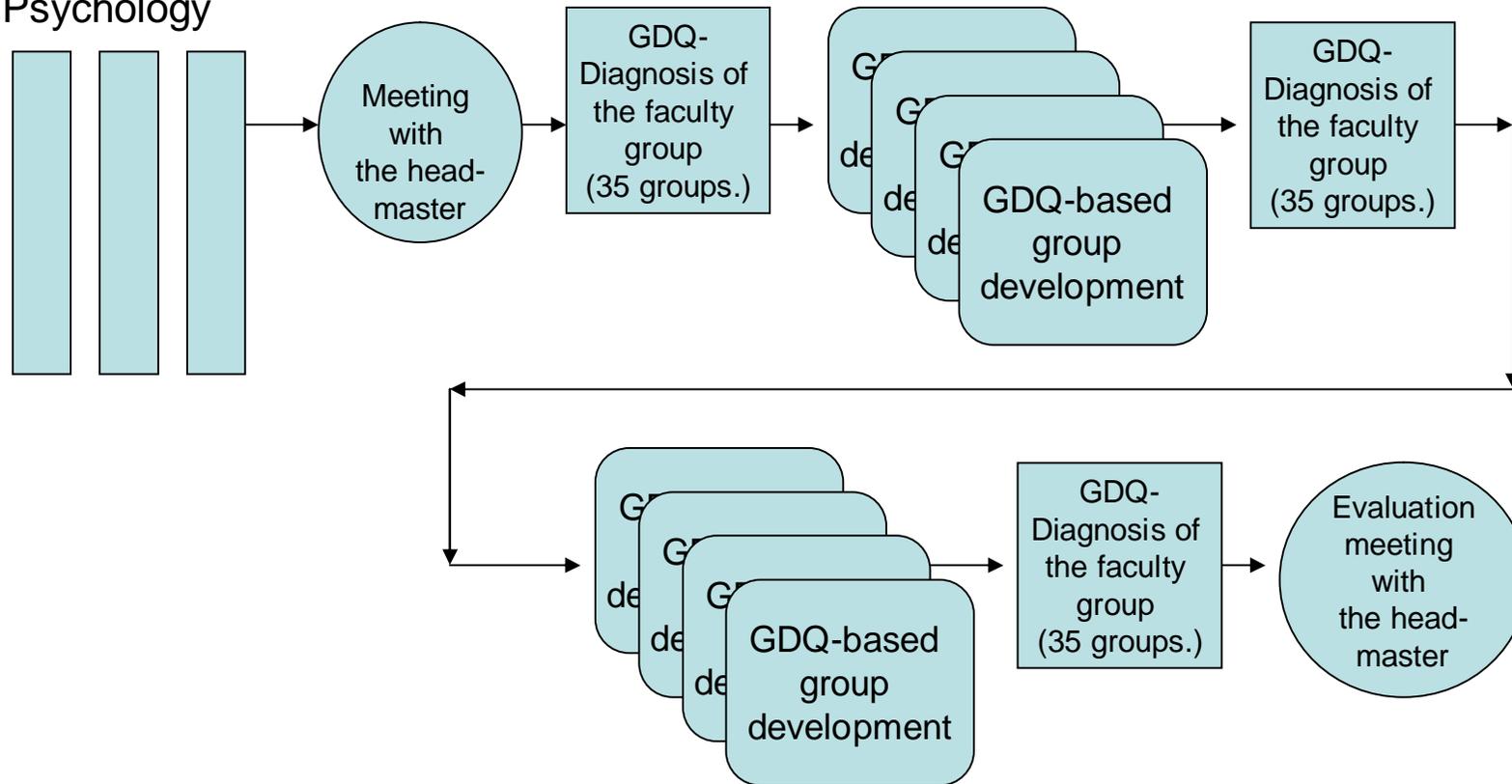
3 x Seminars
on Group
Psychology



Diagnosis:

Development:

Diagnosis:



EDUCATION TEAMS: % IN EACH STAGE, US

(Susan Wheelan)

STAGE 1 19.6	STAGE 2 27.3 (46.9)
STAGE 3 30.4	STAGE 4 22.7 (53.1)

TEACHER TEAMS: % IN EACH STAGE

28 teams (35 teams at baseline), pre-test to Team Development

STAGE 1 25,0 (25,7)	STAGE 2 28,6 (25,7) Stage 1 & 2 = 53,6 (51,4)
STAGE 3 35,7 (34,3)	STAGE 4 10,7 (14,3) Stage 3 & 4 = 46,4 (48,6)

Teacher Teams Pre-test and *Post-test* to Team Development - Percentage of teams in each stage

Classified according to Wheelan (1994), n = 28 teams

<p>STAGE 1</p> <p>25,0</p> <p><i>0,0</i></p>	<p>STAGE 2</p> <p>28,6</p> <p><i>25,0</i></p> <p>Stage 1 & 2 = 53,6 \ddot{E} <i>25,0</i></p>
<p>STAGE 3</p> <p>35,7</p> <p><i>39,0</i></p>	<p>STAGE 4</p> <p>10,7</p> <p><i>36,0</i></p> <p>Stage 3 & 4 = 46,4 \ddot{E} <i>75,0</i></p>

28 Swedish Education Teams Before and After Team Development

PRE <i>POST</i>	STAGE I	STAGE II	STAGE III	STAGE IV	<i>SUM</i> <i>POST-TEST</i>
<i>STAGE</i> <i>I</i>	0	0	0	0	<i>0</i>
<i>STAGE</i> <i>II</i>	1	4	2	0	<i>7</i>
<i>STAGE</i> <i>III</i>	4	4	3	0	<i>11</i>
<i>STAGE</i> <i>IV</i>	2	0	5	3	<i>10</i>
SUM PRE-TEST	7	8	10	3	28

Team Development: Progression, Stagnation or Regression?

- “ Among the 28 teams, the following results was observed when comparing GDQ stages before and after team development:
- . 7 teams did not develop as intended, they were in the same stage as before. Together with the 3 stage IV teams, it was 10 teams.
 - . 2 teams moved in the wrong direction, both from stage III to stage II !
 - . 16 teams did develop, 10 of them made a jump to the next stage, 4 of them moved two stages and 2 of them moved three stages.

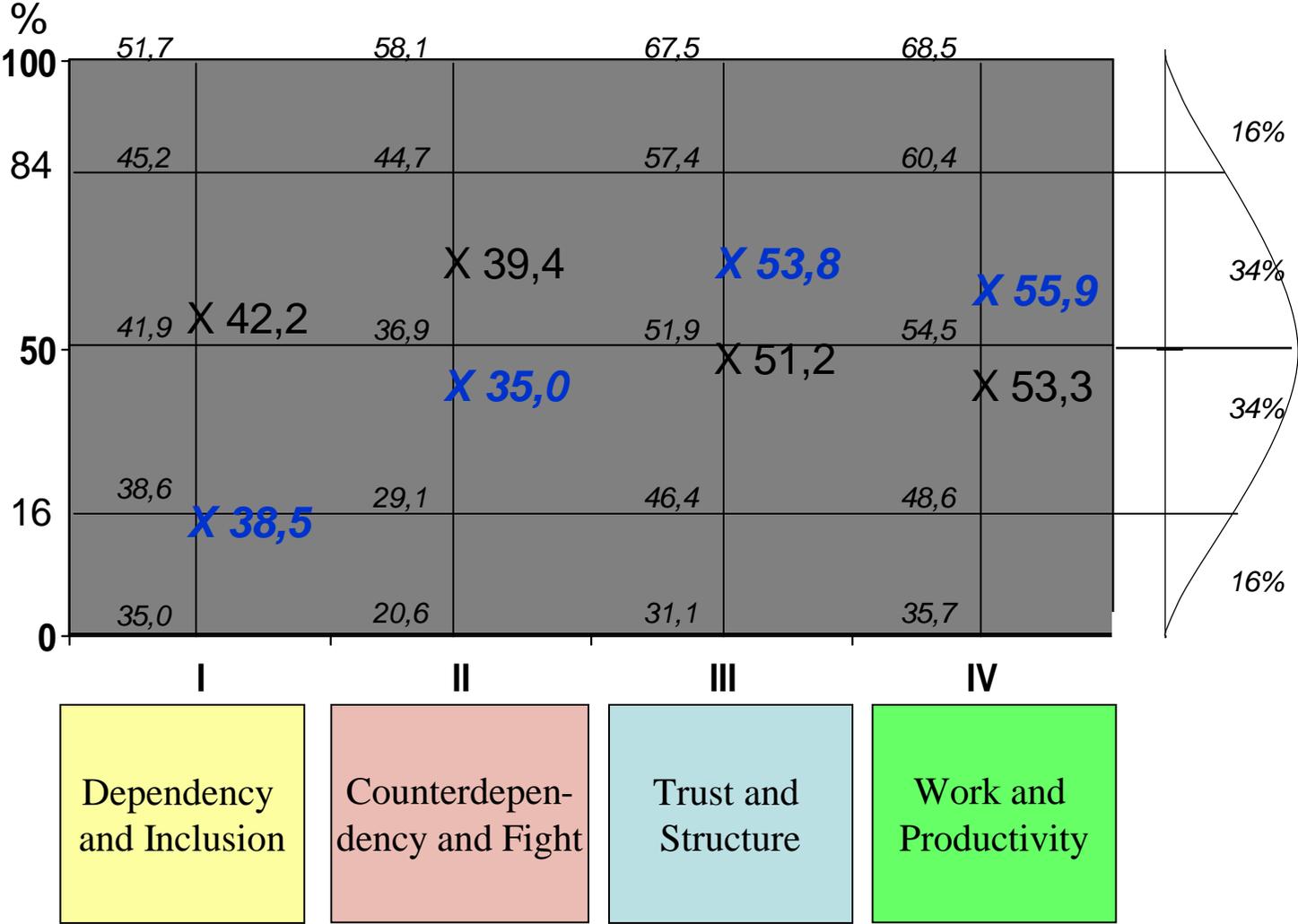
GDQ Scales: Pre- and *Post*-test

Mean values, n = 28 Swedish Teacher Teams

	Pre	<i>Post</i>
GDQ Scale 1	42,2	<i>38,5***</i>
GDQ Scale 2	39,4	<i>35,0***</i>
GDQ Scale 3	51,2	<i>53,8**</i>
GDQ Scale 4	53,3	<i>55,9**</i>

The scale is from 15 . 75; ** = $p < 0.01$; *** $p < 0.001$

Mean Values on GDQ Scales, 28 Teacher Teams Compared to Norm Data for Swedish Teams (n = 101 teams) . Before and *After* Intervention



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Thank You for Your attention

We do love questions .