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**Inservice education for interdisciplinary teamwork: Training and
evaluating teams**

Kopfstein, Rosalind, D.S.W.

City University of New York, 1994

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**INSERVICE EDUCATION FOR INTERDISCIPLINARY TEAMWORK:
TRAINING AND EVALUATING TEAMS**

by

ROSALIND KOPFSTEIN

A dissertation submitted to the Graduate Faculty in Social Welfare in partial fulfillment of the requirements for the degree of Doctor of Social Welfare, The City University of New York.

1994

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ABSTRACT

INSERVICE EDUCATION FOR INTERDISCIPLINARY TEAMWORK: TRAINING
AND EVALUATING TEAMS

by

Rosalind Kopfstein

Adviser: Professor Roselle Kurland

Interdisciplinary teams teach, learn and work together, but calling a group of professionals a team does not make them so. Team members bring differing value systems, various perspectives and biases, and conflicting obligations and expectations to the teamwork process. The consensus of the literature suggests that many teams do not function as well as they might because limited preparation is given in preservice education, agencies spend limited time on training about team dynamics, and evaluations of the team process are rarely conducted.

The purpose of the project was to determine whether participation in team education was worthwhile and whether an inservice training program and follow-up evaluation meeting would improve team performance. The project's methodology consisted of a quasi-experimental one group pre-test post-test design. The study was conducted using three teams at an agency providing comprehensive services to individuals with Developmental Disabilities. Interventions included a pre-test observation and survey, an inservice training program including formats for evaluating the team

process, and a post-assessment observation and survey. The training content is outlined including discussion exercises and a role play.

To evaluate team dynamics, two tools were developed. One diagram presents levels of factors influencing team interaction. The second tool, a team evaluation guideline, outlines critical areas in assessing team processes. Some areas include: purpose and goals, roles, leadership style, and overall team functioning.

Descriptive statistics demonstrated that team functioning did significantly improve following the inservice training and team evaluation interventions. Findings illustrated: the team as a group can evaluate the quality of their interactions through a formal evaluation process; many staff expressed interest in learning about better team functioning; and all levels of agency staff, from direct care to top management, can benefit from teamwork training.

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And to say I love you to my most trusted advisor, friend, and husband - Allen. I would not have accomplished any of my goals without your total support, your sacrifices, and your love.

I only wish that my mother and father were alive to watch their little girl become a Doctor. I finally made it!!

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CHAPTER I - OVERVIEW OF THE PROJECT

The Greek word 'koinonia' means a spirit of fellowship - an essential concept for teamwork. Some Greek philosophers bickered incessantly, while others solved great questions by incorporating koinonia and exchanging ideas. These early philosophers debated angrily at times, but were motivated to maintain a sense of collaboration to attain their goals. Through dialogue and with attentive listening skills, they exchanged ideas without dismissing another's point of view (Poe, 1991). How can social service teams reach a higher level of collegiality that incorporates the Greek koinonia?

Many centuries ago, "team" according to the Oxford English Dictionary meant a set of draught animals. Not until the 17th century did the word team denote a number of persons who work together. In preindustrial and agricultural society, teamwork was primarily episodic and informal. Individuals struggled with their own families and resources to survive. In craft-based organizations, individual workers remained autonomous. In industrial society, hierarchical control was introduced. Assembly line production required systematic coordination but orders were imposed from the

top. Postindustrial society is characterized by interdependence of individuals because of the increased complexity of their tasks. In this last phase of teamwork history, workers have discovered spontaneous teamwork. Workers willingly coordinate and collaborate with a variety of others (Keidel, 1988). Kane (1980) writes that teamwork has been ingrained in social work practice since the beginning of the profession. In the 1990's, teamwork has become even more important because of the need of social workers to collaborate with others to provide comprehensive services during fiscal cutbacks.

Teams are an essential component of many social work practice fields, especially Health, Mental Health, Child Care, Gerontology, and Developmental Disabilities (Andrews, 1990; Brill, 1976; Ducanis & Golin, 1979; Golin & Ducanis, 1981; Hawkins, 1975; Kane 1983; Nason, 1984). An early promoter of teamwork suggested that it must be part of the agency's philosophy of service and that each discipline must recognize and accept the diversity of fellow professionals (Whitehouse, 1951, 1957). Today, most social workers will serve on teams as part of their professional experience; teamwork has been labeled the "sine qua non of getting things done" (Toseland, Palmer-Ganeles & Chapman, 1986, p. 46).

Teams provide many benefits to persons seeking help. Collaboration on teams provides clients with greater service benefits since one profession does not have a broad enough perspective to adequately serve all of the needs of an individual seeking help from an agency (Bray, Coleman & Gotts, 1981; Harbaugh, Casto & Burgess-Ellison, 1987; Horwitz, 1970a). Several authors found that decisions made by groups reflected more appropriate assessments and treatment plans than interventions planned by individual practitioners (Abelson & Woodman, 1983; Kane, 1978; Michaelsen, Watson & Black, 1989; Pfeiffer, 1982; Vatour & Rucker, 1977). As professionals become more specialized and social problems more complex, clients may receive limited or fragmented services from a single professional, thus teamwork becomes an important interventive tool (Billups, 1987; Kane 1983).

Whitehouse (1951) wrote that "teamwork is still an ideal" (p. 47). Forty years later, teams continue to strive to attain an ideal process. Team operations face administrative, interpersonal and interprofessional barriers which may include limited time in which to conduct comprehensive meetings, personal conflicts, and misunderstanding about what the various professionals on the team should be doing. Training for teamwork is limited. Kane (1976) found that 50% of the 74 MSW programs placed a strong

emphasis on teamwork content. At the same time, 47% offered little or no content on teamwork in their curricula.

The purpose of this project was to create a training program to enhance the ability of workers in social service agencies to work effectively in teams and to assess the impact of the training on enhancing team performance. This project was conducted at an agency serving individuals with Developmental Disabilities and their families. The term Developmental Disabilities was first introduced in the 1970's to combine four disability categories of mental retardation, cerebral palsy, autism and epilepsy. Developmental Disability is a severe, chronic mental or physical disability that appears before the age of 22, is expected to be of lifelong or extended duration, limits the person's ability to carry out basic life activities, and results in the need for a combination of coordinated services (Gelman, 1983; Wikler, 1987). The term interdisciplinary teamwork will be used throughout the project since this study concerns interdisciplinary teams at the selected site agency.

TEAMWORK AND DEVELOPMENTAL DISABILITIES - THE HISTORICAL
RECORD

Societal attitudes and philosophical treatment toward the disabled have shown great changes over time. Until recently, individuals with Developmental Disabilities were considered undeserving members of society based on their dependency on others and their apparent uselessness. Also, individuals with mental retardation and handicaps were isolated from society and were restricted to poor houses, family homes or to large institutions (Scheerenberger, 1983, 1987).

By the early 1900's in the United States, limited community programs were provided by untrained staff to keep handicapped children off the streets. However, institutions thrived and developmentally disabled persons remained segregated from society. Some never left the institution or their locked bedrooms; self-contained communities provided all services. A major change occurred in the 1950's when a group of parents formed The National Association of Retarded Children (ARC) to lobby and secure funding for their handicapped children. At that time, parents were beginning to participate in meetings and contribute ideas concerning the care of their children. The role of the professional focused on the medical model of treatment as the practice standard. Therefore the professional was the expert most

knowledgeable about the care and treatment of the client and discounted the values and concerns of the consumer and family (Scheerenberger, 1983, 1987). Today, the ARC continues to be in the forefront of advocating for handicapped persons.

During the 1960's, funding mechanisms and thinking about optimal care for individuals with Developmental Disabilities were changing. Federal funds became available to carry out training and education programs for professionals, to provide comprehensive rehabilitation services in the community as opposed to the institution, and to develop educational programs for more severely involved children. The Presidential Commission on Mental Retardation was established and prepared 112 recommendations concerning research, education, rehabilitation and training programs, prevention, comprehensive community-based services and increased public awareness of the problems of mental retardation. Over the next 20 years, Congress passed 116 legislative acts providing wide-reaching professional, financial, and programmatic support for individuals with Developmental Disabilities. Finally, the developmentally disabled were being provided with comprehensive rehabilitative programs to enhance their lives (Scheerenberger, 1983, 1987).

Major changes occurred in the 1970's with the passage of federal legislation for special education programs and rehabilitation training, with federal court cases establishing the right to treatment, and with a televised exposé of Willowbrook, an inadequate New York State institution. A further impetus for change evolved from revised thinking about individuals with mental retardation - the concept of normalization was introduced. This concept asserts that society should assist and encourage handicapped persons to live, work and learn in the least restrictive environment to allow each person to reach his/her maximum potential. Here, the concept of self-determination was applied to the developmentally disabled for the first time. The professional, consumer and family work together to provide for the identified client. Handicapped individuals are to be integrated within our society and should fully participate in decisions that affect them. Normalization promoted teamwork as a critical interventive tool in providing comprehensive services to the disabled. It was found that the needs of this client population could best be served by a group of diverse professionals and paraprofessionals since the knowledge base and delivery mechanisms are broad-based and interdisciplinary (Kane, 1983). A team of diverse representatives familiar with the handicapped individual became the best practice tool (Ramon, 1989; Scheerenberger, 1983, 1987).

Public Law 94-142, enacted in 1975, provided comprehensive educational services to handicapped children from ages 5 to 21. Special education services were now the responsibility of a group of educators and other professionals. This innovative and far-reaching law requires that interdisciplinary teams carry out the mandate of service (Kaiser & Woodman, 1985; La Vor, 1976; Trohanis, 1989; Wang, 1989).

DEVELOPMENTAL DISABILITIES STANDARDS

Standards for Social Work in Developmental Disabilities were developed by the American Association on Mental Retardation (AAMR) in collaboration with the National Association of Social Workers (NASW). Five areas of competence for practitioners include: knowledge about the field; a set of principles that underlie practice intervention; prevention of developmental disabilities; interdisciplinary teamwork; and a broad listing of functions that social workers carry out (NASW, 1984). Note that teamwork is emphasized as a distinct standard of practice recognizing that a single professional discipline is rarely adequate in serving the needs of this population.

PURPOSE OF THE PROJECT

Although interdisciplinary teamwork is a critical aspect of human services practice, limited training is provided by preservice and inservice methods (Abelson & Woodman, 1983; Bailey, 1984; Golin & Ducanis, 1981; Kane 1980). To maximize team functioning, members need to be formally trained in team management (Aubrey & Felkins, 1988; Dyer, 1987). Staff cannot be expected to be effective team members without knowledge and orientation in areas such as problem-solving techniques, group dynamics, decision-making and communication techniques.

Teamwork needs commitment, understanding and practice to reach higher levels of collaboration. One way to satisfy this need is to design a training module to maximize team functioning, and to offer an inservice education program on team theory and skills to social service agencies. Inservice training is common in social service agencies; however, evaluating the effect of the inservice is unusual. Research concerning the impact of inservice training for teamwork has not been located.

This project proposed to teach agency staff about the dynamics of team performance in order to improve team operations, and subsequently measured the training's

influence on team functioning three months later. The major contribution of this project was to assess the value of an inservice program for teamwork and to teach teams how to conduct a self-evaluation to enhance their level of functioning.

CHAPTER II - LITERATURE REVIEW

The literature on interdisciplinary teamwork is extensive, covering the disciplines of psychology, education and special education, business, personnel training, group work and social work. Understanding both the content and process of how teams operate is essential for creating a training program. Teamwork literature discusses the ideal team model and the characteristics of well-functioning teams. For this literature review, the author found few articles that examined how teams could be evaluated as a whole. This literature review focuses on those parameters of team dynamics that are appropriate for training for teamwork.

OVERVIEW OF TEAMWORK

Teams teach, learn and work together. Teams can be described as groups of individuals with varying expertise brought together to fulfill a common purpose with a shared responsibility. There are numerous definitions of interdisciplinary teamwork; most definitions include the concepts of varied professional expertise, a common purpose, collaboration, and joint decision-making (Andrews, 1990; Bennett, 1982; Billups, 1987; Brieland, Briggs & Leunberger,

1973; Brill, 1976; Ducanis & Golin, 1979; Horwitz, 1970a; Kane, 1980, 1983). Brill (1976) defines teamwork clearly:

Teamwork is that work which is done by a group of people who possess individual expertise, who are responsible for making individual decisions, who hold a common purpose, and who meet together to communicate, share, and consolidate knowledge, from which plans are made, future decisions are influenced, and actions are determined (p. xvi).

As with the numerous definitions of teamwork, there is no one model of teamwork practice (Billups, 1987; Ducanis & Golin, 1979; Germain, 1984; Horwitz, 1970a; Kane, 1983). There are various types of teams carrying out similar responsibilities with different methods. They include: unidisciplinary, multidisciplinary, interdisciplinary, and transdisciplinary.

Multidisciplinary teams are ones composed of various disciplines which conduct independent evaluations and treatments of a client. The multidisciplinary team then meets together to share reports, but does not coordinate their intervention activities. A transdisciplinary team approach is characterized by role release of the various professionals on the team. For example, a social worker may act as a physical therapy aide as part of her work responsibilities. This team model is based on the sharing and transferring of information and skills across professional disciplines (Orellove & Sobsey, 1987). The term

interdisciplinary is common throughout the literature and describes the majority of teams in the field of Developmental Disabilities. Interdisciplinary teams are those that are composed of various disciplines, are responsible for coordinating and integrating the services provided to an individual, and collaborate in the evaluation and treatment for the client (Golin & Ducanis, 1981; Kane, 1983; Orellove & Sobsey, 1987; Taff, 1984).

Teams are also categorized as integrative or coordinative (Horwitz, 1970a; Lowe & Herranen, 1981). Integrative teams are long-term stable groups that develop over time, whereas coordinative teams are short-term models that continually change their composition and their structure. The coordinative model is most common in health care settings, while integrative is more common in the field of Developmental Disabilities.

Calling a group of professionals and paraprofessionals a team does not imply joint action and collaboration. Teamwork is no panacea; it requires time and commitment. Two authors state that cooperation is the essential element transforming a small group into an effective collaborative one (Billups, 1987; Compton & Galaway, 1984). Another author believes that participation is the critical element in teamwork (Blake, Moulton & Allen, 1987). Others assert that mutual respect

and understanding of each team member's perspective and profession are the most important components (Whitehouse, 1951).

Several myths of teamwork exist. Some myths conclude that cooperation will solve all problems, that teamwork inhibits innovation, that teams can thrive in unsupportive organizations, and that teamwork is simply talking with your colleagues (Compton & Galaway, 1984; Wolff, 1989). Assuming that a group of professionals is interested in a common problem does not guarantee cooperation and efficiency (Whitehouse, 1951).

CHARACTERISTICS OF EFFECTIVE TEAMS

Theorists have designated the essential components of teams as: team structure, group dynamics, leadership, and interpersonal communication. Since each team has a unique personality, it is difficult to generalize those elements that will universally enhance the functioning of all teams and to specify how each team should be formed. Kane (1983) states that little is known regarding how and why teams function effectively while Kaiser and Woodman (1985) report that no one factor can account for poorly functioning teams.

What do teams require for effective team functioning? Many authors list characteristics of effective teams (Billups, 1987; Buchholz & Roth, 1987; Dyer, 1987; Huszczo, 1990; Larson & LaFasto, 1989; Likert, 1961; Lowe & Herranen, 1978; Skidmore, 1983). The most frequently identified characteristics include: clear goals, mutual respect, professionally competent team members, a sense of commitment to the team process, a collaborative and safe environment where risks can be taken, standards of excellence in carrying out responsibilities, external financial and administrative support from the sponsoring organization, principled leadership, a structure for decision-making and disagreements, a set of agreed upon norms, roles for each member, an agreed upon value orientation and common purpose. Less frequently noted characteristics included a lack of friction, liking team members, esprit de corps, and a results driven structure. A list of the most essential characteristics noted by teamwork researchers was not summarized in the literature. However, many authors noted that clear goals and clear roles for team members were fundamental aspects of effective teams.

STAGES OF TEAM DEVELOPMENT

Team development is an evolutionary process. Teams go through stages of development from initial contacts through

termination of the group, and in the process create a natural history of development. Stages of team development have been categorized as: becoming acquainted, or forming; trial and error, or storming; crisis; collective indecision, or norming; performing, or resolution; and finally adjourning, or team maintenance (Tuckman, 1965; Tuckman & Jensen, 1977). As teams develop, they also revise their structure of operation. In evaluating team effectiveness, newly formed teams cannot be expected to function as well as longstanding ones. Newer teams are still testing out interpersonal patterns of communication and conflict negotiation. Established teams can anticipate how individual members will react to certain decisions and therefore develop a more effective plan of response to conflictual issues. Newer teams may still be negotiating roles for members and need to take time to define specific tasks for each other (Abelson & Woodman, 1983; Brill, 1976; Horwitz, 1970a; Lowe & Herranen, 1978; Lowe & Herranen, 1981; Tabor & Finnegan, 1989)..

BENEFITS OF TEAMWORK

The knowledge base for the field of Developmental Disabilities includes many disciplines, thus one professional group cannot meet all of the client needs within a given population. Disciplines represented on teams

may include social workers, psychologists, special education teachers, recreation specialists, nurses, vocational rehabilitation specialists, and direct care staff. Diverse teams allow their members to perform their specialized skills by providing comprehensive services to a client. Teams are useful vehicles for ensuring preventive services for clients served by acting as overseers of the care provided to clients. Teams can also be personally and professionally enriching arenas for staff by allowing members to share their expertise with others. Generally, teams make better decisions as groups than do practitioners as individuals. Team analysis of problems, assessments and treatment plans for individuals with disabilities were more comprehensive than assessments performed by individual practitioners. The team process demonstrated that interaction and discussion of clients were critical in providing more appropriate care to students with disabilities (Andrews, 1990; Briggs, 1973c; Brill, 1976; Dyer, 1987; Horwitz, 1970a; Kane, 1983; Taff, 1984). The provision of services through interdisciplinary teamwork is mandated by federal statutes such as Public Law 94-142, and Section 504 of the Rehabilitation Act (La Vor, 1976).

DISADVANTAGES OF TEAMWORK

Much of the literature reviewed focused on the problems and barriers to effective team interactions and outcomes,

including a number of disadvantages: teams take time to reach decisions and sometimes never reach consensus; trust and collaboration may not be present; teamwork is an ongoing developmental process that requires continual evaluation and monitoring; participating in one training program does not end the teamwork learning process. Interprofessional rivalry, interpersonal conflicts, competition, conflicting obligations and expectations can greatly interfere with the team process. Lengthy meetings along with voluminous note-taking also discourage effective teamwork. In the field of Developmental Disabilities, para-professionals, consumers and parents are an integral part of the team process. The differing levels of participants may evoke a display of elitism by the professionals on the team. This is because some professionals may use the teamwork setting as an arena to exhibit their expert knowledge to the detriment of the less educated or less experienced members on the team.

The phenomenon of groupthink can greatly discourage innovative decision-making. Groupthink occurs when a high level of group norms and strong interpersonal bonds have been established. Thus, when a questionable decision is recommended by one team member, others on the team are not inclined to question their colleague's recommendation. Hence, the doubtful recommendation can easily turn into a

final decision (Brill, 1976; Janis, 1971; Kane, 1983; Pfeiffer, 1980; Yoshida, Fenton, Maxwell & Kaufman, 1978).

DYNAMICS OF TEAM PERFORMANCE

ROLES

Many roles need to be filled on interdisciplinary teams; they can be categorized as functional or social ones. Functional roles are defined as task-oriented to carry out the work of the team including leader, specialist, generalist, secretary. Social roles are defined as involving the process or maintenance of the team's work including leader, peacemaker, manipulator, fighter, know-it-all, catalyst, information-seeker and follower. The team roles that are actually filled are dependent upon personal, professional and administrative attributes of the members (Briggs, 1973b; Brill, 1976; Golin & Ducanis, 1981; Horwitz, 1970a).

Role differentiation and role definition are essential and complicated parameters of effective team performance. Role expectation, role conception, role behavior, and role acceptance must be clearly defined by the manager of the team and understood by the other members of the team. Team members must learn what is expected of the position assigned to them although the role might have been initially conceived differently and thus, expectations of the position

are not clear. For example, a social worker is assumed to be the primary family contact. However, other team members regularly have contact with the family as well, thus teams need to review what is expected of each team member when coming into contact with the family. A social worker may also act as an advocate for the client, but the team leader may not have conceived advocacy as a social work role. Thus, the social worker must educate team members about the appropriate roles and behaviors for her profession. Educating staff about role differentiation is required to prevent role conflict and ambiguity. Conflicting obligations and expectations, and shifting personal and professional agendas lead to role conflict and thus to impaired team functioning. (Brill, 1976; Golin & Ducanis, 1981; Horwitz, 1970a; Horwitz, 1970b; Pfeiffer, 1980).

Professional reference groups also help to develop professional identity. However, identification with a professional group may conflict with the expectations of the employing agency. Some professionals are identified by stereotyped assumptions; team members may need to undo false impressions held by other team members before gaining equal status on the team. Professional autonomy or independence may prevent some members from reaching consensus concerning diagnostic or clinical issues; team members want to uphold professional alliances rather than reach a consensus

(Horwitz, 1970a; Kane, 1983). Golin and Ducanis (1979) developed an Interdisciplinary Perception Scale (IPS) asking team members about their view of other professions and how they believe others perceive their own profession. Their findings indicated there were areas of disagreement and misconceptions concerning some helping professions. For example, learning disability teachers believed that classroom teachers did not understand their role, nor the differences in ethical and legal standards for their profession. The results also suggested the need for interprofessional education.

LEADERSHIP

Team success depends particularly on the leader, who is primarily responsible for the content and process of group interactions. However, the task of leadership needs to be shared by all members of the group and the leader needs to allow and help members to become active participants. The leader is a source of enthusiasm, resources, skills and direction. Leadership includes social-emotional, interpersonal and task-centered, and goal-directed functions. Leaders have been called the linking pin of group effectiveness - responsible for maintaining the supportive atmosphere of the group along with the administrative tasks of carrying out agency goals (Brieland, 1973; Leunberger, 1973; Taff, 1984). The style of the team leader will also

affect the nature of the team and how it operates. Styles of leadership can vary from authoritative, non-assertive, rule-book to democratic. The authoritative leader will set the agenda and not tolerate group decision-making; the non-assertive leader will sit back and let the process evolve; the democratic leader will require voting on all issues to reach a decision (Briggs, 1973a; Brill, 1976; Garner, 1988).

Although leadership is typically a designated responsibility, some authors recommend rotating leaders, depending upon the expertise of the members and the content of the meeting. This is only possible in a participative management setting where authoritarian control is not present (Garner, 1988; Golin & Ducanis, 1981; Kane, 1983; Likert, 1961). Participative management, a process of democratic decision-making and collaboration, is considered by some to be a prerequisite for teamwork (Kanter, 1982). It can improve team morale, productivity and quality of output (Hirsch & Shulman, 1978). Although there is still a hierarchy, participative management leads to more equality of decision-making (Kane, 1978).

COMMUNICATION and DECISION-MAKING

Verbal, written, formal and informal communication are the vehicles through which teams maneuver (Skidmore, 1983).

Andrews (1990) suggests that communication is the most important component of interdisciplinary collaboration.

Each team has a distinct personality and thus communicates in its own style. Modifying the communication style of the team can often enhance its functioning - provided the members are willing to change. To understand how a team communicates, the following questions need to be asked: is discussion based on democratic and consensus-seeking methods; is there a full and free discussion of ideas and information regardless of who is speaking; are conflicts expressed or repressed; how are conflicts resolved; are decisions a win-lose situation? Ideally, communication is collaborative in nature, decision-making is shared and interdependence and mutuality are clearly demonstrated.

One of the first tasks of newly formed teams is to decide how decisions will be reached (Brill, 1976). Decision-making occurs through various methods: by authority, by a lack of response, by voting, by a minority, by averaging, by consensus or lastly, by unanimous consent (Hooyman, 1984). More active participation in decision-making interactions leads to greater satisfaction in the team process (Kabler & Genshaft, 1983; Yoshida et al, 1978). The more all team members actively communicate, the more satisfaction is gained.

Barriers to communication concern negative behaviors and attitudes of participants. Do team members judge, control, or manipulate others through their communication methods? Or are they indifferent, assured or superior (National Seminars Group, 1989)? Effective communication involves active listening skills, perception checking, and use of non-jargon language (Brill, 1976; Larson & LaFasto, 1989).

In harmonious teams, there is more danger of "groupthink" (Janis, 1971). This phenomenon occurs when colleagues do not question the judgements and recommendations of their members. Members have a sense of loyalty to their colleagues' opinions and do not wish to discredit their ideas and thus allow inadequate plans to go forward. The group becomes enmeshed in maintaining team solidarity by supporting each other's opinions. Cohesiveness and the support of other team members is more critical than questioning colleagues' ideas. This blind faith allows poor decisions to occur and prevents the clarification of ideas (Lowe & Herranen, 1981; Morgan, 1986).

GROUP PROCESS and TEAM MEETINGS

Teams are also small groups and thus social group theory is useful in understanding the dynamics of interdisciplinary teamwork (Kane, 1978; Skidmore, 1983). Group theory includes knowledge about group dynamics, how groups are formed,

stages of group development, leadership roles and guidelines, norms, power and influence of group members, task and maintenance issues of group operations, communication and decision-making, conflict and controversy, and interpersonal interactions (Andrews, 1990; Balgopal & Vassil, 1983; Toseland & Rivas, 1984; Zastrow, 1990).

To better understand a team's current status, the natural history of the team needs to be reviewed (Tabor & Finnegan, 1980). The natural history looks back on how the team developed including the establishment of roles, patterns of communication, and involvement of clients. The team members would ask: how did the team reach this level of performance and where has it come from? How are new members incorporated into the system - do they stumble upon group norms or is there an orientation phase? In answering these questions, teams can better understand the factors leading to effective group management.

Garner (1988) states that the team meeting is the critical component of team operation. He recommends a structured agenda or process for each meeting. A problem-solving model follows a systematic process of sharing information, identifying priorities and setting the agenda, problem-solving and decision-making, reviewing staff programming and schedules, and lastly, evaluating the team meeting (Perlman,

1957). Meetings require the assigned leader to manage the process of the interactions, however, each member of the team shares in the responsibility of carrying out the tasks of the team process.

COMPOSITION OF TEAMS

The team is a dynamic entity that changes due to the incorporation of new members (Brill, 1976). Horwitz (1970a) discusses the "organization socialization" as the means of incorporating new members into the work group. Helping team members deal with conflicting loyalties if they are transferees from other teams and helping members learn new roles and behaviors are major aspects of the socialization process.

The composition of the team is also impacted by the group culture which is the sum of individual characteristics of the team members set within the agency culture. Members' professional orientation, education, age, sex, ethnicity, values, and personality filter into the group culture. Differences and commonalities impact positively and negatively on the team composition (Brieland, 1973; Horwitz, 1970a, 1970b). When members represent a balance of both functional and social roles, better team interaction results (McCann & Margerison, 1989). Brill (1976) also suggests that

effective teams are composed with members who represent a heterogeneous mixture of styles of work, professional skills, and individual personality traits.

SETTINGS FOR TEAMWORK

The organizational setting and the legal mandate not only sanction teams but also influence the cultural and social climate of the group. Teams need to receive external support with professional resources and materials, and recognition of their efforts through rewards and acknowledgement of their work to maintain an effective operation (Andrews, 1990; Horwitz, 1970a; Larson & LaFasto, 1989). Is there a collaborative environment to support all groups or is there competition among them to maintain resources? In addition, some organizations are authorized through legislative mandates that greatly affect the nature of team operations. For example, Public Law 99-457, an enhancement of Public Law 94-142, created a special education mandate for infants and toddlers specifying that teams develop a comprehensive and coordinated family service plan monitored by a case manager. Thus, special education groups have had to change their modes of operation to include the entire family in providing service and to arrange for the coordination of services with outside providers. The case manager appointed is usually a

professional closely associated with the particular family (Trohanis, 1989).

The personnel and financial resources given to the team also influence its work. Is the team overwhelmed with too much work and too few resources? Is the size of the team too large a group to foster active discussion or too small to carry out its responsibilities? Larger teams exert more pressure on the leader to be an effective manager; small teams require the leader to take on more responsibility (Kane, 1978).

EVALUATION

PROGRAM EVALUATION

Program evaluation is one type of research used to determine whether a program is effective - accomplishing what it was set out to do. Its purpose is to evaluate the planning, implementation or outcome of a program against pre-set criteria and to use the results obtained for future program planning. The purposes of program evaluation include: cost-benefit analysis; assessing program quality; program justification; enhancing program effectiveness; compliance control; and/or accountability issues. Assessing programs is complex because what is is compared with what ought to be. Thus, program evaluations may be judgmental or insensitive to intricacies of social service systems (Attkisson,

Hargreaves, Horowitz & Sorenson, 1978; Keuchler, Velasquez & White, 1988; Leukefeld, 1989; Smith, 1990; Washington, 1980; Weiss, 1972).

An evaluation strategy should be well planned prior to the implementation of the study. The strategy entails stating the problem, setting objectives and goals, establishing methods of data collection and analysis, specifying costs, reporting the results, and understanding the situational constraints. In addition, the use of multiple measures (comparison groups, observation, interview or surveys) allows for a clearer picture of the program being evaluated (Washington, 1980; Weiss, 1972).

Problems in conducting program evaluation entail staff cooperation, negative consequences, and fear of program cutbacks. If the evaluation is not purposeful or of practical use to agency staff, they will have limited interest and motivation in conducting the study. In addition, program evaluation is sometimes feared by agency staff as negative feedback, critical of program operations, and not worthwhile to them or consumers of services. Agencies and staff fear program evaluation as a political maneuver used to eliminate a program, reduce staff or cut funding requests. If the program analysis does not clearly substantiate a program's usefulness, the evaluation may lead

to the dismantling of it (Attkisson et al, 1978; Posavac & Carey, 1989; Washington, 1980).

Program evaluation can be more beneficial to agencies if the parameters are created by agency staff to apply to a specific program. If agencies begin to incorporate evaluation into all of their program operations, staff will become trained in evaluation procedures and evaluation will become a standard of practice. Utilizing program evaluation research can lead to constructive information concerning program monitoring, performance, costs and accountability (Attkisson et al, 1978; Weiss, 1972).

EVALUATION OF TEAMS

Evaluation of social workers' interactions with systems is embedded in social work practice. Social workers evaluate themselves, their work with others, agency programs and policies. However, teams rarely conduct formal evaluations of their own operations (Kane, 1980). At a recent presentation on Interdisciplinary Teamwork at a special education conference, a diverse group of 60 professionals consisting of special education teachers, speech pathologists, and administrative personnel reported that no team evaluations had been completed by their school systems (Kopfstein, 1991). Kane (1980), in a ten year study of teamwork, writes that "team evaluation was fragmentary or

non-existent" (p. 141). In an analysis of 229 articles on teamwork, Kane (1983) found that a majority did not have an evaluation procedure, and a significant number of this group only completed an evaluation if a team goal was reached.

One of the difficulties in evaluating teams centers on the problem of analyzing the quantity or quality of the team's efforts. What is being measured: the team's cohesiveness, personal satisfaction, client satisfaction, or output? Since every team is unique, an evaluation of one team's effectiveness would not be useful to other groups (Kane, 1983). Each team needs to conduct its own self evaluation in order to develop its own set of goals to enhance functioning. However, teams should have a system of self evaluation as part of their norm of operation.

Other concerns include: when should teams be studied - when they are forming or after a long history of interdependence? Who should complete the evaluations: each member individually, the entire group, or should the leader/supervisor direct the evaluation process? And lastly, resistance to evaluations must be acknowledged. Members may fear negative findings and reprisals that may threaten their position, responsibilities or salary, scapegoats may be labeled, or the status of the team may fall.

Garner (1988) proposes an outside consultant to conduct a feedback session to help teams analyze their operations, similar to a clinical supervisory session. Bailey (1984) developed a comprehensive conceptual model for analyzing team performance that looks at three axes of team operations. The first axis involves the historical development of the team; the second analyzes the interpersonal dynamics and subsystems within the team; the third axis reviews whole team functioning. Brill (1976) offers a list of questions to use as an evaluation guideline. The questions are grouped in seven areas which are: purpose; composition and structure; internal system; administration and logistics; internal process; environment; and self-actualization and renewal. Brill suggests that each team must know the answers to these areas in order to determine the success or failure of the group. No recommendations for utilizing the evaluation tool are proposed.

PROBLEMS OF TEAMWORK

Many issues interfere with effective teamwork; the literature is extensive concerning the problems of teams. Rae-Grant and Marcuse (1968) warn that teamwork is no panacea, nor is it a foolproof guarantee of exceptional service. Problems can be categorized into three areas:

administrative, professional and philosophical, and interpersonal (Abelson & Woodman, 1985; Hooyman, 1984; Kaiser & Woodman, 1985; Orelove & Sobsey, 1987).

Administrative issues cover such areas as struggles over leadership, role confusion, maintaining a clear purpose, competition for scarce resources, unrealistic work expectations, and resistance to change (Andrews, 1990; Neilson, 1972; Pfeiffer, 1980; Toseland, Palmer-Ganeles, & Chapman, 1986). Staffing requirements and work responsibilities are different for teams; some teams are too large to be able to make decisions or too small to carry out their responsibilities. More time and energy is required for a group to make a decision than for an individual (Garner, 1988).

Professional and philosophical issues include differences in education, training and viewpoints of the various staff. Most professionals are educated in isolation from other disciplines, and therefore do not begin to understand the orientation of other professional groups until their first job. Professional incompetence, jargon, rivalry and hierarchies impede positive interaction. Consumers and parents may feel isolated and never become fully incorporated into the team culture; this separation will

hamper team solidarity (Bennett, 1982; Garner, 1988; Kahn, 1974; Mailick & Ashley, 1984; Orellove & Sobsey, 1987).

Interpersonal constraints focus on role conflict and ambiguity, lack of interest, mistrust of other professions, poor communication, defensiveness, and competition among staff (Brill, 1976; Kaiser & Woodman, 1985; Neilson, 1972). By promoting interdependence, individuals may not sense the depth of individual responsibility and independent decision-making for their actions (Rae-Grant & Marcuse, 1968).

Conflict is a normal occurrence and needs to be managed - not suppressed (Leunberger, 1973). In a study of three teams over one year, Sands, Stafford and McClelland (1990) found that conflict is a natural, inevitable but desirable component of effective teams. However, conflict and its resolution are handled differently by different persons. In a study of special education teams, Hyman, Carroll, Duffey, Manni and Winnikur (1973) found that social workers preferred a majority vote to resolve team conflicts. Conflict may stem from differences in value systems, reference groups, task orientation and experience, interpersonal needs of the team, demands of the external environment and quality of leadership (Kahn, 1974; Leuenberger, 1973; Neilson, 1972).

At a presentation on Interdisciplinary Teamwork at the Special Education Collaborative Conference, a group of 32 participants were asked to list the most critical problem their team faced (Kopfstein 1991). In this survey, 34% stated that adequate time was not given for the team to complete its tasks, 16% listed decision-making, and 14% noted that cooperation was most critical.

Generally, limited recommendations were uncovered in the literature for overcoming the hazards of teamwork (Rae-Grant & Marcuse, 1968; Orelove & Sobsey, 1987). The literature focused on the problems that teams encounter and implied by handling the stated problems then teams would be more effective. Courtnage and Smith-Davis (1987) suggested the need for preservice education for participation on interdisciplinary groups; Orelove and Sobsey suggested inservice education.

SUMMARY

Teamwork is implicit in the organizational design of agencies providing services to individuals with developmental disabilities. Organizational design needs to support interdependence, not autonomy or autocracy. Teamwork is also explicitly developed through staff development and training (Keidel, 1988; NASW, 1984).

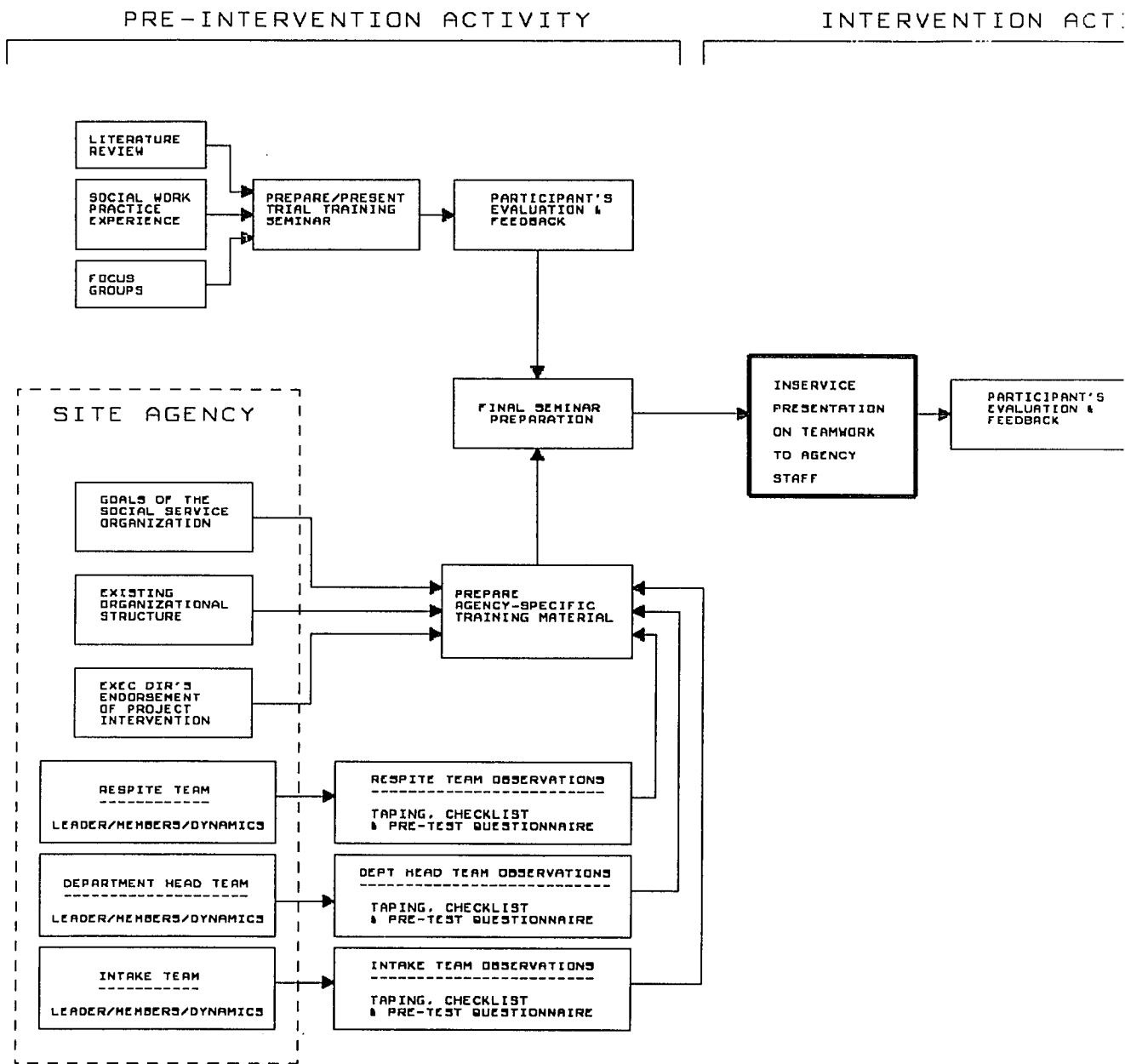
Team spirit involves developing team solidarity or a sense of "we" instead of "I." Many authors offered specific recommendations concerning improving team performance, but did not propose the means of achieving these goals. The suggestions included: aligning on a common purpose, participative leadership, shared responsibility, good communication, task-focused orientation, and college-level training (Abelson & Woodman, 1983; Billups, 1987; Buchholz & Roth, 1987; Lowe & Herranen, 1981; Pfeiffer, 1980; Pfeiffer, 1981).

Based on this review of the literature, limited material was uncovered recognizing the need for evaluation of training to improve team operations. Therefore, an inservice training program for interdisciplinary teamwork and a measurement of its impact on team functioning are needed.

CHAPTER III - METHODOLOGY

The purpose of this project was to document the impact of an inservice training program for enhancing interdisciplinary teamwork. The study poses two questions: Is participation in team education worthwhile? Will a single training program and follow-up evaluation meeting benefit team performance? Parameters of team functioning were evaluated by measuring effectiveness, efficiency, and personal satisfaction. To evaluate the impact of the training program, the project included a pre-test survey and observation of three agency teams, an inservice program on interdisciplinary teamwork and finally, a post-test survey and observation of three agency teams. Figure 1 is a flow chart displaying the pre-intervention, intervention and post-intervention activities. The project was conducted at the Society to Advance the Retarded (STAR Center) for three teams participating in the project. Site selection was eased by this researcher's prior employment at the agency.

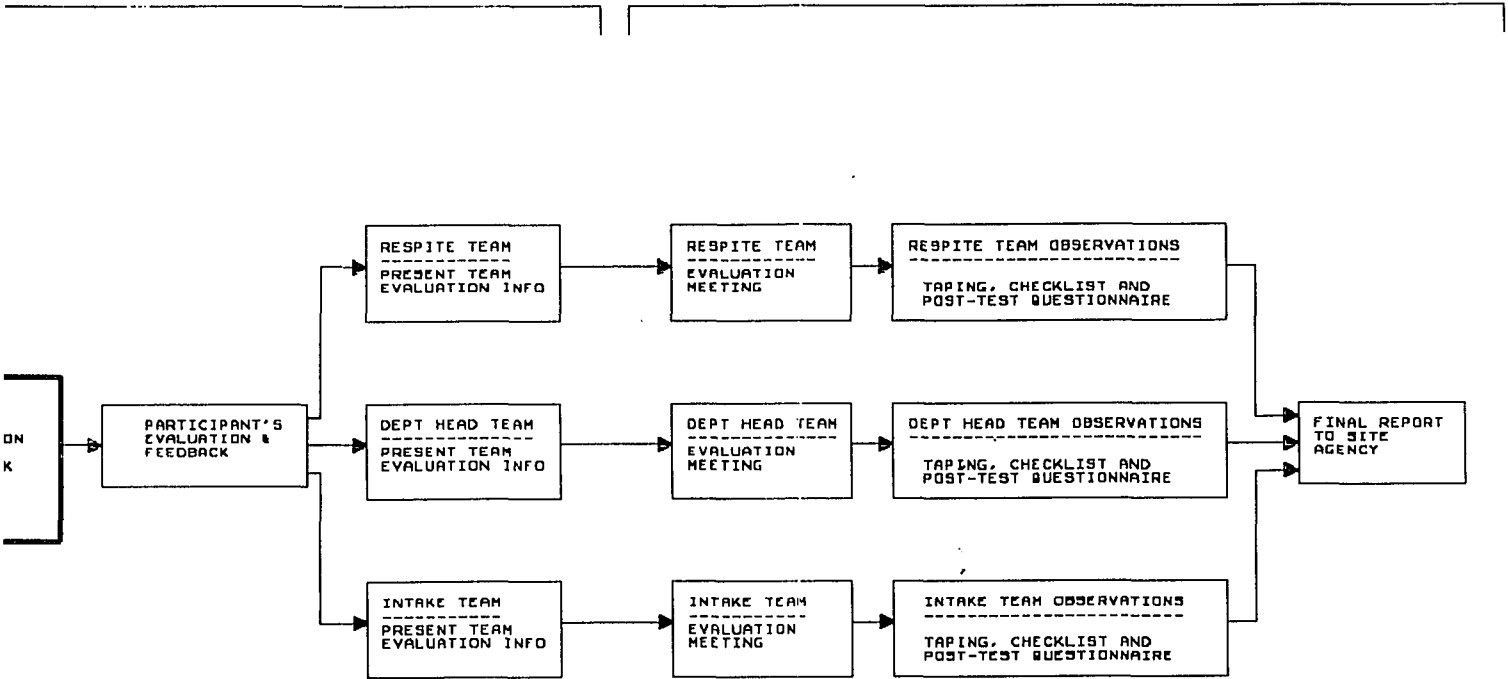
FIGURE 1. OVERVIEW OF PROJECT INTERVENTIONS





INTERVENTION ACTIVITY

POST-INTERVENTION ACTIVITY





SITE AGENCY - STAR CENTER

The Society to Advance the Retarded is a private, non-profit agency that offers a wide range of services and programs to persons who are developmentally disabled, and/or handicapped. STAR was created in 1952 by a small group of families and professionals who found a dearth of services for their handicapped children. Over the years, STAR expanded and now provides a broad spectrum of services to all ages of individuals with disabilities. Client services currently include vocational services, a sheltered workshop, competitive and supported employment, recreation, respite care, elderly enrichment, early intervention services, social services and advocacy. STAR Residential Services, once a department within the larger agency, became an independent organization in 1985. This program offers residential living options for a diverse group of clients including group homes and supervised apartments. STAR's catchment area includes six towns in the Greater Norwalk, Connecticut area. The agency is affiliated with the National Association of Retarded Citizens (The ARC), a national group that lobbies for funding and legislative rights for individuals with developmental disabilities (STAR Annual Report, 1991-1992).

STAR is an innovative agency creating model programs. The early intervention program was the first in the state to be

located in an off-site integrated setting. The agency was also one of the first sheltered workshops to actively pursue supported employment in competitive settings. Inservice training for staff is offered once a month in two to three hour time frames. Typical sessions cover mandated topics such as first aid and crisis intervention techniques; other subjects have covered family counseling, and case management techniques.

Wildavsky (1972) describes agencies that participate in reviews as those with an evaluative ethic. This ethic encourages agencies to review their programs to see if they are meeting their goals; if not, the evaluation process should lead to change. To carry out this evaluative ethic, STAR has been conducting semiannual retreats for many years. These retreats involve all staff, the board of directors, consumers, parents, and volunteers; the input from this diverse group leads to innovative planning. The retreats reinforce STAR's long-range planning and progressive goal setting agendas. Recently, in October of 1992, the agency reframed its mission statement by conducting meetings with all of its constituent groups.

STAR is committed to maintaining its leadership role in providing innovative services in the field of Developmental Disabilities. To maintain this creative leadership role,

STAR is committed to ongoing staff development and inservice education. The agency readily participated in this research project to improve team management. A letter of agreement concerning participation in the project is attached (Appendix A).

STAR employs 74 staff, many of whom participate on interdisciplinary teams that are required to carry out the wide range of services the agency offers. Educational levels of staff range from master's level to grade school education. Three agency teams were the major focus of the research project; their members participated in the inservice education program and the team evaluation meetings. Additional agency staff also participated in the inservice program, but were not included in the data collection for the project because they were not members of the teams being studied. Participant demographics will be presented in Chapter V.

STAR CENTER TEAMS

Agency teams consist of para-professional and professional staff members. The teams participating in this study consist of three staffing groups that represent a variety of personnel and administrative tasks. Clients and their

families are not included in these teams and were not part of the project.

The STAR teams participating in this study were Intake, Respite and Department Head. The teams were jointly selected for the project by the Executive Director and this researcher. Criteria included frequency of meetings, decision-making capacity of the group, and selection of established groups. The Intake Committee meets monthly to evaluate all admissions to STAR program services excluding the early intervention program. The seven members on the committee are middle management personnel and review all admissions. The Respite Care program provides temporary overnight relief to families caring for disabled members. The Respite staff of 5 members meet biweekly to coordinate client admissions, review caregiver problems and staff responsibilities. The Department Heads are the executive director and the top level managers of STAR's six departments; their responsibility is to make policy and administrative decisions for the agency. Each department head reports to the Executive Director who is also the leader of the Department Head group. These three teams represent a diversity of styles and purposes relating to agency teamwork.

RESEARCH DESIGN

This research project is a pre-experimental design assessing the impact of an inservice program on interdisciplinary teamwork to evaluate any effect of the intervention activity. The type of research design is a pre-test observation and survey, intervention, and post-test observation and survey procedure.

VARIABLES and OPERATIONAL DEFINITIONS

The independent variable is the inservice program including a self-evaluation component for the participating teams. The dependent variables used to measure the impact of the inservice intervention and self-evaluation are effectiveness and efficiency of the teams, and professional satisfaction of team members.

The operational definition of effectiveness is the improvement of team operations as measured by: sharing and participation in decision-making responsibilities by all team members; greater encouragement by team leader of discussions of differing viewpoints of team members; increased use of consensus to resolve issues; and increased rating by team members of effectiveness on the post-training Teamwork Questionnaire.

Efficiency is the increased ability of the team to carry out its assigned tasks as a function of its workload and resources. Efficiency will be measured by increased communication related to agenda issues; increased contributions by team members based on their specific role on the team; and the setting, following and completing of agenda items.

Professional satisfaction is the increased rating by team members on the post-training Teamwork Questionnaire concerning team cooperation, social climate, members feeling comfortable sharing their feelings, team spirit, and feeling an important and respected member of the team. Professional satisfaction was also measured through observing team meetings to note the increased levels of active listening that include members paying full attention to others' viewpoints, increased use of the word "we," and increased levels of restatement, clarification or referring to prior statements made by team members. In addition, an interview with the team leader following each meeting was conducted to review issues of professional satisfaction.

Intervening variables may have influenced the outcomes of this project. Not all staff attended the full inservice training; one new staff member was not available to fill out the pre-test questionnaire. One team leader seemed to feel

threatened by this researcher's evaluation of her team. She refused to continue to participate in the project and complete a useable post-test questionnaire.

Outcome measures may be influenced by chance or the Hawthorne effect (Roethlisberger & Dickson, 1939). If staff knows that research is being conducted on teamwork, some members will be more conscious of their activities during team meetings. The initial observation of the Intake Team reflected a quieter group than usual according to the team leader. Changes in team operations may be the result of normal growth and development of teams over time or a result of other staff development activities or conferences.

PROJECT INTERVENTIONS

Figure 1 on page 38 outlines the activities and time-phasing of the project interventions.

Two focus groups were conducted: one with a group of diverse STAR personnel and supervisors, and one with a group of mental retardation professionals not affiliated with the agency but who have extensive experience on interdisciplinary teams. Only one STAR staff member who participated in a focus group also participated in the research project. The focus groups were useful in testing and validating the pre-test and post-test questionnaires

(Appendices B and C). The focus groups discussed the following questions: what makes teams work well; what makes teams function poorly; what problems have you experienced concerning Teamwork; what changes would you make to help teams function better; and describe an ideal team (Appendix D). The focus groups helped to validate the training outline and also identified particular problems that STAR teams were facing.

To supplement survey data and learn about the social environment of teams at STAR Center, this researcher observed the three identified groups at two separate times. The pre-test observations occurred prior to the distribution of the questionnaire. The teams were then observed again after the inservice training program. A specific observation checklist (Appendix E) was used to describe decision-making patterns, leadership style, communication patterns, conflict, goals and roles and overall team spirit. When one observer conducts the limited observation research, problems may occur with reliability. To compensate for this, the researcher discussed the Observation Checklist with the team leader of each group following each team observation to assist with validating the observed actions. In addition, each meeting was tape recorded so that the researcher could review each observed meeting.

The final revision of the questionnaire was completed following the focus groups and team observations. These two methods refined the questionnaire.

This researcher personally distributed and collected each questionnaire at the team meetings. At that time, she assured the staff of the confidentiality of their responses. In addition, the demographic sheet was kept separate from the questionnaires to ensure confidentiality.

The next phase was the inservice training on interdisciplinary teamwork. A trial presentation was conducted at a sister agency of the site agency. The curriculum was revised and expanded following the trial presentation to the STAR Residential Agency. The first training session was conducted at STAR Center on February 12, 1992 from 9 a.m. to Noon (Appendix F). Two make-up sessions were also conducted by this researcher at the agency. The make-up sessions' content was identical to the first inservice session but did not include the role play activity. The three hour inservice program and follow-up evaluation meetings are fully described in Chapter IV.

After the inservice training, a second presentation on evaluating teams was conducted by this researcher at each of the subject team meetings. The second presentation included

the Factors Model (Appendix G), the Team Evaluation Form (Appendix H), and recommended procedures for completing a team evaluation.

The Factors Model is a diagram showing the major components influencing team interactions. It is intended to facilitate understanding various dynamics and factors impacting the team process. In order to effectively assess their team's functioning, members need to understand all three levels of factors. The diagram is composed of three levels to show the most important factors in the center circle: consumer, value base, and organizational setting. The middle circle represents a secondary level of factors affecting most teams which include: parent/guardian/advocate, legal mandate, organizational structure, leadership style, professional training. The outer circle lists issues that are very team-specific consisting of: communication processes, decision-making, personal characteristics of team members, roles, and natural history. The Factors Model served as the foundation for the team's internal review.

The Team Evaluation Form was presented individually to the Intake, Respite and Department Head groups. This researcher made the following recommendations for completing the evaluation form:

- Teams complete an evaluation by first filling out the evaluation form using the factors model.
- The forms would then be submitted to this researcher who would summarize the major issues.
- Or the forms could be submitted to the group leader for summarization.
- A team meeting would then be held to discuss the evaluations and create team goals for enhancing team performance.

The procedure recommended that each team member complete the evaluation form of his/her group and submit them to this researcher who would summarize and discuss the results with the respective groups. A summary of the results of the open-ended questions on the questionnaire and from the observations noted during the initial observation periods was presented to each team during one of their regularly scheduled meetings. The Intake team completed this evaluation procedure and listened to the recommendations but did not discuss them; the Respite Team completed the evaluation during one of its meetings and this researcher conducted a discussion of the evaluation. However, the Department Head team felt that the evaluation process would be inappropriate to their group and did not discuss an evaluation of their team. A full discussion of the

evaluation meetings and observations is presented in Chapter V.

Three months following the inservice training intervention, this researcher again observed and tape recorded each of the three teams for two meetings to collect information using the same parameters as the first observation sessions. The three month time lag provided staff with an opportunity to utilize information acquired from the inservice training and also to begin using the evaluation methods that were recommended.

Distribution and collection of the post-test questionnaire was conducted by this researcher.

STUDY INSTRUMENTS

QUESTIONNAIRE

The primary source of data for this study was the pre- and post-test questionnaires (Appendix B and C) asking about the current level of team operation. The questionnaire was a three page document with 30 structured questions using a six-point Likert Scale, five questions asking about the characteristics of the team meetings, and three open-ended questions. The same document, except for a change in the open-ended questions, was administered during the pre- and post-test periods. The pre-test open-ended questions asked

about problems and suggestions for improving team functioning, and for a description of an ideal team. The post-test open-ended questions asked about the inservice presentation on teamwork, any changes in the team's functioning, and whether the team evaluation form will be used. Limited questions concerning staff demographics were asked to ensure staff anonymity.

Issues of validity and reliability are of concern because this is an untested, nonstandardized instrument. Multiple efforts were made by this researcher to ensure that the questions were clear so that similar results could be achieved with other agencies. Efforts included piloting the questionnaires with two focus groups before distribution to agency staff. The instruments were also distributed and collected by this researcher to ensure confidentiality.

OBSERVATION CHECKLIST

A three page Observation Checklist (Appendix E) was developed by this researcher to rate parameters of team functioning by observing each team's meetings. The Observation Checklist is a five point rating scale measuring leadership attributes, communication issues, planning and decision-making levels, amount of conflict and team spirit. With one exception, all of the ratings range from a negative level (1) to an optimum level (3) to an excessive level (5).

The exception concerns decision-making techniques which was scored from poor (1) to excellent (5).

Team members were told of the purpose of the ratings list and knew that the meetings were being taped. There were a total of four observation sessions planned, two pre-test and two post-test. By the end of the first of these observation sessions, the observation and taping procedures seemed unobtrusive to team members. One participant even told the researcher, "I forgot you were here."

Following each meeting, the team leader was asked for feedback concerning the particular meeting. Questions asked included: was this meeting reflective of typical content and process, and did the researcher influence the quality of discussion. This feedback information along with listening to the tapes, and the observation checklist provided multiple methods for checking the validity of this researcher's conclusions.

DESCRIPTION OF FOCUS GROUP MEETINGS

Two focus group sessions were organized by this researcher to facilitate brainstorming discussions about teamwork and to check the validity and reliability of the survey forms. Two questions were eliminated following the trial presentations of the questionnaire. One focus group

consisted of five supervisors of regional Respite Care programs. Of these participants, three members were not associated with the site agency. The second group was composed of seven site agency staff who were interested in the topic of teamwork. A list of questions was handed out at the beginning of the meetings to help foster the discussion. Each session was an active exchange - questioning and reviewing the problems and rewards of teams. Each discussion lasted for one hour and was tape recorded to allow for full review of the dialogue.

The groups started with the question: What makes teams work well? The discussion involved a long list of attributes for team leaders and members. Major points included: knowing roles, responsibilities and styles of each team member; possessing good listening skills and being prepared for meetings; knowing what to expect; keeping on track; having an effective leader; being receptive to other's ideas; and finally, trusting others. This list enhanced the researcher's inservice presentation on characteristics of effective teams assembled from the literature review.

The discussion then turned to the question of why teams function poorly. Individual staffing problems were the focus of this section. Problems presented included: budget cuts and staff turnover; intimidation by other staff, and

personality clashes; burnout, boredom or lack of interest; conflicts with other responsibilities; biases and prejudices against individual staff or clients; conflicts between personal and professional agendas; and overly large teams. Both focus groups also expressed concern over value base and philosophical conflicts, especially conflicts concerning establishing and carrying out client goals.

The next topic, what problems have you experienced concerning teamwork, fostered a great deal of discussion. The problems mentioned fell into two categories - agency administrative difficulties and interpersonal issues. Administrative problems encompassed poor leadership qualities, lack of resources, redundancy of presenting the same information at meetings, knowing administrative procedures, lack of adequate meeting time, and poor organization and preparation for meetings. Interpersonal problems of teamwork were identified as fear of expressing feelings; feelings of despair by the consumer, the family and the staff; lack of respect for professional viewpoints; personality clashes; and poor communication skills. Focus group participants expressed frustration that no training or solutions were offered by any agency and teamwork problems continued.

The next discussion point asked what changes would you make to help teams function better. Participants presented creative ideas to help resolve staffing issues. They suggested hiring substitute aides so that full-time staff could attend team meetings, assisting quiet members to be more actively involved, enhancing communication skills of members, helping consumers and parents to fully participate in the team discussions, and being adequately prepared for meetings. Focus group members also recommended training specifically focused on teamwork.

The final discussion focused on describing an ideal team. Participants reported that the most important aspect of teamwork was respect for all team members. Other recommendations included good communication skills, clarity of role and purpose, and having knowledgeable and dedicated staff members. Finally, the focus groups suggested training for teamwork effectiveness, especially on communication skills.

The value of the focus groups was to corroborate the literature review findings about teamwork problems and the need for training for teamwork. The focus groups enhanced the researcher's training outline and assisted in pretesting the questionnaires. The focus groups also confirmed the researcher's opinion that teamwork training was of great

interest to staff working in the field of Developmental Disabilities.

CONSTRAINTS

Potential limitations can influence this type of project involving a small agency and a small number of participants.

Anticipated constraints by this researcher encompassed interpersonal, administrative or logistical issues. Some of these constraints were evident during the project.

Difficulty in acceptance into team meetings was minimal because this researcher was employed by the site agency for ten years which assisted in agency participation in the project and with the researcher being familiar with agency staff, procedures, and orientation.

Administrative constraints were minimal in delivering the inservice program. Staff actively participated in the training since they are accustomed to attending regular inservice programs carried out by the Inservice Coordinator at the facility. Staff members seemed interested in the subject and arranged their schedules to attend the training. Staff seemed unconcerned about a break in confidentiality regarding the questionnaire, especially because this researcher handled all of the surveys personally.

Administratively, formal support along with informal support were given to this researcher for the project by the executive director and top level managers. Formal support was provided through a letter permitting the project to be conducted (Appendix A). Informal support was inferred by interest in the project and course of doctoral work completed by the researcher. However, one middle level manager anticipated that the training was a reflection of poorly functioning teams, and seemed to expect criticism of her team leadership. This fear of criticism was isolated to this one participant who refused to fully participate in the team evaluation component of the project. The balance of her team members did not indicate this feeling.

Logistical problems concerned attendance at the inservice training. One staff member did not attend the full training because of a client emergency. The training was presented by this researcher on three separate occasions in order to include all needed participants.

**CHAPTER IV - INSERVICE EDUCATION FOR INTERDISCIPLINARY
TEAMWORK**

INSERVICE training and team evaluation interventions were provided to the site agency teams. The purpose of the interventions was to teach team theory, group dynamics, communication techniques, problem-solving skills, and to introduce staff to team self-evaluations. This chapter presents material about inservice education, the outline of the training program, a discussion of the trial presentation and actual inservice program at the site agency, and evaluations of both presentations.

INSERVICE EDUCATION

Inservice education is one element of staff development; namely, any activity that gives promise of improving worker performance (McGuigan, 1981). Inservice training reflects both a commitment to the development of an individual's personal qualities and of the professional's skills and knowledge. It teaches specific skills essential to carrying out the tasks of agency staff. Staff development emerges from the requirements of the mandating organization, the

learning needs of the staff, and the agency practice (Briggs, 1973b; Houle, Cyphert & Boggs, 1987). Inservice training may improve the efficiency and effectiveness of agency staff and also improve staff morale and motivation (Aubrey & Felkins, 1988). Inservice training programs must be planned so that the purpose and goals are clearly stated and supported by the sponsoring organization, and the components of the training are specified including the budget and evaluation guidelines (McGuigan, 1981). Bray, Coleman and Gotts (1981) surveyed 205 professionals on special education teams. More than 50% reported they never received any instruction on interdisciplinary teamwork.

Extensive material is available concerning inservice training for teamwork; thus, information about teaching about teamwork is readily accessible (Anderlini, 1979; Basoff, 1976; Billups, 1987; Brieland, 1973b; Courtnage & Healy, 1984; Ducanis & Golin, 1981; Dyer, 1987; Fleming & Fleming, 1983; Golin & Ducanis, 1981; National Seminars Group, 1989). However, the impact or effectiveness of the training has generally not been assessed. Inservice training must be related to the organizational objectives, be matched to the experiential and developmental needs of the group, and recognize the needs of the adult learner (Aubrey & Felkins, 1990). Additionally, the inservice program must be

based on specific knowledge concerning the agency's current team issues.

COLLEGE TRAINING FOR INTERDISCIPLINARY TEAMWORK

Preservice or college-level education offers limited content on interdisciplinary teamwork (Courtnage & Smith-Davis, 1987). In a survey of undergraduate and graduate programs in eight disciplines including social work, Bailey, Simeonsson, Yoder and Huntington (1990) found limited course content on interdisciplinary teamwork. Classroom instruction ranged from 8.6 to 11.4 hours. Kane (1976) surveyed MSW programs and found that 50% of schools included a strong emphasis on interdisciplinary practice in the field placement, however 47% offered little or no content on teamwork in their curricula. Kane expected to find a higher percentage of teamwork information. Teamwork content was emphasized in health related courses. In a survey of 360 special education teacher training programs, more than half did not offer any courses on teamwork. The authors found that teamwork material was incorporated in current course work as a low priority subject area (Courtnage & Smith-Davis, 1987).

ADULT LEARNERS

Andragogy, or how adults learn, also needs to be considered in developing training programs. Adults learn because they have a need to know a specific issue and want to apply the newly acquired knowledge to their current work responsibilities. Adults bring lifelong experience into the educational arena and learn more since they may have experienced this material in prior work. Learning is facilitated by the maturity of the learners who can best acquire knowledge by involvement and by experimentation (Knowles, 1980). Therefore the inservice program needs to recognize the expertise of staff members, the problems enumerated by them on the questionnaire, and their need to experiment with this new information (Galbraith, 1989; Knowles, 1972).

Continuing education is attractive to professionals interested in lifelong learning. Many professionals are highly motivated and therefore seek out courses on specific topics (Golin & Ducanis, 1981). However, many courses are discipline-specific and do not promote interprofessional collaboration. Professionals are not being offered the opportunity to learn along with other disciplines and are not enhancing interdisciplinary knowledge and learning about

values of other professions (Bailey, Simeonsson, Yoder & Huntington, 1990; Houle, Cyphert & Boggs, 1987).

COMPONENTS OF THE INSERVICE

To prepare for the STAR presentation, an initial assessment of the site agency's teams was completed before finalizing the inservice program (Dyer, 1987; Huszycz, 1990). A focus group of agency staff along with the pre-test questionnaire had been completed by the time of the inservice program so that issues noted by the participants were included in the presentation. In addition, staff members understood the importance of improved team functioning and hoped the training would be both educational and useful to their work. The literature review, focus groups, and agency specific issues were useful in designing the final program.

The same training format was presented at the site agency on three different occasions in order to accommodate staff scheduling and availability. The content of the inservice was developed based on feedback from the pre-test questionnaires and from the focus groups. The format included lecture, discussion, shared experiences on teams, and one role play. The training sessions lasted from two to three hours. Chapter III presents the procedures and schedule of the intervention activities. A workshop

evaluation form was administered at the end of the training to evaluate the inservice program (Appendix I).

The curriculum was developed based on the literature review of teamwork, focus group discussions, and pre-test questionnaire responses. The curriculum included the theory and practice of team operations, communication, decision-making and problem-solving techniques. The curriculum was revised and expanded following the trial presentation to the STAR Residential Agency. The inservice material was presented by lecture, discussion and exercises. One role play and two exercises were incorporated so that staff could immediately apply this theoretical experience to a real-life situation. Staff were encouraged to incorporate this theoretical material when conducting their team meetings.

TRIAL PRESENTATION at STAR RESIDENTIAL SERVICES

The purpose of the trial presentation was to rehearse the material and to evaluate the content and format of the inservice outline. A two hour presentation was provided for 21 staff at a sister agency of the site organization.

This researcher was easily accepted into the group since she had worked with this agency in the past and was known to many of the administrators and direct care staff. The

inservice training was given during their monthly full staff meeting time. The staff were eager to learn about teamwork and expressed interest in improving their team operations.

The Evaluation Form (Appendix I) was filled out by 16 of the 21 staff attending the session; the tabulated results are shown in Table 1. On a scale of 1 to 5, with 1 low and 5 high, the lowest score of 3.9 was received for rating the number of new ideas about Teamwork presented at the inservice. Other ratings ranged from 4.1 to 4.7 reflecting that the content of the presentation was helpful to very helpful to those participating.

In addition, staff provided direct feedback that the inservice training was 'really helpful' and 'very effective'. Additional comments were used in revising the site agency presentation. Changes included providing more information in the handout materials, particularizing the training for each specific team since each team is unique in its structure and purpose. The trial presentation succeeded in its goal of refining the inservice program and providing a dress rehearsal for this researcher.

TABLE 1.
INSERVICE EVALUATION - TRIAL PRESENTATION

<u>STATEMENT</u>	<u>MEAN</u>	<u>N</u>
1. New Ideas About Teamwork	3.9	15
2. Purpose of Training	4.7	16
3. Ideas/Discussion Re: Teams	4.6	16
4. Ideas/Discussion Re: Communication	4.6	16
5. Ideas/Discussion Re: Problem-Solving	4.3	15
6. Role Play/ Exercises	4.1	13
7. Workshop Presenter	4.7	16
8. Helpfulness of Ideas	4.3	16
9. Overall Evaluation	4.5	16
Composite Mean	4.41	

Note. The scale ranged from 1 (low) to 5 (high).

INSERVICE PROGRAM at STAR CENTER

A total of three training sessions were held to accommodate the scheduling needs of participants in the study. One member of the Intake Team never attended any of the inservice training sessions and one member of the Department Head group left the inservice early, but both members did review the inservice handouts and participated in the follow-up Evaluating Teams sessions. The first program was the largest and included twelve staff, while the second session involved four staff. The third inservice session was presented to the Respite Team and included four members of that group. The Respite training was able to exclusively focus on issues that involved that team; e.g., how each

member of the team participates in their meetings, and how the leader manages negative feedback to staff.

The participants were all known to the researcher by this time either from the researcher's observation of the three teams at STAR or from the participant's attendance at Focus Group discussions. All members actively participated in the discussions, exercises and role play, and seemed to feel comfortable asking questions and debating issues.

The inservice training was given in two separate presentations. Part I was the large group inservice training about teamwork. Part II encompassed information on Evaluating Teams and was presented to each of the teams participating in the project. Part I and part II of the inservice training format follows. Appendix F is the notice for the meeting; Appendix J is the outline of the inservice training; and Appendices K through R represent the handouts provided to the participants.

PART I - INSERVICE TRAINING FOR INTERDISCIPLINARY TEAMWORK

The inservice location was a conference room with long rectangular tables which is usually used for meetings and training purposes. This researcher introduced herself and told the group what would be occurring over the next few

hours. The group was told, "you'll be hearing about teamwork today, what makes teams work well, how teams communicate, and how they make decisions." Participants were encouraged to raise questions during the course of the presentation and were reminded that dialogue was an important part of the training format. The participants were reminded to think about their experiences on teams throughout the presentation and think of ways that could enhance their team's performance.

The beginning of the session was an introduction to the topic of the day. The presentation began with the idea that teamwork is practice, performance and evaluation. An orchestra or a basketball team continually needs to practice and retrain, so why not a team? The presenter used practice examples of team experiences, especially involving families and individuals with Developmental Disabilities to illustrate the ideas presented. The introduction included the definition, the benefits and the myths of teamwork, the stages of team development, and examples of good and bad experiences with teams. At the beginning of the training session, participants were asked to mark off the three most important characteristics of effective teams on a checklist that was circulated among the group (Appendix O). The items checked off would be tabulated and discussed at the end of

the training session. The results will be discussed later in this chapter.

The next topic was "what does teamwork require?" Ideas presented were a listing of ideas uncovered in the literature review. The presentation focused on the concepts of being included, being respected and being liked as critical aspects of team trust and team cohesiveness.

A discussion about roles of team members was given covering role expectation, role conception, role acceptance, and role behavior. Members were asked to reflect on the roles they play or had played on teams to understand why they acted in particular ways on particular teams. This section encouraged members to actively discuss their varied roles on different teams (Appendix K).

The next section presented problems, dilemmas and barriers to teamwork. A discussion took place concerning what prevents teams from being productive and what inhibits members from fully participating. One handout on Teamwork Problems (Appendix P) provided a list of issues that were posted on an easel board at the presentation. The group discussed some of the items such as communication and time pressures but also added one item concerning administrative problems such as attendance at meetings.

Dilemmas discussed included cooperation vs. competition, consensus vs. conformity and trust vs. mistrust. Barriers suggested were different philosophy and orientation of members' professions, powerful professional identities, role conflict and ambiguity, resistance to change, and lack of time and resources. In addition, participants were asked to reflect on the conflicting obligations and expectations of team members. They were asked, "In whose best interest were decisions made - for the client, for the family, for the executive director, for the agency?"

To summarize the introductory information, the participants were asked: Is the stage set for healthy teamwork? If not, the team needs to review its value orientation, structure and team member roles. Next, the team needs to examine its patterns of communication and decision-making techniques to correct any problems.

The next major part of the inservice training presented information about how teams communicate, how they make decisions and resolve conflicts (Appendix L and M). This part of the presentation began with a brief communication exercise. Working in small groups, members were asked to make a statement to the small group about teamwork problems. The next group member would then have to restate the previous member's statement and then state his/her ideas

until each member participated. Any topic could be used for this exercise. In reviewing the exercise with all participants, some members accurately restated the opinion, while others were not precise. The purpose of the exercise was to illustrate communication tasks of sending and receiving clear messages.

Information about communication was presented by lecture, discussion and handouts. A presentation on the rules of effective communication was emphasized including active listening skills, perception checking and using jargon. Examples of poor communication styles were given, such as misinterpretation of information, poor listening skills, or giving unclear messages.

The next topic covered decision-making techniques (Appendix M) and included questions and ideas such as: conflict is inevitable on teams; are decisions driven by consumer needs or agency demands; are conflicts allowed to be expressed; what role do you play when decisions are needed. The presenter then provided descriptive information about different decision-making styles. The styles covered included:

1. brainstorming or creative problem-solving where all ideas are encouraged;

2. hierarchical decision-making when the leader or top management decides on outcomes;
3. majority/minority voting when the majority rules or when a strong minority contingent influences decisions; and
4. problem-solving methods where process is followed to define and develop a workable solution to an issue primarily through consensus decision-making. Consensus means that members work towards a compromise decision that everyone agrees to and will assist in carrying out.

Next, the steps involved in problem-solving processes were discussed. The steps included:

1. identifying and defining the problem to be worked;
2. generating possible alternative solutions;
3. assessing and evaluating the alternative solutions and determining which ones are feasible;
4. carrying out the plan by assigning responsibilities to team members; and
5. evaluating the outcome.

ROLE PLAY

Next, a role play was conducted. The participants were divided into small groups and were handed an index card with

a specific negative or positive role along with a brief explanation of how to interpret the role (Appendix Q and R).

Some of the co-leader and team member roles assigned were:

- a. the authoritarian: attempts to dominate proceedings;
- b. the special pleader: has one or two favorite ideas and presses for them;
- c. the gate-keeper: attempts to keep communication open and facilitates participation of other group members;
- d. the harmonizer: attempts to reconcile disagreements and tries to get team members to explore their differences;
- e. the joker: clowns, mimics and disrupts the work of the team,
- f. the blocker: goes off on tangents, argues endlessly and never gives up;
- g. the monopolizer: talks all of the time;
- h. the fact-finder: gathers information to make an informed decision;
- i. the expresser of team feelings: senses feelings, moods and interactions within the team and shares own feelings;
- j. the standards setter: expresses standards for the team to reach for and applies standards in evaluation of team functioning; and
- h. the compromiser: freely admits errors and disciplines self to maintain team cohesion.

An equal number of negative and positive co-leader and team member roles were delegated to each group. Participants were provided with a handout asking them to resolve the following issues:

1. A parent demands placement or services in your program immediately. There is a waiting list, but this parent has "Influence."
2. Budget concerns are a major problem at the agency. \$15,000 must be cut from your department. What will you do?

The role play activity was enthusiastically carried out and lasted for approximately 30 minutes. The impact of the various roles was felt by the members. One "joker" dominated one group while another group's "blocker" severely limited the decision-making possibilities for the team. One member expressed frustration over the negative role players in the situations; another participant expressed delight in playing the role of "joker" but realized very little work was accomplished in his group. The participants suggested that techniques of overcoming negative role players would be beneficial in this type of exercise and in application to actual team meetings. One week later, a staff member who participated in the training said that the precise role play about a client demanding services had actually occurred at a

recent meeting. She reported that the role play assisted her anticipating and resolving this sensitive issue.

DISCUSSION of EXERCISES: Teamwork Problems and Characteristics of Effective Teams

Participants in both the trial and site agency presentation were asked to checkmark the three most important components of teamwork on a sheet listing 20 characteristics of effective teams (Appendix O). These check marks were totaled and were then used as part of the summary discussions. The handout was also used at the trial presentation; 35 participant responses are totaled.

Table 2 indicates the ranking of the characteristics for effective teams. The four most frequently selected characteristics were: clear goals and a common purpose; respect and feeling respected; a collaborative environment; and free to express oneself. Participants indicated that clear goals and a common purpose were essential characteristics for highly functioning teams. They believed that if a team is not clear about its purpose, the team lacks direction, motivation, and a sense of commitment to its objectives.

TABLE 2.
CHARACTERISTICS OF EFFECTIVE TEAMS

RANKING	CATEGORY	N
1.	Clear Goals/Common Purpose	20
2.	Respect & Feeling Respected	13
2.	Collaborative Environment	13
3.	Free To Express Oneself	10
4.	Equal Participation - Being Included	8
5.	Trusting Oneself & Others	6
6.	Clear Roles For Each Member	5
6.	Supportive Environment	5
6.	Value/Recognize Diversity & Individuality of all	5
7.	Structure For Decision-Making	4
8.	Leadership	3
8.	Humor	3
8.	Commitment	3
8.	Flexibility	3
9.	Equal Importance	2
10.	Competent Team Members	1
11.	A Set Of Rules	0
11.	Understanding Each Other	0
11.	Positive Attitude	0
11.	Being Liked	0

Participants were asked to write down major problems they encountered on working with teams. Table 3 indicates the problems listed in order of importance. The most frequently noted problems included: communication, time, and cooperation/conflict. Participants indicated that communication was a major impediment to effective teamwork. Their comments included communication around decision-making and conflict resolution. The second most frequently mentioned problem was time. Staff members were unable to spend the time required for adequate team meetings. They

seemed frustrated and were aware of what needed to change but were unable to do anything about it.

TABLE 3.
PROBLEMS OF TEAMWORK

<u>RANKING</u>	<u>PROBLEM</u>	<u>N</u>
1.	Communication	15
2.	Time	10
3.	Cooperation/Conflict	6
4.	Leadership	4
5.	Different Philosophy/Training	3
5.	Consistency of Staff/Program	3
5.	Dominant Team Member	3
6.	Role Confusion	2
6.	Family Issues	2

These exercises generated active discussion concerning what makes teams work well and what inhibits effective teamwork. Interestingly, there was limited disagreement on many of the ideas discussed concerning characteristics of effective teams and the problems that teams face. Few members had any suggestions for enhancing team performance. However, they expressed appreciation for the opportunity to focus attention on teamwork at an inservice presentation.

EVALUATION OF THE INSERVICE TRAINING

A total of 15 staff filled out Evaluation Forms at the end of the inservice training sessions. The tabulated results are presented in Table 4. Respondents were asked to rate ten

statements on a 5-point Likert scale, and respond to three open-ended questions. On a scale of 1 to 5, with 1 low and 5 high, the lowest score of 3.4 was received for rating the number of new ideas about Teamwork presented at the inservice. Other ratings ranged from 4.3 to 4.8 reflecting that the content of the presentation was helpful to very helpful to those participating.

TABLE 4.
INSERVICE EVALUATION - MAJOR PRESENTATION

<u>STATEMENT</u>	<u>MEAN</u>	<u>N</u>
1. New Ideas About Teamwork	3.4	14
2. Purpose of Training	4.8	15
3. Ideas/Discussion Re: Teams	4.3	15
4. Ideas/Discussion Re: Communication	4.4	15
5. Ideas/Discussion Re: Problem-Solving	4.4	14
6. Role Play/ Exercises	4.7	12
7. Workshop Presenter	4.7	14
8. Helpfulness of Ideas	4.7	15
9. Overall Evaluation	4.4	15

Composite Mean 4.42

Note. The scale ranged from 1 (low) to 5 (high).

The mean response was 4.42 on a scale of 1 to 5, with 1 being the lowest and 5 the highest. Similar to the trial presentation, the lowest rating of 3.4 was tied to statement #1 - The Inservice introduced new ideas about Teamwork. This rating signifies that many attendees were aware of the concepts presented because 58% of them had previously attended a variety of information sessions on teamwork when

employed at other jobs. No information was collected to determine the type or content of these training sessions on teamwork. Other responses to the statements ranged from 4.3 to 4.8, indicating the inservice training was helpful to very helpful. Participants also remarked that the inservice was extremely useful and very valuable training. They suggested that perhaps someone at the site agency could be trained to continue the sessions.

Open-ended questions on the Evaluation Form allowed for more descriptive comments and suggestions for future presentations. Responses to the question - "What was the most important thing that you learned today" encompassed all areas of the training.

- All of it was important
- Keep team discussions focused
- The roles within a team
- The stages a team goes through
- The effectiveness of teams may change when members change
- How disruptive one person can be on a team
- About team communication and active listening skills
- About collaborative teamwork
- There are particular dynamics indigenous to all teams
- Team evaluations and the focus on Problem-Solving

The responses covered all components of the training session, thus signifying that participants incorporated a wide variety of information they needed to know and use in their teamwork practice. Responses to this question suggest that the broad-based and basic information presented about teamwork practice were very worthwhile to these participants.

Responses to the question "What else would you like to learn about Teamwork" emphasized the need for additional training about different aspects of teamwork. The comments included:

- What strategy to use with specific role types
- How to use these strategies in client meetings
- How to keep teams focused and work within a time
limit
- Become more familiar with my personal style in groups
- More information on facilitating group communication
- Troubleshooting when team member roles conflict with
goals and interfere with outcomes.

In subsequent visits to the agency, one participant reported that she used the information about teams the following day during a treatment team meeting she was conducting. Another individual said that the role play became an actual case the following week. One participant summed up the impact of the

training by saying "I didn't know there was so much to learn about Teamwork." The participants expressed an interest in continuing to enhance their skills in teamwork techniques.

For future training on interdisciplinary teamwork, additional content should be included. Information should be added on specific techniques to resolve interpersonal problems of difficult team members, handling and enhancing poor communication patterns, and to lead a full problem-solving session with issues generated from the participants. For example, the role play generated a host of interpersonal and communication problems, however there was a limited amount of time to process the role play and to generate solutions to the problems developed in the activity.

PART II - EVALUATING TEAMS

Teaching team members how to evaluate their team process was the purpose of follow-up presentations with each of the three designated teams participating in the project. This second intervention activity included the Factors Model (Appendix G) illustrating the variables impacting on the team process and the Team Evaluation Form (Appendix H) providing a list of questions assessing team functioning.

The Factors Model is a diagram showing the major components influencing team interactions. It is intended to facilitate the understanding of the various dynamics and factors impacting on team process. In order to effectively assess their team's functioning, members need to understand all three levels of factors. The diagram is composed of three levels to show the most important core factors in the center circle: consumer, value base, and organizational setting. These three components are essential variables for teams and need to be understood first before the team can develop into a highly functioning group. The consumer or client is the reason for the teams' existence and should always be in the forefront of the group's purpose. The value base establishes a philosophical way of life for the team and its mission. Understanding the organizational setting or auspice of the team sets the context of the team within the organization and assists in defining goals and roles of team members. The mission of the agency is a core dynamic and must be related to the team's goals. Interestingly, the ratings by participants of the four most important characteristics of teams are all related to these core values of teams. The characteristics included clear goals and a common purpose, respect and feeling respected, a collaborative environment and freedom to express oneself.

The middle circle represents a secondary level of factors affecting most teams which include: parent/guardian/advocate, legal mandate, organizational structure, leadership style, professional training. The family or support network of the client will hopefully play an important role in team discussions. The local, state or federal regulations or professional accrediting bodies typically specify what are minimum standards of practice for client services. The agency structure sets limits on how teams function. The team leaders' style greatly influences team operations.

The outer circle lists issues that are unique to the team and specifically impact that one team. The third level factors include: communication processes, decision-making, personal characteristics of team members, roles, and natural history. Communication and decision-making processes need to be reviewed by team so that full and free discussion of ideas, information, and decisions occurs. Personal characteristics focuses on the personality, length of experience, gender, and professional differences of each team member. Specifying roles for each member represents an important aspect of team work. Reviewing the natural history of the team assists the group in reviewing the past history and how the team has operated in the past. The Factors Model

served as a framework in which to complete a team evaluation.

Another aspect of the training and evaluation protocol introduced the concept of a formal evaluation of the teamwork process. Since teams rarely review the process of how well the team functions, they should be subjected to reviews just as individual employees are given annual reviews. Teams should be held accountable for their performance through group discussions and through formal self-evaluation processes.

The Team Evaluation Form (Appendix H) was presented individually to the Intake, Respite and Department Head groups. This researcher made the following recommendations for completing the evaluation form:

- Teams complete an evaluation by first filling out the evaluation form using the factors model.
- The forms would then be submitted to this researcher who would summarize the major issues.
- Or the forms could be submitted to the group leader for summarization.
- A team meeting would then be held to discuss the evaluations and create team goals for enhancing team performance.

The Evaluation Form consists of twelve questions asking the team to analyze, discuss, and develop a plan to enhance team functioning. The questions ask team members to review the many factors impacting on team functioning. Team members can identify problem areas of team functioning by asking the suggested questions. Questions concern the team purpose and goals, commitment to the goals, composition of the team, roles, leadership style, decision-making styles, level of participation, level of respect for diverse opinions, and conflict resolution styles. Three summary questions ask the team to specify why the teams' goals are not being met and to develop a plan to improve team performance.

In addition, teams should take five minutes at the end of each meeting to discuss what aspects went well and what did and did not work. Introducing ongoing evaluations as a routine component to team norms will reduce resistance to evaluations. Results of this second intervention activity on evaluating teams will be presented in Chapter V.

SUMMARY OF INSERVICE EDUCATION FOR INTERDISCIPLINARY TEAMWORK

Agency staff enthusiastically participated in the inservice training sessions. Evaluation forms and comments made to the presenter following the sessions were all very positive

regarding the applicability and usefulness of the information presented to their everyday work on teams. The staff suggested additional inservice sessions on teamwork since all of the agency staff did not attend the inservice, and those who attended were interested in continuing to learn more about teams; no plans have been made to present additional training.

CHAPTER V - PRESENTATION AND DISCUSSION OF FINDINGS

The purpose of this project was to determine whether participation in inservice education was worthwhile and whether a single training program and follow-up evaluation meeting would benefit team performance. The null hypotheses are: 1. Participation in team inservice education does not affect team functioning; 2. A follow-up team evaluation meeting provides no benefits for team performance.

Statistical tests including the Mann-Whitney U test, the Median test, Student's t-test, and Kolmogorov-Smirnov resulted in statistically significant results that refute the null hypotheses. The results obtained suggest a high probability that teamwork training and evaluation enhances overall team performance. Chapter V presents the process and outcome results of the project interventions. It includes demographics of the participants, findings of team observations, findings concerning team evaluation meetings, and evaluation outcomes using the pre- and post-test questionnaires.

DESCRIPTION OF PARTICIPANTS

A total of 19 staff members were members of the three targeted teams involved in the intervention plan. Table 5 lists the composite demographic data, while Tables 6, 7, and 8 record the demographic data by team. The total group consisted of 17 women and 2 men; 17 were Caucasian and 2 were Black. They were a mature group of people with ages ranging from 20 to over 60; the largest category was ages 45 to 60 with 9 (47%) of the participants in this age group. The participants totalled 26% of total agency staff, representing a cross section of ages, years of experience, ethnicity of workers, and education.

TABLE 5.
DEMOGRAPHIC CHARACTERISTICS OF ALL PARTICIPANTS

Characteristic	Category	N	%
Gender	Female	17	89.5
	Male	2	10.5
Age	Under 20	0	0.0
	20-29	3	15.8
	30-44	6	31.6
	45-60	9	47.4
	Over 60	1	5.3
Race	White	17	89.5
	Black	2	10.5
	Hispanic	0	0.0
	Asian	0	0.0
Education	Grade School	1	5.3
	High School	1	5.3
	Some College	4	21.1
	Undergrad Deg	8	42.1
	Grad Degree	5	26.3
Years in MR	less than 1	0	0.0
	1 to less than 5	8	42.1
	5 to less than 10	4	21.1
	10 or more	7	36.8
Years at agency	less than 1	2	10.5
	1 to less than 5	9	47.4
	5 to less than 10	5	26.3
	10 or more	3	15.8
Years on team	Less than 1	4	21.1
	1 to less than 5	13	68.4
	5 to less than 10	2	10.5
	10 or more	0	0.0
Position	Management	13	68.4
	Line Worker	6	31.6
Ever attend team training course?	Yes	11	57.9
	No	8	42.1

The Respite Team (Table 6) had the lowest educational level of the three groups, and the least amount of experience in the field of Mental Retardation. The Department Head Team (Table 7) had the highest educational level with 50% possessing Masters degrees, the most years at the agency and most years in the field of Mental Retardation. Since the Intake Team (Table 8) was created approximately two years prior to this project, it was the least experienced as a group. However, its members had all been employed at the agency for more than one year. All respondents were also asked whether they had ever attended a team training course. A total of 11 (58%) participants said that they had. However, none of the staff had participated in a team evaluation.

TABLE 6.
RESPITE TEAM
DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

Characteristic	Category	N	%
Gender	Female	6	100.0
	Male	0	0.0
Age	Under 20	0	0.0
	20-29	3	50.0
	30-44	1	16.7
	45-60	1	16.7
	Over 60	1	16.7
Race	White	4	66.7
	Black	2	33.3
	Hispanic	0	0.0
	Asian	0	0.0
Education	Grade school	1	16.7
	High School	1	16.7
	Some College	2	33.3
	Undergrad Deg	2	33.3
	Grad Degree	0	0.0
Years in MR	less than 1	0	0.0
	1 to less than 5	5	83.3
	5 to less than 10	0	0.0
	10 or more	1	16.7
Years at agency	Less than 1	0	0.0
	1 to less than 5	5	83.3
	5 to less than 10	1	16.7
	10 or more	0	0.0
Years on team	Less than 1	2	33.3
	1 to less than 5	4	66.7
	5 to less than 10	0	0.0
	10 or more	0	0.0
Position	Management	3	50.0
	Line Worker	3	50.0
Ever attend team training course?	Yes	3	50.0
	No	3	50.0

TABLE 7.
DEPT HEAD TEAM
DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

Characteristic	Category	N	%
Gender	Female	6	100.0
	Male	0	0.0
Age	Under 20	0	0.0
	20-29	0	0.0
	30-44	3	50.0
	45-60	3	50.0
	Over 60	0	0.0
Race	White	6	100.0
	Black	0	0.0
	Hispanic	0	0.0
	Asian	0	0.0
Education	Grade School	0	0.0
	High School	0	0.0
	Some College	0	0.0
	Undergrad Deg	3	50.0
	Grad Degree	3	50.0
Years in MR	less than 1	0	0.0
	1 to less than 5	1	16.7
	5 to less than 10	2	33.3
	10 or more	3	50.0
Years at agency	less than 1	2	33.3
	1 to less than 5	0	0.0
	5 to less than 10	3	50.0
	10 or more	1	16.7
Years on team	Less than 1	2	33.3
	1 to less than 5	2	33.3
	5 to less than 10	2	33.3
	10 or more	0	0.0
Position	Management	6	100.0
	Line Worker	0	0.0
Ever attend team training course?	Yes	4	66.7
	No	2	33.3

TABLE 8.
INTAKE TEAM
DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

Characteristic	Category	N	%
Gender	Female	5	71.4
	Male	2	28.6
Age	Under 20	0	0.0
	20-29	0	0.0
	30-44	2	28.6
	45-60	5	71.4
	Over 60	0	0.0
Race	White	7	100.0
	Black	0	0.0
	Hispanic	0	0.0
	Asian	0	0.0
Education	Grade School	0	0.0
	High School	0	0.0
	Some College	2	28.6
	Undergrad Deg	3	42.9
	Grad Degree	2	28.6
Years in MR	less than 1	0	0.0
	1 to less than 5	2	28.6
	5 to less than 10	2	28.6
	10 or more	3	42.9
Years at agency	less than 1	0	0.0
	1 to less than 5	4	57.1
	5 to less than 10	1	14.3
	10 or more	2	28.6
Years on team	Less than 1	0	0.0
	1 to less than 5	7	100.0
	5 to less than 10	0	0.0
	10 or more	0	0.0
Position	Management	4	57.1
	Line Worker	3	42.9
Ever attend team training course?	Yes	4	57.1
	No	3	42.9

RESPITE TEAM

PROCESS OUTCOMES: OBSERVATION OF TEAM MEETINGS

The purpose of the pre- and post-test observations was to supplement the survey data by providing a subjective description of the quality and content of the teams in operation. A total of four observations were conducted, two pre-test and two post-test. The Respite Team was a direct care group and the smallest of the three teams that were studied. Table 9 reports the pre-test and post-test averages derived from the Observation Checklist (Appendix E). For the pre-test observations, the Respite Team's scores were at the highest level for 12 out of 18 areas on the Checklist. For the remainder of the areas observed, the scores achieved were close to the highest possible. For the post-test scores, this team was able to improve slightly in the six areas, attaining near-perfect scores in all but one area concerning styles of decision-making. The third column notes the change toward or away from the ideal score of 3. The observed differences were not statistically significant. The leader reported to this researcher that the four observed meetings were representative of their bi-weekly meetings.

The changes observed between pre-test and post-test periods represent movement towards overall improvement in team operation. The changes can be assumed to be largely related to the training and evaluation components in this project,

but can also be related to the Hawthorne effect (Roethlisberger & Dickson, 1939). Since team members were aware they were being observed and evaluated, they were more conscious of their behavior.

TABLE 9.
RESPIRE TEAM OBSERVATION CHECKLIST

VARIABLE	OBSERVATION	RESPONSE		
		PRETEST	POSTTEST	CHANGE TO/ FROM IDEAL
LEADERSHIP	Amount of Control	3.0	3.0	-
	Amt of Direction	3.0	3.0	-
	Amt of Participation	2.5	3.0	+ .5
	Climate of Meeting	3.0	3.0	-
COMMUNICA- TION	Open Discussion	3.0	3.0	-
	Related to Task	3.0	3.0	-
	Amt of Discussion	3.0	3.0	-
PLANNING/ DECISION- MAKING	P-S Techniques	4.0	3.0	+1.0
	Equality of Influence	3.5	3.0	+0.5
	Sharing of Suggestions	3.0	3.0	-
	Diversity of Opinions	3.0	3.0	-
	Innovation Encouraged	3.0	3.0	-
	Group Consensus	4.0*	4.5*	+ .5
CONFLICT	Normal/expected	3.0	3.0	-
GOALS/ROLES	Understood	3.0	3.0	-
TEAM SPIRIT	Commonality	3.0	3.0	-
	Shared Values	3.0	3.0	-
	Total Collaboration	3.5	3.0	+ .5

Note. Range: 1=under/suppressed response; 3.0 = ideal or best score; 5.0 = over/excessive response.

* 5.0 is the ideal score.

Both pre- and post observations of this team's interactions included:

- being open to positive and negative feedback,

- being comfortable with direct interactions,
- carrying out full and free discussion of both client and personnel issues,
- ability to question the rationale for some decisions,
- conducting focused discussions,
- the leader listened to concerns of staff and asked for feedback regarding these concerns, and
- encouragement of group problem-solving.

Both pre and post observations uncovered similar dynamics and demonstrated no significant changes correlated with the intervention strategies. This team could be characterized as a friendly but business-like group. They were pressured to complete many agenda items in their brief meeting time. The leaders and direct care staff seemed open to constructive feedback and varying points of view. Leadership skills were excellent, demonstrating good problem-solving and decision-making skills. The team was able to perform at a high level because of the interconnectedness, respect and trust shared by all team members. As one member stated: "If the clients are happy to come here, then we're responsible for their happiness."

OUTCOME EVALUATION: TEAM EVALUATION MEETINGS

While the primary purpose of this project was to evaluate the impact of an inservice presentation on team work, the secondary purpose of the project was to assess whether training teams to complete a self evaluation would also lead to improved team performance. Ideally, teams would evaluate their process and develop goals to enhance their performance. During the team evaluation meetings, this researcher presented a report of the findings derived from the open-ended questions from the pre-test questionnaire, and from the observations noted during the initial observation periods. A discussion of the Respite Team evaluation meetings follows.

All members of the Respite Team actively participated in the formal evaluation of their group, with this researcher leading the discussion. During one of their regularly scheduled meetings, the members were handed the Team Evaluation form (Appendix H). This researcher instructed the team members to fill it out, and hand it back to the researcher so a discussion could take place using the filled-out forms. The team members scanned the form and hesitated before writing anything down. This researcher then asked: shall we just start talking about evaluating the team process? All members then agreed to openly share their

comments about evaluating the team operations using the Evaluation Form as a guide. Since this group had the trust and respect of their fellow members, the evaluation process was seen as a non-threatening way of enhancing their team operations.

The team commenced with the evaluation by reading each statement on the Evaluation Form, reflecting on the issue, and then discussing each item. Discussions concluded that the goals of the team were clear and that all members had to be committed to carrying them out on such a small team. Due to a change in leadership over the past year, many modifications in leadership style have occurred, but all members have adapted to them. Roles have been redefined, and are understood by everyone. Members complement each other by utilizing the strengths of each person.

One major focus of discussion concerned the administrative responsibilities of the assistant director. Her role was clarified and team members were clear about who should be responsible for what decisions. Thus, a specific protocol and goal was created: Contact the assistant director for most issues concerning client or policy questions.

Another discussion point concerned the amount of participation in decision-making discussions by each team

member. The problem-solving discussion focused on encouraging all team members to be more active. The group agreed to make an effort to ask each other's opinions more frequently and thus created a second goal for improving team performance.

In discussing leadership issues, one member said she knew when something was wrong, "I can tell from her voice." The Director was unaware of the change of tone in her voice and said, "I didn't know that it shows." The discussions concerning administrative responsibilities, amount of participation of each member and the director's tone of voice would not have occurred if the team had not participated in this team evaluation process.

The following report was shared with the Respite group following their group evaluation discussion. The group members maintained interest and participated in a brief discussion with this researcher. Importantly, the report closely followed the points discussed by the team during their own self-evaluation.

Report to the Respite Team

6/92

Overall: Relaxed, open, comfortable, attentive, shared values and commitment to clients, interested. Great group to work with!

1. Some reluctance by members to offer differing ideas - different ways of doing something. Did utilize problem-solving techniques around some issues. Need to encourage staff to be more open and to know that their opinion counts.

2. Director and Assistant Director do most of the talking. Other members will contribute when asked or when a staff member has a specific piece of information concerning a client.

3. Well managed meeting - director encourages discussion of all ideas.

Team members feel comfortable in asking questions and clarifying decisions.

4. No blaming of staff for problems - makes you feel safe to bring up problems.

5. Team discussions appropriately concern specific clients and their families; team interactions do not interfere with the content of the meetings.

SUMMARY OF OUTCOMES - RESPITE TEAM

The commitment of this small group of experienced and dedicated staff members helped them to effectively use and benefit from an evaluation process. The group was open and respectful with each other and thus could effectively review the quality of their meetings. On the post-test questionnaire, one participant noted that changes in the team included a better understanding of the team process and better communication among team members. It was exciting to watch this team take advantage of their skills and mutual trust to further enhance their team operations.

DEPARTMENT HEAD TEAM

PROCESS OUTCOMES: OBSERVATION OF TEAM MEETINGS

The purpose of the pre- and post observations was to supplement the survey data by providing a description of the quality and content of the teams in operation. The Department Head team consists of the Executive Director of the agency and its five department managers.

Table 10 shows the results of the pre-test and post-test Observation Checklists. The Department Head Team achieved ideal scores in 12 out of the 18 parameters rated during the pre-test period. No major team functioning problems were evident during any of the observation sessions. Minor improvements were noted in five areas in the post-test observations; the differences were not statistically significant. Group consensus as a method of decision-making was recorded as not achieving the ideal level because consensus methods were not utilized. The changes observed between pre-test and post-test periods represent movement towards improvement in team operation. The changes can be assumed to be related to the training and evaluation components in this project, but can also be related to the Hawthorne effect (Roethlisberger & Dickson, 1939). Since team members were aware they were being observed and evaluated, they were more conscious of their behavior.

All meetings are led by the Executive Director who also sets the agenda. Each manager usually presents an update on her department with only an occasional need for full discussion of ideas presented. However, team members showed excellent ability in asking questions, clarifying issues, problem-solving and brainstorming skills. There were limited conflicts and arguments primarily due to the fact that major conflictual problems are not discussed by the group as a

whole but handled on an individual basis with the Executive Director.

TABLE 10.
DEPT HEAD TEAM OBSERVATION CHECKLIST

VARIABLE	OBSERVATION	RESPONSE		CHANGE TO/ FROM IDEAL
		PRETEST	POSTTEST	
LEADERSHIP	Amount of Control	3.0	3.0	-
	Amt of Direction	3.0	3.0	-
	Amt of Participation	2.5	3.0	+ .5
	Climate of Meeting	3.0	3.0	-
COMMUNICA- TION	Open Discussion	3.0	3.0	-
	Related to Task	3.0	3.0	-
	Amt of Discussion	3.0	3.0	-
PLANNING/ DECISION- MAKING	P-S Techniques	3.5	3.0	+ .5
	Equality of Influence	3.5	3.3	+ .2
	Sharing of Suggestions	2.5	3.0	+ .5
	Diversity of Opinions	3.0	3.0	-
	Innovation Encouraged	3.0	3.0	-
	Group Consensus	4.0*	4.0*	-
CONFLICT	Normal/expected	3.0	3.0	-
GOALS/ROLES	Understood	3.0	2.8	- .2
TEAM SPIRIT	Commonality	3.0	3.0	-
	Shared Values	3.0	3.0	-
	Total Collaboration	3.5	3.0	+ .5

Note. Range: 1=under/suppressed response; 3.0 = ideal or best score; 5.0 = over/excessive response.

* 5.0 is the ideal score.

The four team observations revealed a great amount of respect for each manager and her respective unit of the agency. Team members acknowledged the expertise and professionalism of their colleagues. This team demonstrated

a high commonality of shared values and ideals for the consumers they are serving, including a desire to provide the best possible programs and opportunities for individuals with Developmental Disabilities.

The Director reported to this researcher that there was no observer influence on the meetings; she reported that this observer's attendance did not influence the climate of the meetings. As an illustration, at the close of the 4th and last observation session, an informal discussion began about jokes and games played on the Executive Director by the managers. Only then did the team ask that the tape player be turned off so the personal conversations could continue while the observer stayed to listen and laugh.

OUTCOME EVALUATION: TEAM EVALUATION MEETINGS

The secondary purpose of the project was to train teams to perform self assessment. The Department Head group listened to the presentation on evaluating teams which included the Team Evaluation Form (Appendix H) and the Factors Model Diagram (Appendix G). All members listened attentively but there were no questions concerning the incorporation of the material to their respective teams.

During another meeting, this researcher shared the results of the pre-test team observations, and open-ended questions concerning STAR teams and specifically the Department Head group. One page of comments was given to the Executive Director and briefly discussed with the group. The report follows:

Report to Department Head Team

5/92

Overall: STAR Teams are operating very well - no major/minor problems.

1. The purpose of Department Head meetings is clearly understood. Everyone strongly agreed with the statement that meetings are conducted in a friendly/collegial atmosphere.

2. Clearly, members share a value and commitment to providing the best possible services to individuals with handicaps, to the agency and to social policy issues that face people with disabilities.

3. Questionnaire Comments regarding Open-ended questions included:

- "Too many issues to cover - not enough time."
- "Since Department Heads represent such diverse areas, sometimes it is hard to relate to or really understand the issues."

- "Goals and purpose are not clear."
- "Do not meet enough."

4. Suggestions:

- Send out agendas ahead of time.
- "Brief written reports from each department head to be given out ahead of time."
- "Spend more time on problem-solving rather than information sharing."
- "Keep discussions clearly focused and on issues that impact the entire agency."

5. Questionnaire results that highlighted areas with a wide range of responses for all teams included:

- a. Teamwork takes too much time - overburdened with too much work and too few resources (Question #23).
- b. Issues concerning Decision-Making: Decisions are made outside of the formal meeting; decisions are influenced by one or two individuals; a small faction interferes with the process (Questions # 20, 22, and 26).
- c. Each member has a distinct role and no overlap of roles (Question #5).

SUMMARY of OUTCOMES - DEPARTMENT HEAD TEAM

The Executive Director seemed most interested in the information about team evaluations and implied that she may adopt some of the recommendations concerning the use of an outline and brief handouts. This researcher offered to attend the team meetings supervised by the Department Head managers to incorporate team evaluations into their groups, but no managers requested assistance for their teams. One change noted on one post-test questionnaire reported that more meetings have been scheduled as a result of the self-evaluation process. Another participant suggested that teams conduct self-evaluations as part of an annual review process. Ideally, teams would evaluate their process and develop goals to enhance their performance. The Department Head team chose not to participate in the formal evaluation process of their group. This team felt the evaluation procedures were not applicable to the group's structure and purpose because it is not a decision-making group, only an information-sharing one. This researcher agreed with their decision.

INTAKE TEAM

PROCESS OUTCOMES: OBSERVATION OF TEAM MEETINGS

The purpose of the pre- and post observations was to supplement the survey data by providing a description of the quality and content of the team meeting process. The Intake group is composed of seven middle management and direct care staff whose responsibility is to review all incoming applications to the agency.

The team demonstrated excellent skills in most areas on the Observation Checklist shown in Table 11. Pre-test results show that the team achieved 13 best possible scores out of 18 fields. The post-test results show improvement in the parameters rated; the team received 15 best possible scores. The changes observed between pre-test and post-test periods represent movement towards overall improvement in team operation; the changes are not statistically significant. The changes can be assumed to be related to the training and evaluation components in this project, but can also be related to the Hawthorne effect (Roethlisberger & Dickson, 1939), since team members were aware they were being observed and evaluated. This team was very conscious of its behaviors.

TABLE 11.
INTAKE TEAM OBSERVATION CHECKLIST

VARIABLE	OBSERVATION	RESPONSE		CHANGE TO/ FROM IDEAL
		PRETEST	POSTTEST	
LEADERSHIP	Amount of Control	3.0	3.5	-.5
	Amt of Direction	3.5	2.5	-.5
	Amt of Participation	2.5	3.0	+.5
	Climate of Meeting	3.5	3.0	-
COMMUNICA- TION	Open Discussion	3.0	3.0	-
	Related to Task	3.0	3.0	-
	Amt of Discussion	3.0	3.0	-
PLANNING/ DECISION- MAKING	P-S Techniques	3.0	3.0	-
	Equality of Influence	3.5	3.0	+.5
	Sharing of Suggestions	3.0	3.0	-
	Diversity of Opinions	3.0	3.0	-
	Innovation Encouraged	3.0	3.0	-
	Group Consensus	4.5*	4.5*	-
CONFLICT	Normal/expected	3.0	3.0	-
GOALS/ROLES	Understood	3.0	3.0	-
TEAM SPIRIT	Commonality	3.0	3.0	-
	Shared Values	3.0	3.0	-
	Total Collaboration	3.0	3.0	-

Note: Range: 1=under/suppressed response; 3.0 = ideal or best score; 5.0 = over/excessive response.

* 5.0 is the ideal score.

Administratively, the team leader was in control because she interviewed and reviewed almost all incoming applicants and thus presented these cases to the team. She presented her recommendations regarding the status of most cases as part of the initial presentation of background data; she did not hold back her conclusion to wait for questions about the client's attributes or status. In a few cases, when an

applicant's record was not complete, the leader pressed for admission. However, team members refused to admit the client until full information was obtained.

Roles were clearly understood by participants. For example, the workshop director or the nurse knew what their concerns were for particular clients and asked very appropriate questions. The team shared values concerning the most appropriate program plans for the referred client. No major or minor conflicts occurred during the four observation periods. Initially, the Intake Team did limited reviews of clients since the prospective clients would be placed on a waiting list for a period of months. When an admission to the agency was imminent, a more comprehensive review of the applicant would be conducted by the specific program at a time closer to entry into the program.

This team was very aware of this observer's attendance throughout the pre and post study period. The team leader reported that "members were more reserved and less boisterous, it's usually more fun." At one meeting a new team member was introduced and told that "this is normally a rather enjoyable process - we have fun." At no time during the observation periods was the process enjoyable to this observer or to the participants involved - no one joked or smiled during the observation times.

OUTCOME EVALUATION: TEAM EVALUATION MEETINGS

The secondary purpose of this project was to assess whether training teams to conduct self evaluations would also lead to improved team performance. The Intake Team followed the recommended format concerning evaluating teams. The Evaluation Form was filled out and returned to this researcher who then summarized the comments. This resulted in the following report about evaluating the team process which included the open-ended questions on the pre-test Questionnaire and observations noted during the initial observation period. A discussion of the evaluation meetings follows.

Report to the Intake Team - Evaluation 5/92

1. The team demonstrated shared values and commitment to STAR clients, respect for differing viewpoints. Decisions are reached in a collaborative atmosphere using consensus decision-making techniques.

2. A photo of the client might be helpful. More than one team member should meet the client when he/she visits.

3. Good questioning by all members concerning unclear issues about Intake clients.

4. Members should try to read the records before the meetings so that they are familiar with the client and can ask more involved questions.

5. Agency problems that the team faces:

"Staff overworked so they can't read records prior to the meetings."

"Clients remain on waiting list. Limited resources - need to increase placement possibilities and staffing."

"Absenteeism or Crises occurs and interrupts the meeting process."

6. Presentation of client information could be more consistent. Perhaps using a standardized outline or preparing a psychosocial summary would be helpful.

For Example: diagnosis, school history, family dynamics, work history, medical problems.

Recommendations should be presented at the end of the discussion.

7. Inadequate information was presented to the group concerning difficult/negative aspects of a client's situation. More comprehensive reports should be obtained so that a thorough review of a client can occur.

The Intake Team listened to the above evaluation report about their group but did not participate in any discussion regarding the recommendations. However in subsequent observation of their meetings, some of the recommendations suggested had been adopted. At the 4th observation/taping session, more comprehensive reports were given, and more than one staff member had interviewed the potential applicant.

SUMMARY of OUTCOMES - INTAKE TEAM

The Intake Team's main function is to ensure that the agency can adequately serve the prospective client and that all paper work is complete. The Intake Team faced major impediments to their work. The agency has a three month long waiting list for admission to any of its programs due to State funding cutbacks, and due to a lack of space and staff for additional clients. The committee's function appeared to be a pro forma system because most applicants were accepted for admission. The team exists to comply with agency accreditation requirements.

Intake Team members seemed annoyed by the feedback and were not interested in hearing about how to enhance their intake procedures. There was absolute silence after presenting the evaluation report to them. The team seemed distrustful of

this researcher's observations regarding their team difficulties and were unwilling to actively participate in any discussions concerning ways to improve their team operations. Interestingly, some of the evaluation recommendations were adopted at the next meeting. In addition, responses by one participant on the post-test questionnaire regarding changes in the team following the self-evaluation noted that team members are sharing more information concerning applicants, more comprehensive discussions are taking place, and that more than two to three members are participating in the decision-making process. Another post-test response noted that the self-evaluation process was a good "checks and balances system" to ensure more equal participation.

SUMMARY OF PROCESS AND EVALUATION FINDINGS

Observing the three agency teams in operation supplemented and complemented the questionnaire data. During pre-test and post-test times, all teams were observed to be highly functioning groups exhibiting excellent knowledge and skills in the areas of leadership, communication, planning and decision-making, conflict, roles, and team spirit. Observed changes between pre-test and post-test times showed minor gains in overall team performance for all three teams but could not be related to one isolated dependent variable. In

addition, the gains subjectively noted in team performance could not be definitively associated with the intervention activities of the inservice training and the team evaluation process.

Conducting team evaluations is one way to enhance the functioning of the teamwork process. The Respite Team fully participated in the evaluation component of this research project. The Department Head group felt the evaluation procedures were inappropriate to their team structure and process. The Intake Team reacted suspiciously to the report but did change its operating procedures in following meetings.

OUTCOME EVALUATION: QUESTIONNAIRE RESULTS

Questionnaire statistics, findings, and discussion are presented in this section. Tables 12 and 13 enumerate all responses from the pre-test and post-test questionnaires (Appendices B and C). The questionnaires were distributed and collected by this researcher at pre- and post-test times during regularly scheduled team meetings. All but one participant completed useable questionnaires since they were a captive audience and were assembled at the same time and place.

The questionnaire used a 6 point Likert scale ranging from strongly disagree to strongly agree. The lower the number, the lower the satisfaction, effectiveness, or efficiency score for all items on the questionnaire. For statistical purposes, questions 4, 7, 20, 22, 23, 26, 28 and 30 scores were inverted to maintain the consistency of the numbers. The statistical results were obtained using two computer programs: Lotus 1-2-3, Release 2.01 and SigmaStat Version 1.01.

A total of 18 pre-test questionnaires were useable. A total of 17 post-test questionnaires were useable; one completed questionnaire contained only perfect scores (numbers 1 or 6). This questionnaire was discarded when this participant stated she was no longer interested in participating in the project.

TABLE 12.

PRE-TEST RESPONSES TO QUESTIONNAIRE

PRETEST POPULATION: n = 18

TEAM	QUESTION NUMBERS																					
	#1	#2	#3	#4I	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	#16	#17	#18	#19	#20	#21	#22
RESPITE1	5	4	6	3	5	4	5	6	6	5	6	5	5	4	4	4	4	5	5	5	5	-
RESPITE1	5	5	-	5	5	-	5	6	6	6	6	6	5	5	5	5	5	5	5	-	5	2
RESPITE1	6	6	5	5	6	5	4	6	6	6	6	6	6	6	4	3	5	5	5	1	5	4
RESPITE1	5	5	5	3	5	3	5	5	5	4	5	5	5	4	4	4	4	4	4	2	5	4
RESPITE1	6	6	5	5	6	6	6	6	6	6	6	6	6	4	5	5	5	6	5	4	4	6
RESPITE1	4	5	4	6	6	4	5	5	5	6	5	5	5	6	6	5	5	5	4	3	4	3
DEPTHD1	6	5	6	5	6	5	6	6	6	6	4	6	6	5	5	5	4	6	5	3	6	5
DEPTHD1	5	5	5	4	6	2	5	3	5	6	4	6	6	6	6	6	6	6	5	4	4	2
DEPTHD1	5	5	6	3	5	2	4	6	4	6	5	6	6	6	6	5	4	5	3	2	5	4
DEPTHD1	5	6	4	5	5	5	5	4	4	6	5	5	5	4	5	5	5	5	4	5	4	4
DEPTHD1	3	3	4	3	3	4	4	5	5	6	4	5	5	5	6	6	5	5	4	5	2	2
INTAKE1	5	5	-	5	5	5	5	6	3	6	5	5	5	5	5	5	5	5	4	2	5	6
INTAKE1	6	5	-	6	5	-	-	6	6	6	6	6	5	6	6	6	6	6	5	2	5	2
INTAKE1	5	5	5	5	5	5	2	5	6	5	5	6	6	5	6	5	6	5	2	4	6	5
INTAKE1	6	6	6	5	6	3	3	6	6	6	6	6	6	6	6	6	5	5	5	2	5	2
INTAKE1	6	5	6	5	6	3	2	6	6	6	6	6	6	6	6	6	6	6	6	1	6	2
INTAKE1	5.5	5	4	3.5	4.5	5	1	5	5	6	6	6	5	6	6	6	5	5	4	6	3	3
INTAKE1	5	5	5	6	5	2	2	5	5	6	6	6	6	5	4	4	4	4	5	5	6	4

NOTE: QUESTIONS 4, 23, 26, 28 AND 31 HAVE HAD THEIR NUMERICAL SCORES INVERTED TO MAINTAIN UNIDIRI



3I	#24	#25	26I	#27	28I	#29	30I	MEAN
6	4	4	4	5	5	3	4	4.69
5	6	6	-	5	5	-	5	5.16
6	5	6	3	5	6	6	5	5.10
5	4	4	4	5	4	4	5	4.33
3	5	5	3	5	2	4	2	4.97
6	-	5	-	4	6	1	4	4.71
6	5	5	3	5	6	1	5	5.10
3	6	6	5	5	3	1	6	4.73
5	6	6	6	5	6	1	6	4.80
5	5	5	5	5	3	2	5	4.67
5	5	5	5	3	3	1	2	4.20
-	5	5	5	5	6	1	6	4.82
1	6	6	3	6	2	2	1	4.74
6	5	5	6	5	5	1	-	4.90
3	6	6	6	6	4	3	6	5.10
1	6	6	6	5	6	2	5	5.03
4	6	6	6	5	5	1	6	4.88
6	4	5	3	4	3	2	6	4.57

CTIONALITY OF THE DATA SET.



TABLE 13.

POST-TEST RESPONSES TO QUESTIONNAIRE

POSTTEST POPULATION: n = 17

TEAM	QUESTION NUMBERS																					
	#1	#2	#3	#4I	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	#16	#17	#18	#19	#20	#21	#22
RESPITE2	6	6	6	6	5	5	6	6	6	5	6	6	6	6	5	5	5	6	6	2	6	1
RESPITE2	6	5	5	4	5	4	2	6	6	6	5	5	5	5	5	5	5	5	5	2	5	3
RESPITE2	6	5	6	2.5	5	-	4	6	6	6	6	6	6	5	5	5	5.5	6	6	2	6	3
RESPITE2	5	6	5	5	6	6	4	6	6	6	6	6	5	6	5	5	6	5	6	3	6	3
RESPITE2	5	4	4	5	5	5	5	5	6	6	5	-	5	6	5	5	5	5	5	1	4	1
DEPTHD2	6	6	6	2	5	4	5	6	6	6	6	6	6	6	6	6	6	5	4	5	6	6
DEPTHD2	5	6	-	5	5	3	2	6	6	6	6	6	6	6	6	6	6	6	5	3	6	4
DEPTHD2	5	5	5	6	6	6	3	6	5	6	5	6	5	6	5	5	6	6	5	2	5	2
DEPTHD2	6	6	4	5	5	5	6	5	6	6	6	6	6	6	6	6	6	6	4	4	5	2
DEPTHD2	5	5	4	2	5	5	5	4	4	5	5	5	5	5	5	5	4	5	4	5	4	4
DEPTHD2	6	6	6	3	5	6	6	6	6	6	6	6	6	6	6	6	6	6	5	2	6	2
DEPTHD2	6	6	-	6	6	6	5	6	6	6	6	6	6	6	6	6	6	6	5	2	5	4
INTAKE2	6	5	6	5	5	3	1	6	6	6	6	6	5	6	6	6	6	6	6	1	5	4
INTAKE2	5	5	-	5	5	-	5	6	6	6	5	6	6	5	6	5	5	6	5	2	6	3
INTAKE2	6	6	6	6	6	5	5	6	6	6	6	6	5	5	5	5	5	5	5	2	5	2
INTAKE2	5	5	5	2	5	4	3	5	6	6	6	6	6	6	5	5	6	6	5	2	6	3
INTAKE2	5	6	6	5	5	5	6	6	6	6	6	6	6	6	5	6	6	6	6	4	5	1

NOTE: QUESTIONS 4, 23, 26, 28 AND 31 HAVE HAD THEIR NUMERICAL SCORES INVERTED TO MAINTAIN UNIDIRECTIONALITY



	22	23I	#24	#25	26I	#27	28I	#29	30I	MEAN
1	6	5	5	5	6	2	6	5	5.23	
3	5	5	5	3	5	5	4	5	4.70	
3	6	6	6	6	6	5	-	5	5.29	
3	6	6	6	3	5	4	5	4	5.20	
1	6	5	4	3	2	-	-	3	4.44	
6	4	6	6	5	5	6	1	6	5.30	
4	6	6	6	6	5	5	5	5	5.31	
2	5	6	6	6	5	2	2	6	4.97	
2	5	6	6	6	4	4	1	3	5.07	
4	4	5	5	3	5	3	3	5	4.43	
2	5	6	6	6	6	5	5	5	5.43	
4	4	6	6	6	5	4	3	1	5.24	
4	6	5	5	6	6	5	6	2	5.10	
3	3	6	6	5	5	4	3	5	5.00	
2	5	5	5	5	5	3	1	6	4.97	
3	6	6	6	6	6	4	1	5	4.93	
1	4	6	6	6	6	4	1	6	5.27	

DIRECTIONALITY OF THE DATA SET.



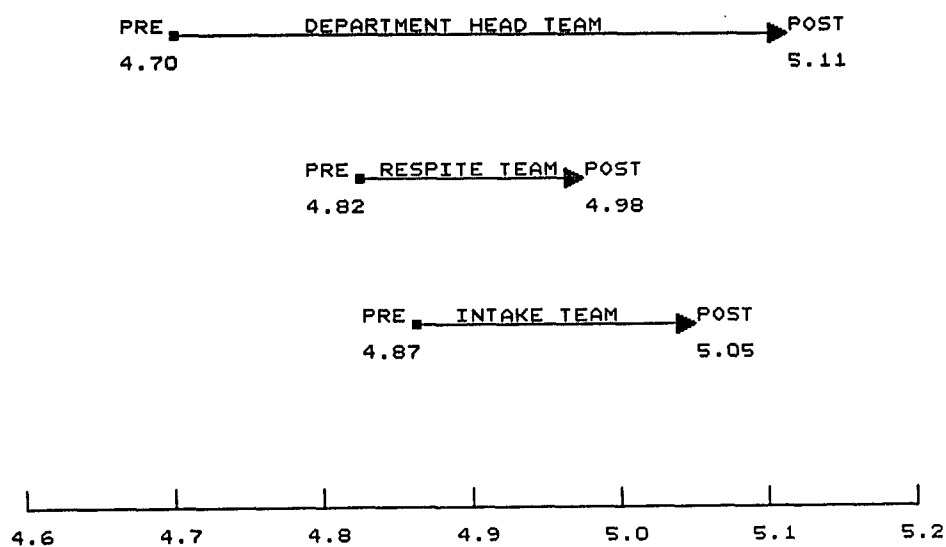
The survey technique used for this project was the two-sample case with independent samples (Siegel, 1956). The questionnaires were not matched and thus, cannot be paired for comparative statistical purposes.

Figure 2 shows the gains in the pre- and post-test group means derived from the questionnaires. Even though each group's mean was high at pre-test times, the teams' scores changed positively at post-test times. Later in this chapter, additional analysis will indicate that the results are statistically significant.

STATISTICAL TESTS

The first test to be applied determines whether the results are normally distributed around the mean and thus influences which subsequent statistical tests can be run. A normality test that fails indicates that the data vary significantly from the pattern expected if the data were drawn from a population with a normal distribution. A test that passes indicates that the data match the pattern expected if the data were drawn from a population with a normal distribution (SigmaStat 1.01).

FIGURE 2. PRE AND POST QUESTIONNAIRE RESULTS BY TEAM.
CHANGE IN GROUP MEAN SCORES



NOTE:

THE PRE AND POST X-AXIS SCORES FOR EACH TEAM REPRESENT MEANS DERIVED FROM QUESTIONNAIRE SCORES. THE QUESTIONNAIRE USED A SCALE FROM 1 TO 6, WITH 1 BEING MOST NEGATIVE AND 6 MOST POSITIVE.

NORMALITY TEST (KOLMOGOROV-SMIRNOV)

SigmaStat uses the Kolmogorov-Smirnov differencing technique, to determine normality conformance. The details from SigmaStat are:

P-to-reject normality = 0.050

PRETEST: K-S distance = 0.107 P > 0.200 Passed

POSTTEST: K-S distance = 0.165 P > 0.200 Passed

PARAMETRIC TESTS

Since the data is normally distributed about the means, parametric testing is possible. Parametric tests assume that the sample groups are drawn from populations with normal distributions and the same standard deviations. These test assumptions are known as normality and equal variance. The tests are called parametric because the underlying statistical theory is derived from the parameters of the normal distribution (SigmaStat 1.01). For normally-distributed populations, parametric tests are more powerful than non-parametric methods.

STUDENT'S t-TEST

The t-test, a parametric test, is based on estimates of the mean and standard deviation parameters of the normally distributed populations from which the samples were drawn.

Since the raw data of the pre-test and post-test means is unpaired, the t-test can be used to see if there is a difference between the two groups that is greater than what can be attributed to random sampling variation. The null hypothesis of an unpaired t-test indicates that the means of the populations that the samples were drawn from are the same; this is the Equal Variance Test.

TABLE 14.
STUDENT'S t-TEST

Normality Test: Passed (P > 0.200)
Equal Variance Test: Passed (P = 0.464)

<u>Group</u>	<u>N</u>	<u>Missing</u>	<u>Mean</u>	<u>Std Dev</u>
PRETEST	18	1	4.793	0.3429
POSTTEST	17	0	5.113	0.3123

Difference -0.320

Note. t = -2.885 with 33 degrees of freedom. P = 0.007

The t-test was computed with SigmaStat using the data set of Table 12 and Table 13. Table 14 summarizes the results as follows: P = 0.007% which demonstrates that the difference in the mean values of the two groups is greater than would be expected by chance and that there is a statistically significant difference between the pre- and post-test groups. In this case, the results indicate that the null hypotheses can be rejected at the 0.007 level and that team

training and team evaluation will lead to improved team performance.

NON-PARAMETRIC TESTS

The data can also be examined by using less powerful non-parametric methods, also called distribution-free methods. Non-parametric methods are based on the ranks of the observation or counts rather than the observations themselves, and do not require making any assumptions about the distribution of the underlying population from which the observed sample was taken (SigmaStat 1.01).

Siegel (1956) suggests 8 non-parametric statistical tests for a two-sample case with independent samples. Of these, three tests were selected as most appropriate for interval level data: Kolmogorov-Smirnov, Median, and Mann-Whitney U Test. The five other tests were ruled out for various reasons, such as the low number of participants in the samples, and the type of data collected.

KOLMOGOROV-SMIRNOV TEST

The Kolmogorov-Smirnov two-sample test is a non-parametric test of whether two independent samples have been drawn from the same population or from populations with the same distribution (Siegel, 1956). This test has some similarities

to the median test. However, it compares more than central tendency data, focusing on dispersion, skewness and other characteristics of the distribution of values of an ordinal variable within two samples (Weinbach & Grinnell, 1987).

The result is a Chi-Square of 5.99 which is significant at the .05 level. According to Siegel (1956), the Chi-Square yields a conservative measure and understates the significance of the data set. The Kolmogorov-Smirnov Two-Sample Test results indicate that team performance has improved significantly and is normally distributed about the means.

MEDIAN TEST

The median test is a procedure to test whether two independent groups differ in central tendencies. This test provides information about whether it is likely that two independent groups have been drawn from populations with the same median (Siegel, 1956).

The score obtained is 4.8152; it rejects the null hypotheses at the .025 level for a one-tailed test. These results indicate that the post-test results have significantly improved.

MANN-WHITNEY U TEST

This statistical test may be used to determine whether two independent groups have been drawn from the same population (Siegel, 1956). The U test is especially useful in research studies involving two small independent samples (Weinbach & Grinnell, 1987).

A score of 69 was obtained; it is statistically significant at the .01 level for a one-tailed test. Results of the Mann-Whitney U test indicate that post-team performance has significantly improved as a result of the project's interventions.

SUPPLEMENTAL QUESTIONS: MORALE AND EFFECTIVENESS

Supplemental questions on the pre- and post-test questionnaires asked participants to rate the morale and effectiveness of their respective teams. Tables 15 and 16 display the results for all three teams. A 5-point Likert scale was used with ratings from very high or excellent (5) to poor or very low (1).

Responses to the question asking team members to rate the level of team effectiveness specifically addresses the dependent variable of effectiveness. Responses to the question rating the morale of the team addresses the

dependent variable of professional satisfaction. The self-report ratings reflect the high level of team functioning and staff morale by participants which also corresponds to this researcher's observations.

The supplemental questionnaire responses were first analyzed for normality using the Kolmogorov-Smirnov differencing technique as described previously. The normality test failed for both questions; hence parametric analysis cannot be used. Applying the non-parametric Mann-Whitney Rank Sum Test and Wilcoxon Signed Rank Tests showed that the results were not statistically significant for either question.

TABLE 15.
RATINGS OF TEAM EFFECTIVENESS BY MEMBERS

	PRE-MEAN	N	POST-MEAN	N
RESPITE	3.33	6	4.00	5
DEPTHEAD	3.75	4	4.14	7
INTAKE	3.86	7	4.40	5

Note. Scale = 1 (poor) to 5 (excellent)

Mann-Whitney Rank Sum Test P= 0.068

Results are not significant

The statistical results indicate that differences in the pre-test and post-test scores may not be directly attributed to the research intervention strategies. That is, the differences in the median values is not great enough to exclude the possibility that the differences measured are

just due to random variability. Asking directly about these team variables did not lead to significant results.

TABLE 16.
RATINGS OF STAFF MORALE BY TEAM MEMBERS

	PRE-MEAN	N	POST-MEAN	N
RESPITE	3.50	6	4.20	5
DEPTHEAD	4.25	4	4.57	7
INTAKE	4.29	7	4.20	5

Note. Scale = 1 (very low) to 5 (very high)

Mann-Whitney Rank Sum Test P= 0.090

Results are not significant

DISCUSSION OF FINDINGS

The null hypotheses that participation in team inservice education will not affect team functioning and that a meeting to discuss team evaluation provides no benefits for team performance are refuted by the statistical analyses presented above.

Initially, analysis of the questionnaire and observation checklist was completed by assigning each survey question and observation parameter to one of the dependent variables. Effectiveness included the level of decision-making, sharing differing viewpoints, and the use of consensus to resolve issues. Efficiency was measured by analyzing communication related to agenda issues, increased contributions by team

members based on their specific role on the team, and the completion of agenda items. Professional satisfaction involved parameters of team cooperation, social climate, members feeling comfortable sharing their feelings, team spirit, and feeling an important and respected member of the team.

When completing the statistical tests, it was found that the variables showed similar increases in scores and that a change in one dependent variable could not be correlated to a change in another. The dependent variables were found to be descriptive and interactive parameters that were unable to be isolated from each other in the analysis. These dependent variables co-occur as a result of evaluating whole team performance and cannot be separated into independent markers. In addition, each dependent variable showed similar numerical increases. Distinguishing which particular variable increased as a result of the training and evaluation interventions was not feasible since they are interdependent factors. As one variable improves, the other two also improved. Thus, a discussion of the results includes the generalized variable of overall team performance encompassing parameters of effectiveness, efficiency, and professional satisfaction.

The Coordinator of Inservice Education reported that no training about teamwork had been provided by the site agency. Although 58% of participants received teamwork training, it was prior to work at the site agency and the content of the training was not known. The literature review also found that limited training is received at the preservice level of education. Although teamwork is a critical component of agency practice, agency staff had not received training but were expected to know what was expected of them in a team meeting.

Each statistical test used in this analysis of the questionnaires validates that training about teamwork and evaluating the team process leads to improved team performance. Results of the subjective team observations by this researcher convey less significant results. However, observing these teams in process provided an additional measure to support the findings that each team was operating at a high level. Since each team was found to be highly functioning at the pre-test times, post-test observations showed limited gains and could not be definitively related to the training and evaluation interventions.

Non-significant results were obtained when directly asking participants to rate team morale and effectiveness. These results reflect team members' inability to directly rate

their teams. However, the post-test questionnaire results do reflect minor improvements in overall team operations.

Improvement noted in team performance may be correlated to the time and effort dedicated to this project. It is interesting to note that teamwork is a daily aspect of agency operations, however limited time is spent in college courses and agency inservices to provide information about teamwork responsibilities. Since staff were given an opportunity to learn, to think, and to evaluate team issues, they were motivated to acquire better skills and apply what they learned to their daily routine. Many agencies cannot afford to provide extensive training on teamwork and are required to cover more critical areas such as crisis care, emergency and life saving procedures.

VALIDITY and RELIABILITY

Campbell and Stanley (1956) and Cook and Campbell (1979) identify twelve threats to validity and their impact on various experimental designs. This section will review the eight threats that are applicable to the present study.

INTERNAL VALIDITY

History

History concerns any specific events happening between the time of the pre- and post-test events. No apparent significant changes occurred at the site agency during the period of the testing.

Maturation

Maturation or the passage of time might cause a change in team performance. The teams matured as they continued to work as a team over the time period. However, three months between observing and testing did not represent a significant amount of time for maturation of the three teams studied since the groups had been previously established groups prior to the intervention.

Testing

Testing concerns the effects of administering a test more than once to the same group. In this case, the two questionnaires were administered three months apart thus the likelihood of remembering prior responses is minimal.

Instrumentation

Instrumentation occurs when there are changes in the testing instruments or in the observer's experience. None of the

instruments were changed, nor were the observer's techniques modified.

Regression

Statistical Regression concerns the tendency of extreme scores to regress toward the mean on retest. In fact, the data shows the initial scores were high and yet improved significantly at post-test for all teams.

Selection and Mortality

Selection and mortality issues concern whether a non-random population is studied and whether participants drop out of the study. In this project design, each team was highly functioning from the pre-test interventions and continued to make gains in performance. While no members dropped out of the project, only one post-test questionnaire was unusable.

EXTERNAL VALIDITY

Components concerning external validity will be discussed to analyze external dynamics which may have influenced the results.

Hawthorne Effect

Effect of testing or the Hawthorne effect occurs when individuals know they are being tested and are responding to

the testing situation. Since this researcher spent a great deal of time with all of the participants, the impact of testing was minimized and all levels of the agency actively participated in the project interventions.

Selection and Treatment

Selection and treatment is related to the degree to which one can generalize the results of this study to other populations. Because of the heterogeneity of this project's respondents with various levels of education and training, the interventions may be generalizable to other types of agencies and fields of service. Multiple treatment interference and reactive effects of experimental situations are not applicable to this type of quasi-experimental design.

RELIABILITY

The questionnaire and observation checklist were created for this project and have not been tested for statistical reliability. However, the questionnaire was revised after pilot testing with the participants attending the two focus groups. A few questions were eliminated and the language was slightly modified as a result of the pilot testing. In addition, the questionnaire contains multiple questions that contribute to the construct of each dependent variable.

The observation checklist was pre-tested by this researcher at other organization sites to gain comfort and familiarity with its format before the start of the project interventions.

SUMMARY OF RELIABILITY AND VALIDITY ISSUES

Threats to reliability and validity have been discussed above and do not appear to have significantly influenced the data obtained. In addition, multiple measurement techniques were used to minimize these issues. Thus, using observation measures as well as questionnaires with close-ended and open-ended questions, minimizes the problems of validity and reliability.

SUMMARY OF PRESENTATION OF FINDINGS

The statistical tests reject the null hypotheses at the .007 level for the student's t-test, at the .025 level for the Median Test, at the .01 level for the Mann-Whitney U Test. In the case of the Kolmogorov-Smirnov Test, a .05 level was achieved for the Chi-square statistic which is rated conservative according to Siegel (1956). The computed statistics demonstrate that team functioning has significantly improved following the inservice training and team evaluation interventions.

CHAPTER VI - SUMMARY AND IMPLICATIONS**SUMMARY**

The purpose of the project was to determine whether participation in team education was worthwhile and whether an inservice training program and follow-up evaluation meeting would improve team performance. Statistical analysis and observations of team interaction suggest that teamwork training and evaluation are valuable tools in enhancing overall team performance.

The project's methodology consisted of a quasi-experimental one group pre-test post-test design. To evaluate the impact of the training program, the project included a pre-test survey and observation, an inservice program on interdisciplinary teamwork and finally, a post-test survey and observation. Because of the nature of quasi-experimental methodologies, control group testing was not employed.

The inservice curriculum included the theory and practice of team operations, communication, decision-making and problem-solving techniques. The presentation included lecture, discussion, a role play and exercises. Evaluations of the

training demonstrated that participants incorporated a wide variety of information they needed to know and use in their teamwork practice; the broad-based and basic information about teamwork practice was found to be very worthwhile by these participants. One participant summed up the impact of the training by saying "I didn't know there was so much to learn about Teamwork."

When completing the statistical tests, it was found that the dependent variables of team effectiveness, team efficiency, and professional satisfaction showed similar increases in scores and that a change in one dependent variable could not be correlated to a change in another. The dependent variables were found to be descriptive and interactive parameters that were unable to be isolated from each other in the analysis. These dependent variables co-occur as a result of evaluating whole team performance and cannot be separated into independent markers. In addition, each dependent variable showed similar numerical increases. Distinguishing which particular variable increased as a result of the training and evaluation interventions was not feasible since they are interdependent factors. As one variable improves, the other two also improve. Thus, a discussion of the results includes the generalized variable of overall team performance encompassing parameters of effectiveness, efficiency, and professional satisfaction.

The statistical tests used in the analysis of the questionnaires validate the hypothesis that training about teamwork and evaluating the team process leads to improved team performance. Results of the team observations by this researcher convey less significant results. However, observing these teams in process provided an additional measure to support the findings that each team was operating at a high level. Since each team was found to be highly functioning at the pre-test times, post-test observations showed limited gains and could not be definitively related to the training and evaluation interventions.

Non-significant results were obtained when directly asking participants to rate team morale and effectiveness. These results reflect team members' inability to directly rate their teams. However, the questionnaire results do reflect improvement in overall team operations.

Observing the three agency teams in operation supplemented and complemented the questionnaire data. During pre-test and post-test times, all teams were observed to be highly functioning groups exhibiting excellent knowledge and skills in the areas of leadership, communication, planning and decision-making, conflict, roles, and team spirit. Observed changes between pre-test and post-test times showed minor gains in overall team performance for all three teams but

could not be related to one isolated dependent variable. In addition, the gains subjectively noted in team performance could not be definitively associated with the intervention activities of the inservice training and the team evaluation process.

Conducting team evaluations is one way to enhance the functioning of the teamwork process. The Respite Team fully participated in the evaluation component of this research project. The Department Head group felt the evaluation procedures were inappropriate to their team structure and process. The Intake Team reacted suspiciously to the report but did change its operating procedures in following meetings.

Interdisciplinary teamwork is an important component of social service practice and requires additional training at the college level and at the agency level. This project demonstrates the effectiveness of training and evaluating teams. Participants in the training sessions were actively engaged in the inservice programs; one participant reported that the role play exercise turned into an actual situation one week after the inservice program. Improvement noted in team performance may be correlated to the time and effort dedicated to this project. Since staff were given an opportunity to learn, to think, and to evaluate team issues,

they were motivated to acquire better skills and apply what they learned to their daily routine. Many agencies cannot afford to provide extensive training on teamwork and are required to cover more critical areas such as crisis care, emergency and life saving procedures.

FINDINGS and IMPLICATIONS

Data analysis revealed five major findings that generated a number of implications:

1. Interdisciplinary teamwork, while an integral component of agency practice, is not adequately presented in College (Preservice) education or agency inservice programs. The literature review revealed articles about the lack of training in both agencies and college programs.

Undergraduate and graduate programs can use the outlines and evaluation tools presented to offer preservice education for teamwork. Ideally, social service practitioners should learn more about the team process while they are in an educational program.

2. Many staff are interested in learning about team dynamics and functioning, since teamwork is a major part of their daily responsibilities. The feedback following the inservice presentations revealed that agency staff were actively

engaged in the inservice activities and were eager to learn about the subject in order to enhance their team's effectiveness. The training format is adaptable to different levels of staff, to various levels of education, and to variable time frames. Both agencies and college programs can adapt the material to the required time frame and needs of the participants.

3. Highly functioning teams can enhance their team performance through inservice training and evaluation of the team process. Statistical analysis and observation data revealed that teams can enhance their level of functioning through the methods utilized in this project. Social service agencies may want to develop a plan to evaluate the team process. Utilizing the Team Evaluation Form and the Factors Models as evaluation tools, will provide agencies with guidelines to conduct team evaluations. Since agencies rarely evaluate the team process, team evaluation may enhance their team's functioning levels by analyzing the various factors impacting upon the team's level of performance.

4. The team as a group can assess the quality of their interactions through a formal evaluation process. Team evaluations were conducted with two of the participating teams who incorporated the recommendations into their

operations. Team evaluations are best conducted with groups who respect each member's abilities, who are involved in decision-making groups, and who are committed to enhancing their functioning. For groups who have not reached a high level of functioning, limited goals should be set. First, teams should set out to establish the team's philosophical orientation and its organizational structure of goals and purposes. Following this work, the team should next concentrate on its communication, and decision-making techniques.

5. All levels of staff, from direct care to top management, can benefit from teamwork training. Participants in this project involved a wide variety of educational levels, years of experience in the field of Developmental Disabilities, and job responsibilities. The results of this project may encourage and assist social service agencies in providing inservice programs for teamwork. Agencies will be able to adapt the training outline as a model for inservice programs.

LIMITATIONS

Issues concerning the validity and reliability of testing instruments may have influenced the results of the study. The questionnaire was not tested for statistical validity,

however it was pre-tested before the final document was used. The observations of the teams and the Observation Checklist may have also been affected by issues of reliability. One researcher conducted all of the observations; future studies may include additional observers to address issues of reliability and validation of the processes observed.

Because this study intensively examined one agency serving individuals with Developmental Disabilities, idiosyncrasies of the agency may have influenced the outcomes. The training was carried out by a former agency employee who was generally known and trusted by agency management and direct care staff. A known trainer introduced fewer obstacles when observing the teams in action but may have influenced the participants to report only positive outcomes. An outside consultant might not have been so easily accepted into the agency's operations and would first have to gain the trust of the participants.

The methodology utilized required a great amount of time devoted to observing teams in action and in providing inservice training. Thus, many agencies may not be able to afford an outside consultant to provide the equivalent services.

AREAS FOR FURTHER STUDY

Longitudinal studies would be useful in determining the long-term benefits of training for teamwork. Follow-up studies to determine whether enhanced team performance can be maintained over time, and with changes in staff, or other variables, such as change in goals, structure or leadership would be worthwhile. In addition, comparison studies would also enhance the results of this quasi experimental study.

In addition, performance criteria were not defined to establish a baseline to determine what constitutes a highly functioning team. Agencies could establish unique criteria for each of their various teams based on the team's purpose and structure. The training program could then be developed to meet each team's specific outcomes.

CONCLUDING SUMMARY

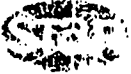
This project proposed to teach agency staff about the dynamics of team performance and to conduct a team evaluation in order to improve team operations. Three months later, the interventions' influence on team functioning was measured. The major contribution of this project was to validate the benefits of an inservice program for teamwork and to teach teams how to conduct a self-evaluation to

enhance their level of functioning. As a result, the three agency teams enhanced their overall team performance including variables of effectiveness, efficiency, and professional satisfaction of their team operations.

APPENDICES

APPENDIX A - LETTER OF AGREEMENT

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Rosalind Kopfstein
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West Redding, Connecticut 06896

Dear Rosalind:

STAR Center agrees to be the target agency for your dissertation concerning interdisciplinary teamwork.

You will have access to STAR staff who participate on agency teams to conduct a pre and post survey. In addition, time will be set aside for you to conduct an inservice training package on teamwork. STAR's Program Manager, Camille Cunningham, will verify the specific arrangements.

I am looking forward to working with you on this research project.

Sincerely,


Katie J. Banzhaf
Executive Director

KJB/dd

APPENDIX B - PRE-TEST TEAMWORK QUESTIONNAIRE

Directions: Please respond to each statement by circling the number that reflects your opinion. Think about the same team or work group as you answer each item. Thanks for your help.

	Strongly Disagree	Mostly Disagree	Slightly Disagree	Slightly Agree	Mostly Agree	Strongly Agree
	1	2	3	4	5	6
1. The team goal and purpose is clearly understood.	1	2	3	4	5	6
2. The structure of the team is clear to each member.	1	2	3	4	5	6
3. Team operations have changed for the better over the past year.	1	2	3	4	5	6
4. More time is spent at meetings on how members feel, than on conducting business.	1	2	3	4	5	6
5. Each person on the team knows his/her assigned role.	1	2	3	4	5	6
6. Each member has a distinct role; role overlap does not occur.	1	2	3	4	5	6
7. Most responsibilities are assigned by the team leader.	1	2	3	4	5	6
8. The leadership style is democratic - each of us contributes to decisions made for this team.	1	2	3	4	5	6
9. The leader encourages discussion of differing viewpoints.	1	2	3	4	5	6
10. Meetings are conducted in a friendly atmosphere.	1	2	3	4	5	6
11. Leaders are more like advisors or consultants than authority figures.	1	2	3	4	5	6
12. I enjoy working with my team members.	1	2	3	4	5	6
13. I feel I am an important contributor to the success of the team.	1	2	3	4	5	6
14. Team members value and respect the different professional viewpoints of their co-workers.	1	2	3	4	5	6
15. Team members feel comfortable sharing their feelings and concerns.	1	2	3	4	5	6

Strongly Disagree 1	Mostly Disagree 2	Slightly Disagree 3	Slightly Agree 4	Mostly Agree 5	Strongly Agree 6
16. Differing viewpoints are comfortably shared.					1 2 3 4 5 6
17. Team members listen to others with openness and understanding.					1 2 3 4 5 6
18. Disagreements and conflicts are resolved in a professional manner.					1 2 3 4 5 6
19. Disagreements are resolved by consensus - everyone agrees on the final resolution being presented.					1 2 3 4 5 6
20. Many team issues are decided outside of the formal meeting.					1 2 3 4 5 6
21. Everyone is actively encouraged to have his/her say before decisions are made.					1 2 3 4 5 6
22. Team decisions are strongly influenced by one or two individuals.					1 2 3 4 5 6
23. Teamwork takes too much time.					1 2 3 4 5 6
24. The social climate of team interaction is comfortable.					1 2 3 4 5 6
25. The level of team cooperation is high.					1 2 3 4 5 6
26. A small faction interferes with the team process.					1 2 3 4 5 6
27. The team is able to complete most of the tasks that it sets according to plan.					1 2 3 4 5 6
28. Our team is overburdened with too much work and too few resources.					1 2 3 4 5 6
29. Our team conducts a self-evaluation to review how well we operate.					1 2 3 4 5 6
30. Although we are known as a team, most members end up "doing their own thing" with little input from others.					1 2 3 4 5 6

Please go on to Page 3.

31. Please estimate the number of cases and/or agenda items covered during each meeting: Cases _____ Agenda Items _____

32. How long do your meetings usually last?
Less than 1 hour___ 1 to 1½ hours___ 1½ to 2 hours___
More than 2 hours ___

33. How many team meetings do you usually attend each week? ___

34. Overall, how would you rate the effectiveness of your team?
Excellent___ Very___ Good___ Fair___ Poor___
Good

35. Please rate the staff morale of your team members.
Very High ___ High___ Moderate___ Low___ Very Low___

36. Please list some problems that your team faces.

37. What suggestions do you have for improving team functioning?

38. Describe an Ideal Team.

Staff Demographics

1. Your sex: M FAge: Under 20 20-29 30-44 45-60
61 or older Are you: White Black Hispanic Asian
Other (Specify) _____2. Your highest level of Education: Elementary School
 High School Some College
 College Degree Masters Degree

3. Years in the field of Mental Retardation _____

4. Years at Agency: _____

6. Years on current Team: _____

7. Position/Title _____

8. Have you ever attended any college course or inservice
program on Interdisciplinary Teamwork? Yes No

APPENDIX C - POST-TEST TEAMWORK QUESTIONNAIRE

Directions: Please respond to each statement by circling the number that reflects your opinion. Think about the same team or work group as you answer each item. Thanks for your help.

Strongly Disagree	Mostly Disagree	Slightly Disagree	Slightly Agree	Mostly Agree	Strongly Agree	
1	2	3	4	5	6	
1. The team goal and purpose is clearly understood.	1	2	3	4	5	6
2. The structure of the team is clear to each member.	1	2	3	4	5	6
3. Team operations have changed for the better over the past year.	1	2	3	4	5	6
4. More time is spent at meetings on how members feel, than on conducting business.	1	2	3	4	5	6
5. Each person on the team knows his/her assigned role.	1	2	3	4	5	6
6. Each member has a distinct role; role overlap does not occur.	1	2	3	4	5	6
7. Most responsibilities are assigned by the team leader.	1	2	3	4	5	6
8. The leadership style is democratic - each of us contributes to decisions made for this team.	1	2	3	4	5	6
9. The leader encourages discussion of differing viewpoints.	1	2	3	4	5	6
10. Meetings are conducted in a friendly atmosphere.	1	2	3	4	5	6
11. Leaders are more like advisors or consultants than authority figures.	1	2	3	4	5	6
12. I enjoy working with my team members.	1	2	3	4	5	6
13. I feel I am an important contributor to the success of the team.	1	2	3	4	5	6
14. Team members value and respect the different professional viewpoints of their co-workers.	1	2	3	4	5	6
15. Team members feel comfortable sharing their feelings and concerns.	1	2	3	4	5	6

Strongly Disagree 1	Mostly Disagree 2	Slightly Disagree 3	Slightly Agree 4	Mostly Agree 5	Strongly Agree 6
16.	Differing viewpoints are comfortably shared.				1 2 3 4 5 6
17.	Team members listen to others with openness and understanding.				1 2 3 4 5 6
18.	Disagreements and conflicts are resolved in a professional manner.				1 2 3 4 5 6
19.	Disagreements are resolved by consensus - everyone agrees on the final resolution being presented.				1 2 3 4 5 6
20.	Many team issues are decided outside of the formal meeting.				1 2 3 4 5 6
21.	Everyone is actively encouraged to have his/her say before decisions are made.				1 2 3 4 5 6
22.	Team decisions are strongly influenced by one or two individuals.				1 2 3 4 5 6
23.	Teamwork takes too much time.				1 2 3 4 5 6
24.	The social climate of team interaction is comfortable.				1 2 3 4 5 6
25.	The level of team cooperation is high.				1 2 3 4 5 6
26.	A small faction interferes with the team process.				1 2 3 4 5 6
27.	The team is able to complete most of the tasks that it sets according to plan.				1 2 3 4 5 6
28.	Our team is overburdened with too much work and too few resources.				1 2 3 4 5 6
29.	Our team conducts a self-evaluation to review how well we operate.				1 2 3 4 5 6
30.	Although we are known as a team, most members end up "doing their own thing" with little input from others.				1 2 3 4 5 6
31.	Overall, how would you rate the effectiveness of your team?				
	Excellent___	Very___	Good___	Fair___	Poor___
		Good			

Please go on to Page 3.

32. Please rate the staff morale of your team members.
Very High ___ High___ Moderate___ Low___ Very Low___

33. Did you attend the STAR Inservice Training on Interdisciplinary
Teamwork conducted by Ros Kopfstein ? Yes___ No___

If yes, please respond to the next questions.
What did you learn from the Presentation?

34. Have you noticed any changes in your Team's operations since the
training? Please Describe.

35. Will you use the Team Evaluation Form ? Please Explain.

Thanks so much for your interest and advice in conducting my research.
Ros Kopfstein

APPENDIX D - FOCUS GROUP DISCUSSION QUESTIONS
BRAINSTORMING ABOUT INTERDISCIPLINARY TEAMWORK

What makes teams work well?

What makes teams function poorly?

What problems have you experienced concerning Teamwork?

What changes would you make to help teams function better?

Describe an Ideal Team.

APPENDIX E - OBSERVATION CHECKLIST

I. <u>LEADERSHIP</u>				
Amount of Control				
<u>Minimal</u>		<u>Appropriate</u>		<u>Excessive</u>
1	2	3	4	5
Amount of Direction				
<u>Poor/Lacking</u>		<u>Appropriate</u>		<u>Over</u>
1	2	3	4	5
Amount of Participation				
<u>Limited</u>		<u>Equal</u>		<u>Over</u>
1	2	3	4	5
Climate of Meetings				
<u>Chaotic</u>		<u>Managed</u>		<u>Controlled/Rigid</u>
1	2	3	4	5
II. <u>COMMUNICATION</u>				
One-way Full & Open Discussions Variable				
1	2	3	4	5
Disconnected Related to Task Social				
1	2	3	4	5
Amount of Discussion				
<u>Individual</u>		<u>Full/Open</u>		<u>Variable</u>
1	2	3	4	5
III. <u>PLANNING & D-M</u>				
No P-S Techniques Hierarchy				
<u>Control</u>		<u>Skilled D-M</u>		<u>of Control</u>
1	2	3	4	5
Equality of Influence				
<u>Small faction</u>		<u>Group Consensus</u>		<u>Top-down</u>
1	2	3	4	5
Sharing of Suggestions				
<u>Limited</u>		<u>Full Discussion of</u>		<u>From leader/</u>
<u>Participation</u>		<u>Dissenting Opinions</u>		<u>Variable</u>
1	2	3	4	5
Diversity of Opinions Sought				
<u>Not Allowed</u>		<u>Full/Open</u>		<u>Excessive/Variable</u>
1	2	3	4	5

Qualitative Summary

Quality of
Communication: _____

Conflictual
Issues: _____

Quality of Discussion
Items: _____

Leadership
Issues: _____

Comments from Team Leader:

APPENDIX F - INSERVICE TRAINING NOTICE

STAR INSERVICE

"Building Effective Teams"

Presented By Roz Kopfstein

Wednesday

2/12/92

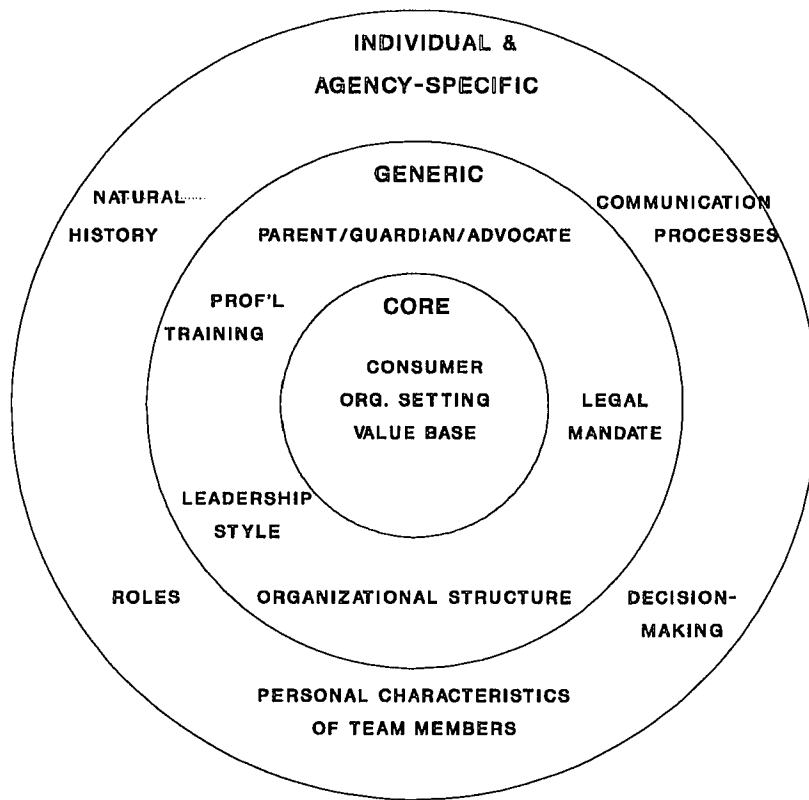
9:00 a.m. - 12:00 p.m.

in the Large Conference Room
at STAR Center

All staff
are encouraged to attend.

Members of the Intake Committee, Respite Staff and Department Heads
are required to attend in order to assist Roz with her
doctoral dissertation data.

APPENDIX G - FIGURE 3. FACTORS MODEL
FACTORS AFFECTING TEAMWORK



APPENDIX H - TEAM EVALUATION

Date: _____ Team: _____

Leader: _____

Participants: _____

EXPLAIN EACH ANSWER

1. Are this team's purpose and goals clearly understood?
2. Are all members committed to the agreed-upon goal?
3. Is this team composed of members who complement each other; should team functions be rotated?
4. Are roles clearly specified; is there role overlap, confusion or duplication?
5. Describe the leadership style of this team; does the style fit the team's goals?
6. Does this team allow different points of view to emerge? Differences of opinion and perspectives are valued.
7. Do members feel comfortable and participate readily? Is mutual respect and understanding an important part of the team process?
8. Discuss the communication and decision-making processes used on this team.
9. How are conflicts and disagreements resolved?
10. Is this team reaching its goals? Why or Why not?
11. Overall, how would you rate this team's operations?
12. Plans for enhancing team performance include:

APPENDIX I - INSERVICE EVALUATION

PLEASE CIRCLE THE NUMBER WHICH BEST EXPRESSES YOUR REACTION TO EACH OF THE FOLLOWING ITEMS:

- | | | |
|---|--------------------|-----------------------|
| 1. The Inservice introduced new ideas about Teamwork: | A Few
1 2 3 | Many
4 5 |
| 2. The purpose of the training was: | Vague
1 2 3 | Clear
4 5 |
| 3. The ideas and discussions about teams were: | Dull
1 2 | Interesting
3 4 5 |
| 4. The ideas and discussions about team communication were: | Confusing
1 2 3 | Helpful
4 5 |
| 5. The ideas and discussions about problem-solving techniques were: | Confusing
1 2 3 | Helpful
4 5 |
| 6. The role plays/exercises were: | Not Helpful
1 2 | Very Helpful
3 4 5 |
| 7. The workshop presenter was: | Confusing
1 2 3 | Helpful
4 5 |
| 8. The ideas presented will help me become a better team member. | Not Helpful
1 2 | Very Helpful
3 4 5 |
| 9. Overall, I consider this session: | Not Helpful
1 2 | Very Helpful
3 4 5 |
| 10. What was the most important thing that you learned today? | | |

11. What else would you like to learn about Teamwork?

12. Any Additional Comments?

Thank you, Ros Kopfstein

2/12/92

APPENDIX J - OUTLINE OF THE INSERVICE EDUCATION PROGRAM

1. Introduction: The importance of teamwork; purpose of training - to enhance team performance
 - a. Mark off 3 characteristics of teams on checklist
 - b. Definition of teams
2. Theory, skill, and dynamics of teamwork
 - a. Teamwork is performance, practice and evaluation
 - b. Warm-up exercise: Discussion and examples of good and bad experiences on teams
 - c. Team development: How teams relationships develop over time; natural history of teams
 - d. Characteristics for effective teams
 1. Cooperation, participation, mutual respect and understanding
 2. Myths of teamwork
 - e. Requirements for effective teams: Interpersonal aspects
 1. Being included, respected and liked - trust, collaboration, involvement
 - f. Roles of team members
 1. Role expectation, role conception, role acceptance, role behavior
 2. What role do you play?
 - g. Teamwork problems
 1. Dilemmas and barriers
 2. Conflicting Obligations and expectations
 3. Common teamwork problems
3. Communication skills
 - a. Communication exercise: Restating and rephrasing opinions
 - b. Definition, sending and receiving clear messages
 - c. Rules of communication
 - d. Active listening skills
 - e. Two-way communication and perception checking
 - f. Styles of communication
4. Decision-Making techniques
 - a. Parameters of decision-making: Conflict is inevitable for all teams
 - b. How are: conflicts resolved, conclusions reached, conflicts expressed or repressed
 - c. Decision-Making techniques: Brainstorming, voting, vetoing, consensus, majority-minority voting, authoritarian
 - d. Problem-Solving steps

5. Role play ($\frac{1}{2}$ hour)
 - a. Summary of what happened and why
 - b. Discussion of what techniques to use in difficult situations

6. Summary
 - a. What have you learned?
 - b. Review of warm-up exercise on characteristics of effective teams
 - c. Listing of teamwork problems and brainstorming ideas to resolve them
 - d. Create a definition of an "Ideal Team"
 - e. Evaluation of workshop

APPENDIX K - INSERVICE TRAINING HANDOUTS: Definition of
Teams and Roles

Definitions of Teams:

Teamwork is that work which is done by a group of people who possess individual expertise, who are responsible for making individual decisions, who hold a common purpose, and who meet together to communicate, share, and consolidate knowledge, from which plans are made, future decisions are influenced, and actions are determined.

N. Brill (1976). Teamwork: Working Together in the Human Services, J. B. Lippincott, p. xvi).

BEING INCLUDED, RESPECTED and LIKED

Roles of Team Members:

The Harmonizer - be nice
 The Clarifier - providing information
 The Doubter or Questioner
 The Authority/Expert
 The Disinterested Player - withdrawn
 The Vetoer or Blocker - that will never work
 The One who Puts off all Decisions - not enough information
 The Game Player or Joker
 The Surveyor - asking everyone for an opinion
 The Fact-Finder
 The Supportive Person - encouraging and getting along with everyone
 The Emotional Person - sharing & expressing feelings
 The Aggressor
 The Competitor
 The Monopolizer

APPENDIX L - INSERVICE TRAINING HANDOUTS: Definition of
Communication

Definition of Communication: An exchange of information between individuals through a common system of symbols, signs, or behavior; communication takes place within a climate of shared understanding. Through clear communication, team members build trust, set goals, understand each other's point of view, coordinate group activities, and make decisions.

Sender

Receiver

Message

Channel

Noise

* BASIC RULES OF COMMUNICATION*

- * You are responsible for your ideas and feelings being stated specifically and clearly.

Clearly own your messages.

Use Active Listening skills.

Be redundant.

Be clear and specific.

- * You can speak up for yourself only after you have restated the ideas and feelings of the sender accurately and to the sender's satisfaction.

Use Perception Checking and Paraphrasing Techniques.

APPENDIX M - INSERVICE TRAINING HANDOUTS: Decision-Making

Styles of Decision-Making

Brainstorming

Hierarchy of Decision-Making

Win-Lose; Voting

Consensus-Seeking

Problem-Solving: A team approach brings the diverse expertise of individuals to all phases of a problem-solving/decision-making process.

1. Identifying and Defining the Problem
2. Generating Possible Solutions
3. Assessing the Alternatives and Determining
Priorities
4. Carrying out the Plan and Assigning
Responsibilities
5. Evaluating the Outcome

APPENDIX N - INSERVICE TRAINING HANDOUTS: Characteristics
of Effective Teams

Please list as many as you can think of:

1.

2.

3.

4.

5.

6.

7.

Next, discuss your ideas with two colleagues to create a joint listing.

APPENDIX O - INSERVICE TRAINING HANDOUTS: Characteristics
of Effective Teams

CHARACTERISTICS OF EFFECTIVE TEAMS

Place an X next to the three (3) most important components
of Teamwork

1. Leadership_____
2. Respect and Feeling Respected_____
3. Equal Participation - Being Included_____
4. Equal Importance_____
5. Free to Express Oneself_____
6. Trusting oneself and Others_____
7. Humor_____
8. Clear Goals and a Common Purpose_____
9. Commitment_____
10. Supportive Environment_____
11. Value and Recognize diversity and
individuality of each member_____
12. Positive Attitude_____
13. Understanding Each Other_____
14. Collaborative Environment_____
15. Flexibility_____
16. Competent Team Members_____
17. A Structure for Decision-Making
and Disagreements_____
18. A Set of Rules_____
19. Clear Roles for Each Member_____
20. Being Liked_____

APPENDIX P - INSERVICE TRAINING HANDOUTS: Teamwork Problems

Communication

Consistency

Time Pressures

Role Confusion

Constructive Criticism

Too Many Bosses

Unequal Participation

Cutting off Discussion to Reach a Decision

Limited Resources

Resistance to Change

Outside influence

Change in Leadership

Insufficient Information

Work Overload

APPENDIX Q - INSERVICE TRAINING HANDOUTS: Role Play

Play the Role on your Index Card. You are part of a regular staff meeting discussing these two issues.

1. A parent demands placement/services in your program immediately. There is a waiting list, but this parent has "Influence."

Exchange Index Cards and take on a new Role.

2. Budget concerns are a major problem at the agency. \$15,000 must be cut from your department - what will you do.

APPENDIX R - ROLE PLAY: Description of Roles

TEAM CO-LEADER ROLES (Positive and Negative)

ROLE: The Clarifier

Assesses and accepts contributions of others

ROLE: The Fact Finder

Gathers information to make an informed decision.

ROLE: Gate-Keeper

Attempts to keep communication open
Facilitates participation of others

ROLE: The Authoritarian

Attempts to dominate proceedings.

ROLE: The Blocker

Goes off on tangents, argues
endlessly without ever giving up.
Rejects ideas on a personal basis.

ROLE: The Special Pleader

Has one or two favorite ideas.
Regardless of the purpose of the
group, the special pleader works
on his/her ideas.

TEAM MEMBER ROLES (Positive and Negative)

ROLE: The Gate-Keeper

Attempts to keep communication open.
Facilitates participation of others

ROLE: The Fact-Finder

Gathers information to make
an informed decision.

ROLE: Encouraging

Accepting others and their contributions
Showing regard by giving others
opportunities to speak or be recognized

ROLE: The Clarifier

Assesses and accepts contributions
of others.

ROLE: Harmonizer

Attempts to reconcile disagreements
Tries to get team members to explore
their differences

ROLE: Standards Setter

Expresses standards for team to achieve
Applies standards in evaluation of team
production or functioning

ROLE: The Compromiser

Freely admits errors.
Disciplines self to maintain team
cohesion

ROLE: Expressor Of Team Feelings

Senses feelings, moods and interactions
within the team.
Shares own feelings with others.

ROLE: The Blocker

Goes off on tangents, argues endlessly,
never gives up.

ROLE: The Aggressor

Works to build status within the team
by criticizing almost everything or
blaming others.

ROLE: The Competitor

Feels the need to compete with another
person or idea (eg. usually follows
another's idea with "Yeah, but...")

ROLE: The Monopolizer

Talks all the time.
Asserts authority.

ROLE: The Joker

Clowns. mimics and disrupts team work

ROLE: The Withdrawer

Refuses to be part of the group.
Passive, evasive.

ROLE: The Authoritarian

Attempts to dominate proceedings

NEUTRAL TEAM MEMBER ROLES

ROLE: New Staff Member
Attending first team meeting

ROLE: Observer
Notes team interactions.

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